



Weems Elementary

Continuous School Improvement Plan 2021-2022

2021-2022
“Lifting Learning to New Heights”

Weems Elementary

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Weems Elementary Continuous School Improvement Plan 2021-2022

1. Section I: School's Continuous Improvement Team

Name	Position/Role	Name	Position/Role
Dr. Zella H. Jones	Principal	Stephanie Fischer	SPED Lead
Ashley Faaborg	Assistant Principal	Julie Crossley	ESOL Lead
Carrie McDaniel	Pre-Kindergarten Lead	Fawn Rivenbark	Encore Lead
Darlene Pinkos	Kindergarten Lead	Annette Bruner	Technology Coach
Chelsea Kelly	Grade 1 Lead	Jennifer Thompson	Reading Coach (Prek-1)
Sarah Slonaker	Grade 2 Lead	Lynn Oliver	Reading Coach (2-4)
Tori Ventrosco	Grade 3 Lead	Sara Birkhead	Math Coach
Nicole Schmitt	Grade 4 Lead	Melissa Baker	Math Coach
Leigh Corner	Counselor/ PBIS	Kim Ainsworth	Teacher
Parent Representative	Ashley Logan	Parent Representative	Erica Causer

By signing below, the principal certifies the following:

- Continuous School Improvement Plan from previous school year was reviewed and goals closed out.
- This school's continuous improvement plan has been developed collaboratively with staff and parents.
- It addresses the areas of need identified by the data and team and all strategies will be implemented.
- Data will be collected throughout the school year to analyze all strategies stated in this plan.
- Program evaluations will be completed and used in review and revision process of this plan.

Principal's Signature

Date

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2. Section II: Introduction

State Accreditation Status: Fully Accredited Accredited with Warning

Title I School: Yes No School wide with Targeted Assistance

Description of school

Weems Elementary School, home of the Wildcats, is a school-wide Title 1 school of 652 students (September 24, 2020) in Pre-Kindergarten through Fourth grade. The school is located in Manassas, Virginia; a suburb of Washington, D.C. located approximately 30 miles away from the city. Weems is a Talents and Gifts (TAG) Theme School which utilizes the Schoolwide Enrichment Model (SEM) as a basis for creating a learning environment that fosters enjoyment, engagement, and enthusiasm. Weems is also working to implement Project Based Learning (PBL) in our school. Through these programs, students experience authentic high-level learning, career exposure, and talent development. To accomplish our mission, the school provides each student with a rigorous academic program, enriching activities, and support geared toward their individual needs. The goal is to empower students with the academic, critical thinking, technological, and interpersonal skills necessary to successfully compete in a diverse global economy.

We integrate an academic and behavioral Response to Intervention (RTI) program to support student achievement. With tiered supports, students' needs are met with various levels of proven support strategies.

Weems employs a Positive Behavior Intervention and Support (PBIS) program to support the development of community, citizenship, and role model school wide behaviors. Students learn expected behaviors, set and assess personal and academic goals, and resolve conflicts. This approach helps to provide a safe and nurturing environment where all students can grow, develop, and learn.

During the 2020-21 school year, Weems developed a team of staff members to receive training and serve as guides for the implementation of Sanford Harmony's Social and Emotional Learning (SEL) curriculum. Harmony SEL is a social and emotional learning program for Pre-K-6 grade students. Harmony fosters knowledge, skills, and attitudes boys and girls need to develop healthy

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identities, create meaningful relationships, and engage productively by providing SEL learning resources, tools, and strategies. During the 2021-2022 school year, Weems will utilize Sanford Harmony Lessons to support students' SEL progress.

The students at Weems wear uniforms, an initiative that began in 2013 and has had 100% compliance since its inception. Students wear uniforms Monday through Thursday with a “free dress” or “spirit day” on Friday. Uniforms support positive student morale for themselves and our school. During the 2020-2021 school year parents were encouraged to continue having students wear their uniforms during distance learning to promote a sense of “Real School” and unity. Students will continue to wear uniforms Monday through Thursday during the 2021-2022 school year. We encourage teamwork to support our common goal of achieving and showing what we know. This initiative has unified us as a team and will continue to make us stronger Wildcats.

In addition, of the ethnically and culturally diverse student population at Weems Elementary, 41% currently receive English Learner (EL) instruction. Over the past ten years, the Hispanic population of our school increased greatly and now represents 73% of the student population. The remainder of the student population breaks down as 10% White, 8% Black, 4% Asian, 4% multi-racial. Weems currently has 82 % of the student population receiving free and reduced lunch, and there are 8.74% students who have Individualized Education Plans (IEPs) and receive special education services.

The instructional school day begins at 8:35 a.m. and concludes at 3:45 p.m. Educators and administration are dedicated to providing the most extensive instruction possible through ‘bell-to-bell’ instruction. During the 2019-20 school year, Weems achieved an average daily attendance of 89% over 130 days from August to our March State closure. During the 2020-2021 School year, attendance was based on a meaningful interaction with content. It was challenging to measure attendance as students would frequently log in and out of zoom sessions during the school day. Weems will strive for improved attendance during the 2021-2022 school year as we return to a regular schedule with traditional attendance requirements and policies.

Weems Elementary is fully accredited at the federal and state level and scored in the level 1 range across all accreditation areas (At or Above Standard). We continue to strive to exceed school quality indicators as outlined by the Virginia Department of Education.

Weems scored the following during 2019 Spring SOL testing:

Grade 3-4 Reading- 88.24%, Economically disadvantaged- 87.50%, Hispanic- 90.67%, Students with disabilities - 80%,

Grades 3-4 Math - 94.26%, Hispanic- 95.33%, Black - 86.36%

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Weems was closed in March 2020 by the Governor of Virginia due to the COVID-19 pandemic and we did not administer SOL assessments to students.

Weems students participated in the 2021 Spring SOL testing for Reading and Math. We received the following preliminary pass rates:

Grade 3 Math- 118/135 students tested, All students 16%, Black- 17%, English Learners 3%, Hispanic 11%, SWD- 40%

Grade 4 Math - 115/ 133 students tested, All students 28%, Black- 36%, English Learners 12%, Hispanic 24%, SWD- 27%

Grade 3 Reading- 116/135 tested, All students 34%, Black- 33%, English Learners- 12%, Hispanic- 25%, SWD- 40%

Grade 4 Reading- 112/133 students tested, All Students- 46%, Black- 45%, English Learners- 16%, Hispanic- 41%, SWD- 50%

Professional Development *(Title I Component 4)*

Throughout the year, the staff is provided opportunities for professional development to continue to maintain and improve their instructional practices. Professional development focuses on Professional Learning Communities (PLC), “Return to Learn”, Equity, Social and Emotional Learning (SEL), Sanford Harmony, STEMScopes, Heggerty, and Orton Gillingham Reading instruction. During the 2021 summer, staff participated in virtual Confratute in support of our SEM (Student Enrichment Model). Administration participated in the Superintendent's leadership retreat. Administration will participate in a “Plain Talk about Literacy and Learning” conference in support of OG/ Haggerty and the science of learning to read. Weems continues to develop and maintain an understanding of Learning Focused School (LFS) and Talents and Gifts (TAG). Weems utilizes the Teacher Education and Mentor (TEAM) program to support new teachers through their first three years in the practice of teaching. Weems continues to encourage and celebrate the gold standards in Project Based Learning (PBL).

During the 2021-2022 school year, staff will collaborate to further their understanding of collaborative practices. Staff will continue to work with their PLC teams to plan teaching and learning outcomes in the distant learning and transitional environments. Additionally, ongoing professional development will be provided through planning meetings on how to analyze and use data to inform instruction to best meet the needs of all learners in small groups.

Professional Learning Communities (PLC) - We have established Professional Learning Communities (PLCs) composed of grade level teachers along with Administrators, Reading Coach, Math Coach, ITTS, STEM Coach, teachers of ESOL and Special Education. Teachers on a grade level team have common planning time and meet at least once a week for each content area to discuss effective

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teaching strategies, daily and long-range planning, course pacing, rigorous instruction, and to data share after assessments. During Covid school closures and social distancing, PLC's redefined their communication formats and developed stronger avenues of communicating and collaborating using technology. Team meetings are based on agendas produced by teams and may include cross-curricular discussions to integrate meaningful instructional experiences. Teams create a meeting schedule and PLC reflection that is submitted via google docs into Schoology. During the unit, mini-teams will meet to plan the learning activities and assessment prompts specifically for their class(es) depending on grade level needs. After each unit assessment, teams reflect on student data and instructional practices. Grade level notes are to be submitted, via Google docs, to administration, coaches, and the School Improvement Team for further recommendations. Schoology faculty learning pages have been created to share data from google and to create a space for staff continual learning and collaboration. Teams additionally meet regularly to plan instruction and post assessment data share days to analyze student performance data, to review previous and current tests data, program evaluations, unit tests, and develop enrichment strategies to improve areas of weakness. A member of our administrative and/or coaching team attend and provide support on a regular basis.

In 2021-2022, PLC teams will continue to use "Learning by Doing: A Handbook for Professional Learning Communities at Work" as a reference for successful PLC's. All teams created norms in the fall.

Chapters and area of study include:

- A Guide of Action for Professional Learning Communities at Work
- Defining a Clear and Compelling Purpose
- Building a Collaborative Culture of Professional Learning Community
- Creating a Results Orientation in a Professional Learning Community
- Establishing a Focus on Learning
- Creating Team-Developed Formative Assessments
- Responding When Some Students Don't Learn
- Hiring, Orienting, and Retaining New Staff

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- Addressing Conflict and Celebrating in a Professional Learning Community
- Implementing the Professional Learning Community Process District Wide

Vertical Shared Professional Leadership Teams – During the 2021-2022 school year vertical teams will be developed to support common language and pedagogy in teaching overarching strands. Each member of a grade level will take on a content lead role. Strands of focus will be determined based on longitudinal student achievement data and results will be monitored as grade levels align language and best teaching practices. This model shares leadership at the grade level and allows for professional learning and collaboration within our school.

Management and Governance - A School Improvement Team and Professional Leadership Team (PLT) team has been established with experienced teachers, administrators, and parents to inform management decisions. Teachers also have opportunities to take on leadership roles within the school community such as the TAG/ Uniform committee, School Culture Committee, PBIS/ SEL committee, PBL committee, PEP committee, Safety committee, Yearbook committee, and Sunshine Committee.

Curriculum and Standards - The division developed a curriculum alignment guide and framework for all core subjects to include Reading, Mathematics, Social Studies and Science that align with the Virginia content standards. Scope and Sequence plans were modified as needed to support the results of state tests from year to year. Although these are available on the VDOE website, each teacher will be provided with curriculum frameworks for the subject areas they teach. Teachers and teams will utilize the MCPS Dynamic Instruction resources site through Schoology.

Instructional Framework - Learning Focused Schools (LFS) – Weems and Manassas City Public Schools continue to utilize LFS as our instructional framework. Professional development will continue this school year and we will strengthen the existing components with connected higher order lessons and assignments. Learning maps, lesson plans, and matrices are now available as resources for students and teachers to continue to receive support and feedback from coaches, teammates, and administration at the school level.

Instruction - The school increased the capacity of the instructional team by recruiting and hiring highly qualified teachers. Having a highly skilled teaching staff and a comprehensive professional development plan will help to ensure effective delivery of instruction and increased academic rigor. Professional development will be provided to assist staff in using PLC processes, LFS components,

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Project Based Learning, Balanced Literacy, Number Talks, Positive Behavior systems (PBIS), Sanford Harmony SEL, and strategies for furthering the School wide Enrichment Model (SEM) implementation throughout the school day.

Walkthroughs - Walkthroughs are conducted throughout the year by administrators to monitor teaching practices in the classroom. Specific LFS areas of focus have been identified and will be assessed throughout the time during the informal observations. By observing specific areas that are a strength or area of concern, we can support teachers in improving their instruction to best meet the needs of the students.

Parental Involvement

Parents of Weems students and community members are informed of and invited to school events, such as Back to School, Open House, PTO meetings and activities, curriculum nights, concerts, TAG Share Fairs, and other family activities. Parents are kept up to date regarding student progress, learning, tutoring, and volunteering opportunities using a variety of communication tools, such as Alert Now messages, monthly school and classroom newsletters, emails, and text messages, Remind, S'Mores newsletters.

The following activities are planned for the upcoming year:

Open House- August 10	Parents as Educational Partners (PEP)	Monthly S'Mores newsletters with parent/student engagement questions with prizes
Title I Meeting	Awards Assemblies	Reading Night and Math Night - TBD
Parent Teacher Conferences (October and February)	PTO meetings and events	Curriculum Nights- Grade 3 & 4= October 19, Grade 1= October 18, Grade 2= TBD, Grade K = TBD
TAG share fair - TBD	Virtual Pre-K/ VPI parent meetings	Readers as Leaders - TBD

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SOL Preview Night- TBD	Parent Volunteers	Latino Literacy Project
Art Show - TBD	Virtual Book Fairs	Chorus Concert- TBD

SOL Title I Curriculum Nights - Each grade level hosts an evening where parents are invited along with their child to be introduced to and become familiar with the standards of learning and programs that students use in school. Parents will be given SOLs information to review, ask questions to understand what their child is doing in school. This will help parents to better assist their students with their homework as well as ongoing support to prepare their child for success on the SOL tests. During this event, teachers will model reading and math strategies that parents can implement at home. We aim to use Title I Parental Involvement funds to assist and motivate greater attendance rates.

Latino Literacy Project- The Latino Family Literacy Project is a 10 week program designed to teach parents and guardians how to create a family reading routine at home. At Weems, the project will begin in Mid-January and will take place on Mondays from 5:00-7:00. The program is a bilingual program in Spanish and English and the reading materials used for the lessons are also bilingual. The leaders of the program will be teaching participants many different reading strategies that participants can then use at home to help their students with reading.

Community Outreach - Our school continues to foster a sense of community for all stakeholders while following restrictions and health safety guidelines. We adapt to virtual technology to engage parents that are otherwise unable to attend in person events.

Transition (*Title I Component 4*)

In the 2020-2021 school year many transition plans that formally occur in person were adapted or canceled due to health safety guidelines. We look forward to resuming in-person transition opportunities in the 2021-2022 school year.

Weems supports students in transition through the rising Pre-K Preschool Introduction Program (PIP), New Experiences in School Training (NEST), and rising grade five programs. During the summer, rising pre-K and Kindergarten students participate in a school

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readiness curriculum program. During the 2020 and 2021 summer, this program was canceled due to COVID-19 restrictions. We look forward to offering this learning opportunity during the summer of 2022.

Fourth grade students transitioning to Mayfield Intermediate School watch a weekly video starting in January. These videos introduce students to staff and the building and highlight important information about the intermediate student experience. Students work with their Fourth grade teachers and counseling staff to select a music program for their Fifth grade year at Mayfield. There is an open house in August for all rising 5th graders as well as a family night in May.

In addition, during the 2018-19 school year, Weems was awarded the Purple Star Award. This award in part acknowledges Weems's commitment to providing a smooth school transition for military families and their children. Recipients are eligible to reapply for this distinction every three years.

Preschool Program

All elementary schools in MCPS host the Virginia Preschool Initiative (VPI) to support an easier transition for students into Kindergarten. During the 2020-2021 school year all Pre-K classes were changed to ½ day classes. This allowed for a larger number of students to participate in the program.

Pre-K has implemented the Heggerty Phonemic Awareness curriculum and Creative Curriculum which help build the foundation of literacy skills and supports Project Based Learning. During the 2020-2021 school year, Preschool will utilize a VPI mobile technology service model that incorporates the Footsteps2Brilliance® learning platform and connects the school and home in a blended learning environment. Students are provided direct instructional services half-day, five days per week at their neighborhood school (Weems).

We utilize technology with the Footsteps2Brilliance app that allows a home and school literacy connection. The app is available in English and Spanish. The students participate in a variety of encore classes that provides each student with the opportunity to experience music, art, physical education, and library during the week. We also provide a monthly calendar with suggestions and tips of things parents can do at home to help their child have a positive and successful year in Pre-K.

Supporting Students Who Experience Difficulty *(Title I Component 2, 3, and 4)*

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During the 2021-2022 school year, Weems will support students that experience difficulty through tiered intervention strategies. All students experiencing difficulty will receive Tiered 1 interventions through whole and small group instruction in math and reading. Small group rotations allow teachers to reteach and reassess specific skills through differentiated approaches. As a Tiered 1 intervention, all students will benefit from Elevation methods that assist students in learning vocabulary by proven best practices. Students that are English Language learners and students with IEP identified expressive and/or receptive language goal will receive Imagine Learning vocabulary/reading instructional interventions. Our Speech and language pathologist will work with teachers to identify English speaking students that will be best served by this instructional platform.

All Weems elementary students receive intervention through Tier 1 instruction to support their behavior through our Positive Behavior Intervention and Support program, Social and Emotional Learning curriculum, and counseling staff.

Students that need additional support beyond Tier 1 interventions will receive a student specific goal and intervention plan as a tool for student behavior, reading, and math intervention. ESOL teachers will receive Elevation training during the 2021-2022 School year and will serve as experts for staff to integrate best practices in learning activities that support students' language acquisition. ESOL staff will also receive training in October for Imagine Learning.

When Students continue to struggle, teachers complete a student snapshot and make a referral to a problem-solving team. The team works collaboratively to consider solutions to the behavior and/or academic concerns of the student. An intervention plan may be developed to include best practice tiered support strategies to target desired student progress, the frequency and intensity of intervention, and the progress monitoring.

Weems provides academic RtI and identifies students according to norm referenced data and other data points according to student's grade level (PALS, VKRP, DRA, SRI, SGA, SOL, etc.). Students identified as two grade levels behind will receive T2 intervention. Students identified as three grade levels behind will receive T3 intervention. Kindergarten and grade 1 staff use a combination of screeners to determine their T3 and T2. Teachers will work together to determine any additional student needs that may not be identified on provided diagnostic tools. This student group will be equivalent to the 5% in most academic need and the 15% of the most in need of RtI services. Grade level teams have flexibility within a basic small group RtI structure. The RtI Committee (RtI Coordinator, ESOL teachers, general education teachers, special education teachers, and school psychologist) meets monthly to

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review student data. Teams have the freedom to choose their service delivery time models as well as the grade level teacher(s) that is instructing on a targeted area.

During the 2021-2022 school year, Wednesdays will serve as intervention days. All students will participate in targeted intervention or acceleration opportunities in all grades for reading and math.

During the 2019-2020 school year students that received T2/T3 interventions were able to work with different teachers on a particular skill set as the grade level team determined. All students receiving T3 level intervention received an additional 30 minutes daily of teacher to student targeted intervention. Students identified as needing T2 intervention, received an additional 30 minutes three times per week of targeted intervention. In our 2020-2021 distance learning setting, teachers identify students in need of additional support and worked with students through office hour assistance. Additional reading T3 RTI was provided by non-instructional staff by using the Heggerty phonemic reading approach. This intervention program began in February and continued throughout the distance learning setting. We look forward to the opportunity to accelerate learning in person.

Students that are receiving interventions for Reading, Math, or behavior will meet with the student assistance team to determine additional appropriate interventions or strategies to put in place according to that individual student's set of circumstances. When multiple interventions have been tried and are unsuccessful or when a disability is suspected, the pre-referral team meets to explore what is currently being done to support the student, what may be needed, and/or what educational testing can be performed to determine a suspected disability.

Student Accountability - Our students also take pride in their academic performance by setting goals throughout the year and graphing/tracking their progress on unit and normed benchmark assessments.

Brain Camp-

Brain Camp is an individualized instructional model for Math and Reading SOL preparation. Brain Camp occurs 2 times per week for 30 minute intervals in the weeks leading to the SOL assessment. Teachers will group students based on need per academic strand and develop an instructional plan to maximize student pass rate on the SOL.

STAR Report (Student Tracking Achievement Record) - Weems has developed and will continue to use Google-based Reading and Math Star Reports for teachers, coaches, interventionists, and administration to monitor the ongoing progress of each student as they

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are assessed throughout the year. The STAR Report allows teachers to have a standard format as a basis for data communication at the classroom, team, and school level and serves as a tool to ensure that each student is receiving the instruction that best fits their current level of understanding through personalized strategies and assessments. During the 2019-2020 school year, each teacher used Google Sheets to document Unit assessment data, PALS data, SGA data, DRA data, SOL predictions, etc.

College and Career Awareness (Title I Component 4)

TAG Elective Enrichment Clusters:

1. Phase/Type 1 – General exploration activities (the hook)
2. Phase/Type 2 – Group training activities (the lesson)
3. Phase/Type 3 – Individual and small group investigations of real problems (the product)



In 2013, the Manassas City Public Schools School Board and Superintendent approved and established Weems Elementary as an official TAG theme school. The TAG model, based on the ideals of the Schoolwide Enrichment Model (SEM), is designed to uncover and develop the unique talents and gifts of our student population with engaging, rigorous, and inspiring instruction. We focus on the various aptitudes, talents, and potential for advanced learning that exist in all student populations. We believe that the three phases of the SEM model (exposing, training/activities, and producing) take our students to a higher level of learning and provide a unique lifelong learning experience. At the conclusion of each enrichment cycle, TAG Share Fairs are planned to showcase student products and/or performances, and parents are invited to tour the ongoing elective clusters.

The TAG model also utilizes the strengths and interests of our staff for cluster development and instruction. For the past several years, Weems staff have attended a professional development conference to enhance our understanding of the student enrichment model approach. Confratute was attended virtually this year due to the pandemic.

A TAG committee consisting of staff that has attended Confratute meets to shape our vision for the school year, moving forward with ideals from SEM and self-directed learning both in our enrichment clusters and within everyday content curriculum.

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Shared Leadership - Student Council - Each classroom has a representative who meets and shares information with their class. Meeting topics range from our overall Weems ideals to current events and hot topics. The first semester meeting topics are teacher selected and the second semester meeting topics are selected by each class after considering multiple factors about the need for student leadership development.

Response to Intervention (RTI) (Title I Component 4)

Students participate in a tiered level process where their needs are examined across academics and behaviors. All students receive quality Tier 1 instruction and we work to continually align and unify best practices for instruction. Students are identified for additional tiers of support based on PALS, VKRP, SOL scores, DRA, Scholastic Reading Inventory, WIDA access, and common team content assessments. As students enter additional tiers of academic support, their progress is monitored by teachers and the RTI team. Teachers and grade 1-4 instructional assistants provide additional targeted instruction during small groups time and during school wide Wednesday acceleration and intervention days that is specific to the students' area of need. During problem solving meetings, current interventions as well as best practices are discussed, and the team develops recommendations that may include a student intervention goal and plan. This goal is based on a student's specific area of need, and the team determines the level, intensity, and progress monitoring of the intervention goal towards a tiered movement.

Assessments/Data - Weems Elementary recognizes the importance of monitoring student progress utilizing a variety of tools and analyzing the data to inform instructional practices. Grade level teams meet three times per month to discuss data. We currently use fluency and reading assessments. Coaches and teachers as well as grade level teams work together to use this as well as other instructional data to determine tiered intervention plans. Weems uses diagnostic, summative, and formative assessments that assess Virginia Standards. Division required assessments (i.e. PALS, VKRP, and unit assessments) along with other optional assessments (i.e. DRA, running records, and CAMs) are also used to conduct data analysis. This data is used to drive spiral review, remediation, enrichment, and overall instruction.

Weems includes students and parents in assessment and data monitoring and goal setting through the use of a reading and math goal setting graph. Students receive a visual graph to indicate their current area of performance and also set a goal to make a stretch goal (1.5 year of progress) or growth goal (1 year of progress) depending on their achievement data. This goal document is signed by parents and students and serves as a framework for academic conversations with parents at conference time. Students' growth towards their goal is recorded throughout the year and shared with both parents and students.

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Positive Behavior Instructional Supports (PBIS) – Weems Elementary is entering year five of PBIS implementation. Our PBIS committee works with administration and central staff to implement the Multiple Tiered Systems of Support (MTSS) structures to support all students in our building and drive our process. There is a representative from each grade level and is led by two PBIS coaches, Emily Triantafilo and Leigh Corner. This year we are focusing on integrating morning meetings, and teachers on the PBIS team have received a Morning Meetings book. The PBIS team has reimagined PBIS rewards to include reward deliveries to students’ homes.

Here at Weems, we are “Respectful, Responsible, and Safe” in all we do. Individual students and entire classrooms can earn Wildcat “PAWS” when “caught” doing the right thing. School-wide, classroom and individual rewards and incentives are offered throughout the year. Students earn PAWS for positive recognized behaviors. Students may purchase items from the school PBIS store at designated times using their earned PAWS.

School Climate - The culture in the building continues to be student-focused. We provide a nurturing environment while encouraging all students to take ownership of their learning. As noted previously, students wear uniforms and show pride in themselves and their school. School staff members are encouraged to display their school spirit by wearing school colors with a focus on “Wildcat Wednesdays.” We are a Positive Behavioral Instruction and Supports (PBIS) and “Bucket-Filling” school that promotes positive role model behaviors. The School Culture committee, PBIS committee and Sunshine committee aim to celebrate and support staff and the overall culture at Weems.

During the 2021-2022 the Weems culture committee will plan school wide events, outings, friendly competitions, and spirit weeks to support the positive morale in our building. Teachers will organize events, collaborate about ideas, and work to express their needs and opinions.

3. Section III: Needs Assessment *(Title Component 1)*

Weems Elementary was fully accredited based on the data from our 2018/19 school year. Our Reading score changes indicate the need for a greater focus on reading. Weems will continue to use guided reading as a tool to grow reading comprehension skills and to focus

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on vocabulary development and enrichment across all content areas. Teachers will work with coaches to learn best guided reading practices.

< - indicates size of group too small to report pass rates

Math Subgroup Assessment Data SY 2018-19 State Comparison

Subject	Test	Group	Weems score	VA State Average	Difference
Mathematics	Grade 3 Mathematics	All Students	76	82	-6%
Mathematics	Grade 3 Mathematics	Asian	<	93	<
Mathematics	Grade 3 Mathematics	Economically Disadvantaged	75	57	+18%
Mathematics	Grade 3 Mathematics	English Learners	65	68	-3%
Mathematics	Grade 3 Mathematics	Gap Group 2 (formerly Black)	<	70	<

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Mathematics	Grade 3 Mathematics	Gap Group 3 (formerly Hispanic)	71	74	-3%
Mathematics	Grade 3 Mathematics	Students with Disabilities	42	57	-15%
Mathematics	Grade 3 Mathematics	White	<	89	<
Mathematics	Grade 4 Mathematics	All Students	82	83	-1%
Mathematics	Grade 4 Mathematics	Asian	<	94	<
Mathematics	Grade 4 Mathematics	Economically Disadvantaged	80	74	+6%
Mathematics	Grade 4 Mathematics	English Learners	74	68	+6%

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Mathematics	Grade 4 Mathematics	Gap Group 2 (formerly Black)	83	71	+12%
Mathematics	Grade 4 Mathematics	Gap Group 3 (formerly Hispanic)	81	77	-4%
Mathematics	Grade 4 Mathematics	Students with Disabilities	67	57	-10%
Mathematics	Grade 4 Mathematics	White	87	89	-2%

*** 2019-2020 SY – No SOL testing available

*** 2020-21 SY – SOL test results for 2020-2021 reflect reduced student participation in state assessments due to COVID-19 and other pandemic-related factors. Variations in participation rates and learning conditions should be considered when reviewing 2020-2021 assessment data.

Subject	Test	Group	Weems score	VA State Average	Difference
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Mathematics	Grades 3	All Students	21	54	-33
Mathematics	Grades 3	Asian	<	56.48	NA
Mathematics	Grades 3	Black, not of Hispanic origin	<	26.96	NA
Mathematics	Grades 3	Economically Disadvantaged	10.71	31.49	-20.78
Mathematics	Grades 3	English Learners	11.76	29.5	-17.74
Mathematics	Grades 3	Hispanic	10.2	31.45	-21.25
Mathematics	Grades 3	Students with Disabilities	<	24.79	NA
Mathematics	Grades 3	White, not of Hispanic origin	54.55	56.7	-2.15
Mathematics	Grades 3	Non-Hispanic, two or more races	<	49.59	NA
Mathematics	Grades 4	All Students	21	54	-33
Mathematics	Grades 4	Asian	<	79	NA
Mathematics	Grades 4	Black, not of Hispanic origin	<	34	NA
Mathematics	Grades 4	Economically Disadvantaged	16.67	37	-16.33
Mathematics	Grades 4	English Learners	21.25	21	-.25

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Mathematics	Grades 4	Hispanic	23.26	54	-9.66
Mathematics	Grades 4	Students with Disabilities	<	31.7	NA
Mathematics	Grades 4	White, not of Hispanic origin	<	54	NA
Mathematics	Grades 4	Non-Hispanic, two or more races	<	31.7	NA

Reading Subgroup and Subtest Assessment Data SY 2018-2019

Subject	Test	Group	Weems score	VA State Average	Difference
Reading	Grade 3 Reading	All Students	53	71	-18%
Reading	Grade 3 Reading	Asian	<	82	<
Reading	Grade 3 Reading	Economically Disadvantaged	49	57	-8%
Reading	Grade 3 Reading	English Learners	39	41	-2%

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Reading	Grade 3 Reading	Student with disabilities	25	44	-19%
Reading	Grade 3 Reading	Black	<	57	<
Reading	Grade 3 Reading	Hispanic	45	55	-10%
Reading	Grade 3 Reading	White	<	80	<
Reading	Grade 4 Reading	All Students	61	75	-14%
Reading	Grade 4 Reading	Asian	<	87	<
Reading	Grade 4 Reading	Economically Disadvantaged	56	63	-7%
Reading	Grade 4 Reading	English Learners	41	45	-4%
Reading	Grade 4 Reading	Students with Disabilities	40	47	-7%
Reading	Grade 4 Reading	Black	58	62	-4%
Reading	Grade 4 Reading	Hispanic	57	64	-7%

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Reading	Grade 4 Reading	White	73	83	-10%
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*** 2019-2020 SY – No SOL testing available

*** 2020-21 SY – SOL test results for 2020-2021 reflect reduced student participation in state assessments due to COVID-19 and other pandemic-related factors. Variations in participation rates and learning conditions should be considered when reviewing 2020-2021 assessment data.

Subject	Test	Group	Weems score	VA State Average	Difference
Reading	Grades 3	All Students	34	61	-27%
Reading	Grades 3	Asian	<	61.17	NA
Reading	Grades 3	Black, not of Hispanic origin	<	40.5	NA
Reading	Grades 3	Economically Disadvantaged	25.3	40.86	-15.56%
Reading	Grades 3	English Learners	21.95	34.99	-13.04%
Reading	Grades 3	Hispanic	24.47	38.42	-13.95%
Reading	Grades 3	Students with Disabilities	<	29.69	NA

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Reading	Grades 3	White, not of Hispanic origin	54.55	56.7	-2.15%
Reading	Grades 3	Non-Hispanic, two or more races	72.73	58.87	-13.86%
Reading	Grades 4	All Students	47	68	-21%
Reading	Grades 4	Asian	<	61.23	NA
Reading	Grades 4	Black, not of Hispanic origin	50	44.84	+5.16%
Reading	Grades 4	Economically Disadvantaged	34.72	46.24	-11.52%
Reading	Grades 4	English Learners	33.75	41.79	-8.04%
Reading	Grades 4	Hispanic	38.37	44.12	-5.75%
Reading	Grades 4	Students with Disabilities	<	31.7	NA
Reading	Grades 4	White, not of Hispanic origin	72.73	59.84	+12.89%
Reading	Grades 4	Non-Hispanic, two or more races	<	56.74	NA

1. Data Collection

Table 1: State Accreditation Results for All Students

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School Year	Accreditation Status
2018-2019	Accredited
2019-2020	Accredited
2020-2021	Accreditation Waived due to COVID

Table 2: SOL Test Performance by Subgroup
***** 2019-2020 No SOL Testing data Available**

Subject	Subgroup	2016-2017 Pass Rate	2017-2018 Pass Rate	2018-2019 Pass Rate	2020-2021 Pass Rate
English: Reading 3	All Students	82	73	53	34
English: Reading 3	Asian	<	<	<	<
English: Reading 3	Black	<	73	<	<
English: Reading 3	Economically Disadvantaged	77	69	49	25.3
English: Reading 3	English Learners	83	61	39	21.95
English: Reading 3	Hispanic	83	69	49	24.47
English: Reading 3	Students with Disabilities	62	50	25	<
English: Reading 3	White	86	80	<	72.73
English: Reading 4	All Students	87	76	61	47
English: Reading 4	Asian	<	<	<	<
English: Reading 4	Black	73	<	58	50
English: Reading 4	Economically Disadvantaged	85	73	56	34.72
English: Reading 4	English Learners	90	60	41	33.75
English: Reading 4	Hispanic	89	73	57	38.37
English: Reading 4	Students with Disabilities	67	53	40	<

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English: Reading 4	White	94	100	73	72.73
History	All Students	94	95	80	
History	Asian	<	<	<	
History	Black	70	<	55	
History	Economically Disadvantaged	95	97	78	
History	English Learners	100	<	<	
History	Hispanic	100	97	83	
History	Students with Disabilities	<	<	<	
History	White	93	82	85	
Math 3	All Students	87	86	75	16
Math 3	Asian	<	<	<	<
Math 3	Black	<	82	<	<
Math 3	Economically Disadvantaged	84	85	75	10.71
Math 3	English Learners	89	82	65	11.76
Math 3	Hispanic	87	85	71	10.2
Math 3	Students with Disabilities	54	67	42	<
Math 3	White	93	100	<	54.55
Math 4	All Students	86	77	82	27
Math 4	Asian	<	<	<	<
Math 4	Black	82	<	83	<
Math 4	Economically Disadvantaged	85	72	80	16.67
Math 4	English Learners	87	64	74	21.25
Math 4	Hispanic	87	74	81	23.26
Math 4	Students with Disabilities	42	40	67	<

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Math 4	White	88	91	87	<
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Weems Scholastic Reading Measures (SRM) Fall 2021

Count of BOY Proficiency Range	Column Labels				
Row Labels	1 Below Basic	2 Basic	3 Proficient	4 Advanced	Grand Total
WEEMS ELEMENTARY SCHOOL	240	38	11	10	299
GRADE_2	85	8	2	1	96
GRADE_3	76	14	3	2	95
GRADE_4	79	16	6	7	108
Grand Total	240	38	11	10	299

Weems Fall PALS Assessment Data

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STUDENTS BELOW BENCHMARK K-3: IN-PERSON & REMOTE - FALL 2021



► Division: **Manassas City Public Schools**

► School: **Weems Elem.**

- displays scores for this term entered prior to midnight
- reflects complete, standard administration
- does not include incomplete or non-standard administration
- **RA**: remote administration and below Summed Score Benchmark
- **ID**: in-person administration and below Summed Score Benchmark

Entity	Grade	Total Administration: In-Person or Remote			In-Person Administration			Remote Administration (RA)		
		# assessed	# ID or RA	%	# assessed	# ID	%	# assessed	# RA	%
Weems Elem.	K	74	46	62 %	73	46	63 %	1	0	0 %
	1	111	76	68 %	111	76	68 %	0	0	0 %
	2	108	72	67 %	104	70	67 %	4	2	50 %
	3	105	63	60 %	104	63	61 %	1	0	0 %
Manassas City Public Schools	K	499	280	56 %	493	278	56 %	6	2	33 %
	1	564	381	68 %	561	380	68 %	3	1	33 %
	2	533	355	67 %	525	352	67 %	8	3	38 %
	3	543	298	55 %	536	297	55 %	7	1	14 %

END OF REPORT

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4. Section IV: Findings and Next Steps

During school closures, Weems Elementary adapted to teaching in a virtual distance model and a hybrid model. Teachers prioritized instruction to allow for “Power Standards” to be the main focus on instruction. Teachers continued to work to improve reading and math outcomes. Spring SOL testing was canceled during the 2019/20 school year. Spring 2020/21 SOL testing resulted in a significant decrease of students participating in SOL testing. Many parents refused SOL testing due to COVID-19 health concerns. Variations in participation rates and learning conditions affected student achievement data. Across grades 3 and 4 Reading and Math 12 subgroups had too small of number of participants to report scores. SOL test results for 2020-2021 reflect reduced student participation in state assessments due to COVID-19 and other pandemic-related factors.

For the past three years, Weems has worked to raise SOL pass scores for reading. During our 2017-18 school year, students that had participated in the VGLA were required to take the SOL test. Our reading pass rate declined from an 85% to a 75% on the 3rd and 4th grade SOL reading test. State standards were revised in 2018-19, and teachers worked to align instruction. Grade 2,3, and 4 student participated in the SRM during the fall and we found that out of 299 students that were tested, 240 fell in the below basic range. In each grade level the following percentage of students fell in the below basic range: Grade 2= 85/96= 89%, Grade 3= 76/95= 80%, Grade 4= 79/108= 73%. Students in grades K-3 participated in the PALS reading assessment. Students a large percentage of our student population as identified as needing intervention to reach grade level reading abilities through this assessment. Of the students tested; 63% of Kindergarten students, 68% of grade 1 students, 67% of grade 2 students, and 60% of grade three students were identified. The scholastic reading measure and the PALS assessment will be used to determine students that need targeted reading intervention to reach grade level reading. Students identified by PALS will receive 2.5 hours of reading intervention per week. Students will be reassessed in the winter and spring to determine students needs and growth.

Our 2021-2022 school year brings an additional transition of four new instructional assistants. We will continue our focus on the balanced literacy model (guided reading, shared reading, word study, Interactive Read Aloud, Readers Workshop, and Writers Workshop resources). We will work to integrate instructional strategies that support vocabulary development through our division wide focus. As we move through the school year, students' reading progress will be monitored through various assessment strategies including running records, formal DRA testing, PALS assessments, and student growth assessments.

Weems Elementary

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Weems was chosen as the only elementary school to have a fulltime GT teacher dedicated solely to its building. Some of the work that will occur will be to support all teachers in improving Tiered 1 instruction through the use of professional learning activities for all staff. Teachers will be able to work closely with the gifted resource teacher to increase their knowledge of gifted education and enrichment opportunities. The service model for gifted education has changed from a GT service center to school-based service to be able to better identify and work with students that have potential. Students can be grown for possible future identification in later years. Building-specific personnel will help us better connect with students and staff to help us identify gifted students more equitably.

During 2018- 2019 Spring SOL testing; various subgroup areas rose in our Math 4 SOL scores, while the Math 3 SOL experienced some dips. Grade 4 math SOLs rose by 5% while grade 3 SOLs decreased by 9%. Weems showed improvement in our Grade 4 students with disabilities category by a 27% increase in Math, which was an area of focus during the school year. Hispanic student scores increased by 7% on the math 4 SOL. Students that are economically disadvantaged also rose by 8%. Weems attributed this success to the dedication of our Grade 4 math team in learning and implementing Number Talk strategies.

During the 2021-2022 school year, Number Talks will continue to be a focus across all grade levels. The grade four team will continue to hone in on their math achievement by expanding their number talks. All teachers will continue to be supported in learning and incorporating number talks. All teachers will implement STEMscopes and new inquiry-based Science curriculum.

5. Section V: School Improvement Goals (Title I components 1 through 4)

Division’s Annual Goal #1:
Optimize academic performance and student success.
School’s Annual Goal #1:
All students will be provided learning opportunities to increase their reading and math achievement by growth targets as demonstrated on state and MCPS standardized assessments.
Key Performance Indicator(s) and Target(s):

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	2018-19	2019-20	2020-21/ 2021-22
SOL Reading	78%	81%	81%
SOL Math	87%	89%	89%
PALS – Percentage of student meeting spring benchmark K-3	80%	83%	83%
Reporting categories meeting annual ESSA targets.	100%	100%	100%
Reading and Math CAMS	X	X	
Rewards	Consequences		
<ul style="list-style-type: none"> ● The betterment of each and every student ● Student knowledge of their talents and gifts ● Students create habits of successes that build their self-confidence in their academic ability. ● Students knowledgeable about school wide expectations leads to greater use of instructional time and increased learning opportunities. 	<ul style="list-style-type: none"> ● An achievement gap may create obstacles for future learning opportunities. ● Students lack of school readiness may lead to lower achievement rates per year. ● Students may develop a pattern of decreased love of learning and lack of self-esteem. 		
Obstacles	Solutions		
<p>Weems students began the school year after missing 3 months of instruction due to the state COVID school closures. Teaching and learning in a distance learning environment. Time is an obstacle. Students entering school with an achievement gap Family knowledge of the school system and how to support academics</p>	<p>Flexible Grouping Effective and efficient planning, professional development, “ask abouts” and “look fors” Technology and professional development “Return To Learn” Targeted remediation and interventions as well as quality instruction Balanced Literacy Model PEP, family and Community involvement opportunities, Academic Nights Title I funded tools and resources that support student engagement before, during, and after school Provide research-based training and resources in order to be proactive versus reactive in addressing more rigorous scoring</p>		
Strategies, Actions, and Interventions	Start & End Dates	Person(s) Responsible	Evaluation of Strategies Criteria for Success

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Balanced Literacy Model (Heggerty, IMSE, Shared Reading, Guided Reading, Word Study, Interactive Read Aloud, Readers Workshop, and Writers Workshop)	8/27/2018-6/2021	Teachers, Reading Coach, Administration	Combined grade 3 and 4 Reading SOL scores and reporting categories meeting annual ESSA targets. Percentage of students meeting PALS spring benchmarks.
Number Talks	8/27/2018-6/2021	Teachers, Math Coach, Administration	Combined grade 3 and 4 math SOL scores and reporting categories meeting annual ESSA targets.
RtI interventions, Students Assistance, and Problem Solving	The Assessment calendar runs August 28- June 11. RtI meets every month October- May	Coaches, Interventionists Administration Teachers Grade level leads	Percentage of positive student RTI movement after initial identification process. (T3 to T2/ T1 movement)
Real world cross content experiences based on the 5 characteristics of VDOE profile of Virginia graduate; Digital Citizenship/ common sense media, PBL, PBIS.	2021-2022 School Year	Teachers, Students, Administration	100% completion of PBIS schoolwide lessons, 100% completion of Common Sense Media lessons, and completion of a PBL project.
ESOL teachers and classroom teachers will work collaboratively to integrate ESOL strategies into LFS lesson plans/classroom instruction using ELlevation (Including building background knowledge, teaching language through content, utilizing sentence frames to enhance output, listening and reading tasks to enhance input, and differentiation of instruction for all ESOL levels) ELLIPS Goals (English Language Learner Instructional Plans) Classroom Support Accommodations ESOL strategies featured in faculty meetings and in grade level PLCs by ESOL staff members.	2021-2022 School Year	ESOL Teachers, Teachers, Administration	Increase in WIDA Access Scores that indicate an appropriate amount of language growth based on students' initial ESOL levels. Observations during classroom instruction that indicate uses of ESOL strategies that support ELLs.

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Reading Interventions of 2.5 hours per week for any student that did not meet the PALS reading beginning of year benchmark for their grade level	2021-2022 School Year	All staff	Students demonstrating progress and meeting their Spring PALS benchmark.
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Weems Elementary Continuous School Improvement Plan 2021-2022

Division's Annual Goal #2:			
Cultivate a culture of excellence and service.			
Annual Goal #2:			
The Weems learning community will engage in cycles of continuous improvement to develop and maintain highly effective educators.			
Key Performance Indicator(s) and Target(s):			
2018-19	2019-20	2020-21/ 2021-22	
Percentage of staff completing Virginia School Survey of Climate and Working Conditions	100%	100%	100%
Teacher and support staff Retention Rate			100%
Percentage of staff participating in professional development	90	92	94
Rewards		Consequences	
<p>Teacher retention creates momentum for instructional and professional outcomes.</p> <p>Teachers are equipped with training that supports high order thinking and engaging instruction.</p> <p>Teachers feel valued and respected as educators.</p> <p>Creates a culture of shared learning and professional learning communities.</p>		<p>Teachers and staff are not retained and school wide culture is affected negatively.</p> <p>Teachers are not supported in high order thinking/ quality instructional expectations.</p> <p>Teachers do not feel valued or respected.</p> <p>Teachers work in isolation and do not share collective knowledge or training.</p>	
Obstacles		Solutions	
Lack of shared knowledge		Vertically aligned grade content teams, PLC grade level teams, and mentoring, colleague observation opportunities.	
Lack of Resources (Time, Money, Staffing)		Staffing, team teaching and allocation in the budget for professional development opportunities.	
Negative teacher morale.		Culture and climate committee events and activities, team building activities.	
Lack of potential candidates to teach and substitute		Collaboration with University student teacher partnerships.	
Strategies, Actions, and Interventions		Evaluation of Strategies	

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	Start & End Dates	Person(s) Responsible	Criteria for Success
Climate and Culture committee work	2021-2022 School year	Teachers, Staff, Administration	Teacher and support staff Retention Rate will be at 92%.
Present information and encourage all staff to participate in the Virginia School Survey of Climate and Working Conditions	2021- 2022 School year	Teachers, Staff, Administration	Percentage of staff completing Virginia School Survey of Climate and Working Conditions to increase by 20% each year until 100% is reached.
Offer professional development opportunities and have staff share professional development learned outcomes at faculty meetings.	June-May	Teachers, Staff, Administrators	The 21-22 school year will be a baseline measure with the percentage of staff participating in professional development increasing by 20% each year until 100% is reached.
Teachers participate in an impact cycle.	2021-2022 School year	Teachers, Coaches	Teachers sign up for impact cycles for professional development.

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Division's Annual Goal #3:			
Forge relationships to support and maximize success.			
School's Annual Goal #3:			
Weems will communicate effectively with parents and community partners in order to continually support student achievement.			
Key Performance Indicator(s) and Target(s):			
	2018-19	2019-20	2020-21 / 2021-22
Number of partnerships with community and businesses	20	25	30
Percentage of parents participating in at least one parent-teacher conference.	100%	100%	100%
Implementation of Parents as Educational Partners (PEP)	16/meeting	18/meeting	20/meeting
Percentage of parents attending K-4 curriculum nights.		baseline year	
Rewards		Consequences	
A cohesive staff, parent and community that are knowledgeable about the mission and vision of Weems Increased parent participation Community members support the mission and vision of Weems.		Staff, parents, and community school spirit decline. School support and community engagement decline. Community does not support or understand the mission and vision of Weems.	
Obstacles		Solutions	
Communication Across Systems language		Frequent communication with all stakeholders including repetition Remind communication (parent selected language), translation, language line.	
Strategies, Actions, and Interventions	Start & End Dates	Person(s) Responsible	Evaluation of Strategies
			Criteria for Success
Title 1 nights	August – June	Administration, Teachers, Coaches	Percentage of parents/ guardians participating in Title 1 events.

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Grade K-4 Curriculum Night	2021-2022 School Year	Teachers, Administrators, Staff	Percentage of parents attending curriculum nights (2021-2022 school year will be a baseline year).
Community and business invitations to events (TAG Share Fair, Career Day, Open House)	August – June	Administration, Teachers, Coaches	Number of partnerships formed with community organizations
PTO Activities	2021-2022 School Year	PTO officers and members, Teachers, Administration	Number of PTO activities and meetings that are held during the school year.
Flexibly scheduled parent-teacher conferences	August – June	Administration, Teachers, Coaches	100% parent participation at, at least one parent-teacher conference
Technology that supports engagement and communication (SMORES newsletters, Remind, Zoom)	August – May	Administration, Teachers, Coaches	100% of parents participate in back and forth communication with school staff in support of engagement and learning.

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Division's Annual Goal #4:			
Operate effectively and efficiently.			
School's Annual Goal #4:			
Weems will operate a safe and secure school.			
Key Performance Indicator(s) and Target(s):			
Number of re-occurring findings on the MCPS Quarterly Safety Walkthrough Inspections Prepare an actual budget rate	2018-19	2019-20	2020-21 / 2021-22
	Baseline	No Findings	No findings
	98%	86.5%	98%
Rewards		Consequences	
Students, parents, and staff operate in a safe and secure learning environment.		Students, parents, and staff are at risk of harm.	
Obstacles		Solutions	
Language translation needs Shared understanding of flexibility Staff lack of knowledge of citation criteria		Effective planning for safety drill practices Clear communication about processes and procedures. Staff will receive information about citation criteria and information regarding citations received.	
Strategies, Actions, and Interventions	Start & End Dates	Person(s) Responsible	Evaluation of Strategies Criteria for Success
MCPS Quarterly Safety Walkthrough Inspections and communication with staff	August- June	Administration, Teachers, Coaches	No re-occurring safety concerns during walkthroughs and inspections