



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Williston Elementary School

801 S MAIN ST

Williston, FL 32696

352-528-6030

<http://wes.levyschools.org/r/home>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
45%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
37%

## School Grades History

**2013-14**  
D

**2012-13**  
C

**2011-12**  
C

**2010-11**  
B

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Williston Elementary School

##### Principal

Marla Hiers

##### School Advisory Council chair

Mary Guinsler

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Marla Hiers- Principal	Chloe Gabriel- Assistant Principal
Barbara Hoyt- Reading Coach	Dana Farleo- RtI
Celeste Greenlee- School Counselor	Mary Guinsler- Third Grade Teacher; SAC Chair
Tina Roberts- Fourth Grade Teacher; Math Mentor	Hillary Cribbs- Fourth Grade Teacher; Curriculum Facilitator
Helen Darling- Special Area Representative	Jeanne DuBois- Fifth Grade Teacher

#### District-Level Information

##### District

Levy

##### Superintendent

Mr. Robert O. Hastings

##### Date of school board approval of SIP

10/8/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

The SAC committee works with the school staff, administration, and parents to develop the SIP plan based on data and the needs of the student body. The committee acts in an advisory capacity.

#### Activities of the SAC for the upcoming school year

The SAC committee will:

- In August, provide a Title I Annual Open House/Meet the Teacher Night for parents and students (Tailgate Party). Invite various community members (such as the Cub Scouts, Girls Scouts and Corner Drug Store (CDS) as well as school service personnel (such as District Transportation Department, District Food Services) to provide information on opportunities/services available to students. Solicit the help of the Williston Police Department to facilitate/offer suggestions and enforce the car pick-up procedures.
- Review 2012-2013 school data, provide input into the 2013-2014 SIP plan, monitor and adjust plan monthly as needed
- Provide Monthly SAC meetings
- Approve the school budget
- Provide parents an opportunity to visit the parents' resource center
- Provide monthly Family Night for AR/Rosetta Stone/ Math help/Technology
- Provide monthly ESOL Nights
- Provide a writer's workshop for parents
- Provide Flexible Parent workshops on;Common Core Standards, Assessments, Resources for Parents and ways to help parents to help their child succeed in school.
- Provide a grade level musical program for parents and community members for grades 3-5
- Provide a student generated art display for community members and parents
- Provide the Reindeer Run to promote fitness for parents and students in December
- Provide various guest speakers throughout the year to speak to students (may include areas such as art, citizenship, nutrition, etc.)
- Provide a Veteran's Day celebration involving community members, staff members, and students
- Provide an opportunity to meet with various businesses and organizations in the community to establish "Business Partners"
- Provide suggestions to continue to raise money for the Accelerated Reader Program

#### **Projected use of school improvement funds, including the amount allocated to each project**

We receive no funding at this time.

#### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

#### **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Administrators**

##### **# of administrators**

2

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

<b>Marla Hiers</b>		
Principal	Years as Administrator: 22	Years at Current School: 6
<b>Credentials</b>	Educational Leadership/ All Levels Elementary Education/ Grades 1-6 English for Speakers of Other Languages (ESOL)/ Endorsement School Principal/ (All Levels) Specific Learning Disabilities/ (Grades K-12) NEFEC Principal Leadership Academy/Accomplished School Leaders Danielson Proficiency Certification 2012	
<b>Performance Record</b>	Year Grade Score AYP 03/04 B 396 90% 04/05 B 393 93% 05/06 A 428 100% 06/07 B 511 92% 10/11 B 508 74% 11/12 C 482 12/13 C 464	

<b>Chloe Gabriel</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 7
<b>Credentials</b>	Instructional Leadership & Educational Leadership Elementary Education/ Grades K-6 English for Speakers of Other Languages (ESOL)/ Endorsement Reading/ Endorsement	

#### Performance Record

#### Instructional Coaches

<b># of instructional coaches</b>
1
<b># receiving effective rating or higher</b>
(not entered because basis is < 10)
<b>Instructional Coach Information:</b>



**Barbara Hoyt**

Full-time / School-based

Years as Coach: 4

Years at Current School: 6

**Areas**

Reading/Literacy

**Credentials**

Bachelor's Degree in Elementary Education  
 Masters of Science Degree in Adult Education  
 Certifications: Elementary  
 Education, ESOL  
 Endorsed, Reading  
 Endorsed

**Performance Record**

Year Grade Score AYP %  
 08/09 A 559 90%  
 09/10 B 502 77%  
 10/11 B 508 74%  
 11/12 C 482  
 12/13 C 464 58%

**Classroom Teachers****# of classroom teachers**

33

**# receiving effective rating or higher**

30, 91%

**# Highly Qualified Teachers**

91%

**# certified in-field**

30, 91%

**# ESOL endorsed**

18, 55%

**# reading endorsed**

14, 42%

**# with advanced degrees**

12, 36%

**# National Board Certified**

1, 3%

**# first-year teachers**

3, 9%

**# with 1-5 years of experience**

10, 30%

**# with 6-14 years of experience**

6, 18%

### # with 15 or more years of experience

12, 36%

## Education Paraprofessionals

### # of paraprofessionals

9

### # Highly Qualified

9, 100%

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Representatives attended recruitment fairs at the University of Florida, Florida State University, Florida Agriculture and Mechanical University, Valdosta State University, Florida Southern University, North Florida University, Central Florida University, and the Minority Recruitment Job Fair; Marla Hiers; On-going.
2. Relationships have been developed with St. Leo University and the University of Florida, as well as, Central Florida Community College. Opportunities for mock interviews are provided for prospective teachers; Marla Hiers and Chloe Gabriel; On-going
3. Applitrack, an on-line application that principals and other administrators may view directly, is in use. Applicants may complete a user friendly, on-line application. Principals may use this as a screening mechanism. Marla Hiers and Chloe Gabriel; On-going
4. Opportunities and assistance will be provided for paraprofessionals to attend ESE workshops and other professional development opportunities.; Marla Hiers and Chloe Gabriel; On-going
5. Bi-weekly meetings are held with paraprofessionals, teachers, and the reading coach to examine current needs and concerns associated with working with children across grade levels; Marla Hiers and Chloe Gabriel; On-going
6. Weekly collaborative planning meetings provide support and interaction among team members in planning for NGSSS and CCSS.; Marla Hiers and Chloe Gabriel; On-going

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

A mentoring program is provided for first and second year teachers. They are provided with a highly qualified, experienced teacher with Clinical Educator training to assist and guide them in the area of instruction, planning, discipline, and other activities. Individual and small group meetings will include: regular face-to-face meetings, workshops, in-services, and team meetings. Pre and post observations are documented for beginning teachers: peer teachers keep a file and check off required competencies, as well as, report to the principal. Deficiencies are noted and assistance is provided. A checklist and the completed packet of the above standards are used for evaluation purposes. The principal, mentor and teacher sign-off on achieved competencies and then forward to the District Personnel Office at the end of the year.

The rationale of the chosen pairings, is to partner new teachers with exemplary teachers who display qualities as a campus leader and community member. These mentors attend professional development, embed new strategies within instruction, serve on district committees and implement Learning Focus Strategies.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

- Collect Baseline data: CIM Assessments, FAIR, FCAT, Levy Interim Assessments (LIA)
  - Progress Monitoring: CIM Assessments, FAIR, LIA, common assessments, Tie Midyear: CIM Assessments, FAIR, LIA
  - End of year: FAIR, CIM Assessments, FCAT, LIA
  - Frequency of data chats: Every 6-8 weeks, which include parent, teacher and student. Tier II and Tier III research-based common assessments, monthly fluency tracking sheets
  - Professional Development sessions will occur during grade level meetings and early release days throughout the school year by the RtI teacher, Dana Farleo.
  - Preplanning- Data Days, Common Core training, team planning
  - Daily- 30 minute reading and math intervention with differentiated instruction, Content Mastery for additional support for Lowest Quartile, Rosetta Stone, Reading Assistant for ELL, Success Maker, X-tra Math, and behavior guidance support built into campus schedule.
- Based on data, students in the RTI process are placed in specific intervention groups. Teachers work with research based materials on specific areas of deficiency. Students are continuously monitored on progress and the Problem Solving Team (PST) including the RTI specialist, meets to discuss progress on a monthly basis (3 week rotation).

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Identify the school-based MTSS leadership team.

Principal - Marla Hiers

Assistant Principal – Chloe Gabriel

Reading Coach - Barbara Hoyt

RtI Teacher – Dana Farleo

Guidance Counselor - Celeste Greenlee

Classroom Teachers

The purpose of the RtI/ Leadership team is to provide high quality instruction/intervention matched to student need and analyze performance and learning rate over time to make decisions and to guide instruction. The team also educates parents about RtI practices and criteria. The RtI/ leadership team will meet once every three weeks with every teacher individually to engage in one or more of the following activities:

\*Review and interpret student data, at the grade level and classroom level, through Performance Matters, grades, observations (Academic and Behavior) to make instructional decisions; identify students who are meeting and/or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; identify needs for professional development; create and communicate intervention plans and progress to all personnel involved; understand criteria for knowing when to increase and decrease intensity of a student's interventions.

All team members were involved with disaggregating, reviewing and reflecting on the prior year's data. The team provided data on Tier I, II and III targets and academic areas needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (gradual release, essential questions, research-based strategies and resources, higher order questioning); acceleration (including advance organizers, activating prior knowledge, previewing learning strategies, reviewing prerequisite content, and providing vocabulary that students will need in order to be successful during a lesson); and aligned processes and procedures.

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team monitors the fidelity of the school's MTSS and SIP by providing PST (Problem Solving Team ) meetings every week. Administrators, the reading coach, the RTI coach, and the School Counselor, all members of the leadership team, attend PST meetings. Data (CIM Assessments, FAIR, LIA, common assessments, Tie Midyear: CIM Assessments, FAIR, LIA test) is carefully reviewed and decisions are made that reflect the students' needs and the effectiveness of the interventions.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

All district/state data is available through Performance Matters and all FAIR testing data is available through the Progress Monitoring Network. Subject area grades are available through the Skyward Portal. Writing Portfolios are maintained in fourth and reading portfolios are maintained in third. Classroom walk-throughs and observations provide feedback on classroom engagement. RTI paperwork and data is collected to track students in the tier process.

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The staff is trained through professional development and additional support and understanding is met through PST (Problem Solving Team) meetings. Parents are updated and kept abreast of student progress via data chats, Skyward, progress reports and parent/school conferences

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,280

WES will provide research based instruction in core academic areas that students are weak in.

### **Strategy Purpose(s)**

- Instruction in core academic subjects

### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected and analyzed through a progress goal monitoring form which is signed by Teacher/Parent/ Student. Pre and Post tests are used to provide baseline and mastery data.

### **Who is responsible for monitoring implementation of this strategy?**

The after school tutoring coordinator, teachers, and administrators are responsible for monitoring implementation.

**Strategy: Summer Program****Minutes added to school year:** 6,720

Third Grade students who do not pass the FCAT or who are a level 2 are invited to attend this program. Research based materials are provided by the district.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

The SAT 10 test is given at the end of the program to determine if student is able to move forward to the next grade level or if the student needs to be retained.

**Who is responsible for monitoring implementation of this strategy?**

District office, summer reading camp teacher(s), administration

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Marla Hiers- Principal	Chloe Gabriel- Assistant Principal
Barbara Hoyt- Reading Coach	Dana Farleo- RTI
Celeste Greelee- School Counselor	Mary Guinsler- Third Grade Teacher; SAC chair
Tina Roberts- Fourth Grade Teacher; Math Mentor	Hillary Cribbs- Fourth Grade Teacher; Curriculum Facilitator
Helen Darling- Special Area Representative	Jeanne Dubois- Fifth Grade Teacher
Nancy Bowman- Fifth Grade Teacher; Writing Coordinator	

**How the school-based LLT functions**

The LLT will meet the first Monday of the month; an agenda is established based on the SIP, concerns from grade level meetings, progress monitoring data, intervention needs, and an opportunity given for members to voice concerns, problem-solve, research solutions, and find research based alternatives. The LLT is involved in School Improvement trainings of reading strategies with the reading coach on all School Improvement Early Release days. Reading is addressed on every LLT agenda.

**Major initiatives of the LLT**

Major initiatives this year will include working together across grade levels and using every resource possible to create a better intervention schedule that moves our bottom quartile and subgroups up: every child making a minimum of one year's growth through whole group instruction, differentiated small groups within the 120-minute ELA block, ability grouped intervention teams, manipulatives, resources, technology, acceleration, Learning Focused strategies. Other major initiatives include implementation of the CCSS, student engagement and parent involvement.

## Every Teacher Contributes to Reading Instruction

### **How the school ensures every teacher contributes to the reading improvement of every student**

The school ensures every teacher contributes to the reading improvement of every student by requiring the following:

- Teacher participation at every reading professional development
- FIN (Florida Inclusion Network);collaborative grade level planning
- Data chats with students and parents
- Problem Solving Team (PST) participation on a scheduled basis
- Following school wide grading policy
- The implementation of Content Mastery and Fast ForWord Labs
- The implementation of CCSS Standards
- Grade Level Acquisition Lesson Plans
- Increase the rigor of instruction by using C.I.S( Comprehension Instructional Sequence) and Exemplar Texts

Special area teachers push into intervention time as well as provide additional instruction in reading whenever possible during their special area lesson time.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	49%	No	63%
American Indian				
Asian				
Black/African American	38%	29%	No	44%
Hispanic	50%	31%	No	55%
White	67%	60%	No	70%
English language learners	35%	25%	No	42%
Students with disabilities	38%	27%	No	44%
Economically disadvantaged	53%	39%	No	58%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	20%	63%
Students scoring at or above Achievement Level 4	112	26%	63%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	60%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	24	59%	100%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	52%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	61	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	65%	Yes	63%
American Indian				
Asian				
Black/African American	42%	49%	Yes	48%
Hispanic	54%	57%	Yes	59%
White	67%	72%	Yes	70%
English language learners	42%	53%	Yes	48%
Students with disabilities	36%	48%	Yes	42%
Economically disadvantaged	53%	59%	Yes	58%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	34%	63%
Students scoring at or above Achievement Level 4	106	25%	37%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	133	68%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	73%	100%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	26%	55%
Students scoring at or above Achievement Level 4	21	14%	45%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	163	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	35	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	14	3%	3%
Students who are not proficient in reading by third grade	83	61%	30%
Students who receive two or more behavior referrals	149	34%	30%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	10%	8%

## Goals Summary

- G1.** 50% of fourth graders will score a 3.5 or above on the 2013-2014 FCAT Writes 2.0
- G2.** 55% of fifth grade students will score level 3 or above on the 2013-2014 FCAT Science 2.0
- G3.** 63% of students will score a level 3 or above on the 2013-2014 Math FCAT 2.0.
- G4.** WES will reduce the percentage of students receiving in-school and/or out-of-school suspensions to 10%
- G5.** WES will maintain an 80% or greater attendance rate and reduce the percentage of students with ten or more absences to 20% to help to increase time in academic subjects which in turn will increase student performance.
- G6.** 63% of students will score a level 3 or above on the 2013-2014 Reading FCAT 2.0

## Goals Detail

### **G1. 50% of fourth graders will score a 3.5 or above on the 2013-2014 FCAT Writes 2.0**

#### **Targets Supported**

- Writing

#### **Resources Available to Support the Goal**

- 1. Writers in Control 2. State Anchor Sets/State Rubric 3. Writing Professional Development 4. Writing Coordinator- Nancy Bowman 5. Fourth Grade Team Scoring 6. Teachers/ Instructional Support Staff 7. Caught Ya Curriculum 8. Reading Street 9. Core Connections

#### **Targeted Barriers to Achieving the Goal**

- Student deficiencies necessitate instruction in appropriate vocabulary, background knowledge, and grammar conventions.
- Students deficiencies necessitate instruction in time management skills.

### **Plan to Monitor Progress Toward the Goal**

Monitor the percentage of students scoring at 3.5 or above on Write Score tests and Monthly Prompts.

#### **Person or Persons Responsible**

Fourth Grade Teachers, Writing Coordinator, Other Instructional Staff that work with Fourth Grade Students, Administrators, District Staff

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

Increased scores on Write Score and Monthly Prompts; PST Meeting Notes; Collected Data

## **G2. 55% of fifth grade students will score level 3 or above on the 2013-2014 FCAT Science 2.0**

### **Targets Supported**

- Science
- Science - Elementary School

### **Resources Available to Support the Goal**

- National Geographic Science in grades 3 through 5 • 12 different SUMS science kits • Science materials kits from National Geographic • Scholastic News • Reading Street series in grades 3 through 5 • Trade books – media center has varied collection of science related non-fiction books for check out and AR testing • Alachua County Astronomy Club • IFAS-4H Levy County • Disney Bill Nye the Science Guy videos available in the media center that cover a wide variety of topics and include hands on activities. • Discovery Kids covers a variety of topics; available in class sets in the media center, many have activities.

### **Targeted Barriers to Achieving the Goal**

- Students' deficiencies necessitate adequate instructional time for teaching and reteaching science concepts and vocabulary.
- Students' deficiencies necessitate instruction in building background knowledge and experience with science materials and content.

## **Plan to Monitor Progress Toward the Goal**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

### **Person or Persons Responsible**

PST Teams (Teachers, Administrative Staff)

### **Target Dates or Schedule:**

Monthly and at the end of the year

### **Evidence of Completion:**

PST Meeting Records; Collected Data

## **G3. 63% of students will score a level 3 or above on the 2013-2014 Math FCAT 2.0.**

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### **Resources Available to Support the Goal**

- 1. Students will use Xtra Math, a timed math fact fluency website that balances known with unknown facts and requires the correct answer before moving on. 2. Morning Math Activities 3. Math SUMS Kits 4.Math resources available for Check in/Check out. 5.All grade levels will provide an opportunity for parents to receive math tools, tips, and support during monthly SAC/PTO/School Meetings. 6. Cpalms 7. Math Connects 8. Curriculum Coach, Rtl Teacher, Curriculum Facilitators, Special Area Teachers, Classroom Teachers, Title I Paraprofessionals 9. Moby Math

### **Targeted Barriers to Achieving the Goal**

- Reduced classroom push in support by certified personnel.
- Insufficient licenses for Math Success Maker.

### Plan to Monitor Progress Toward the Goal

Monitor scores on Math assessments, Math LIA, Math CIMs and 2013-2014 Math FCAT 2.0.

**Person or Persons Responsible**

Teachers, PST Teams

**Target Dates or Schedule:**

Biweekly and at the end of the year

**Evidence of Completion:**

PST Meeting Records; Collected Data

**G4.** WES will reduce the percentage of students receiving in-school and/or out-of-school suspensions to 10%

**Targets Supported**

- All Areas
- Reading ()
- Writing
- Math ()
- Social Studies
- Science
- Additional Targets

**Resources Available to Support the Goal**

- Classroom teachers Special Area Teachers School Counselor School Social Worker Administration School Resource Officer Support Staff ISS Aide PBS Team

**Targeted Barriers to Achieving the Goal**

- Failure of students to understand school rules and expectations and to understand or care about the consequences of their behaviors at school.

### Plan to Monitor Progress Toward the Goal

Monitor the percentage of students receiving in and out of school suspensions using Skyward.

**Person or Persons Responsible**

Administration, Data Clerk

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Skyward Reports

**G5.** WES will maintain an 80% or greater attendance rate and reduce the percentage of students with ten or more absences to 20% to help to increase time in academic subjects which in turn will increase student performance.

**Targets Supported**

- All Areas
- Reading ()
- Writing
- Math ()
- Social Studies
- Science
- Additional Targets

**Resources Available to Support the Goal**

- Classroom teachers School Counselor School Social Worker School Health Aide School Nurse Administration School Resource Officer District Truancy Officer Parent Involvement Committee Data Clerk

**Targeted Barriers to Achieving the Goal**

- Misunderstanding or lack of “buy in” from students and parents regarding the attendance and tardy policy of the School Board of Levy County.
- Lack of proper sanitary procedures resulting in spreading of germs between students and families that could lead to illness.

**Plan to Monitor Progress Toward the Goal**

Monitor the percentage of students with ten or more absences using Skyward

**Person or Persons Responsible**

Administrators, teachers, support staff, data clerk

**Target Dates or Schedule:**

When applicable-10 or more absences

**Evidence of Completion:**

Skyward records, signed attendance sheets, clinic logs

**G6. 63% of students will score a level 3 or above on the 2013-2014 Reading FCAT 2.0**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)

**Resources Available to Support the Goal**

- Utilize reading coach, Rtl instructor, all teachers (including special area), Title 1 Aides, and paraprofessionals, volunteers, Reading Street textbooks, curriculum, Fast ForWord/Reading Assistant, CIS flipcharts, Comprehension Toolkit, books for book study, Successmaker, Rosetta Stone, Read Naturally, Online resources (Read Works, FCRR, CPALMS, Smart Board Exchange, FCAT Explorer, etc...), Content Mastery, updated accelerated program, Family Literacy Night, parent resource room

**Targeted Barriers to Achieving the Goal**

- 1. Student deficiencies necessitate additional reading instruction.
- 2. Lack of student motivation to read lengthy text

**Plan to Monitor Progress Toward the Goal**

Monitor scores on Reading assessments, Reading CIM tests, Reading LIA scores, and Reading FCAT 2.0

**Person or Persons Responsible**

Teachers, PST Team

**Target Dates or Schedule:**

Monthly and at the end of the year

**Evidence of Completion:**

PST Meeting Records, Collected Data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 50% of fourth graders will score a 3.5 or above on the 2013-2014 FCAT Writes 2.0

**G1.B1** Student deficiencies necessitate instruction in appropriate vocabulary, background knowledge, and grammar conventions.

**G1.B1.S1** We will be using Reading Street and Exemplar Texts to build background knowledge, through fiction and nonfiction passages, increase vocabulary and improve convention skills.

### Action Step 1

Daily Implementation of Reading Street and Exemplar Texts

#### Person or Persons Responsible

Teachers; Instructional Staff

#### Target Dates or Schedule

Daily 120 minute ELA block

#### Evidence of Completion

Lesson Plans; Class Walk-throughs

#### Facilitator:

Reading Street Trainer

#### Participants:

Teachers; Instructional Staff

### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Administrators will monitor implementation through lesson plan checks and class walk-throughs

#### Person or Persons Responsible

Administrative Staff

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

An increase in the number of times Reading Street and exemplar texts are recorded in CWT data and lesson plans.



### **Plan to Monitor Effectiveness of G1.B1.S1**

Monitor scores on ELA assessments, Vocabulary portion of Reading LIA, Monthly and class prompts through progress monitoring forms, Performance Matters, and PSTs.

#### **Person or Persons Responsible**

Teachers, PST Teams

#### **Target Dates or Schedule**

Biweekly through PST Meetings

#### **Evidence of Completion**

PST Meeting Notes; An increase in performance on writing assessments and prompts

**G1.B1.S2** We will be using Caught Ya curriculum and Word Wall activities on a daily basis, with vocabulary built into each

#### **Action Step 1**

Daily discussion and corrections of Caught Yas/Vocabulary

##### **Person or Persons Responsible**

Teachers; Instructional Staff/ Students

##### **Target Dates or Schedule**

Daily 120 minute ELA block

##### **Evidence of Completion**

Weekly Caught Ya Quiz

#### **Action Step 2**

Daily use of Word Wall activities

##### **Person or Persons Responsible**

Teachers; Instructional Staff/ Students

##### **Target Dates or Schedule**

Throughout the school day

##### **Evidence of Completion**

Weekly Caught Ya Quiz; Content Area Tests

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Administrators will monitor Caught Ya' (Grammar and vocabulary portion) through lesson plan checks and classroom walk-throughs.

#### **Person or Persons Responsible**

Administrative Staff

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

An increase in the number of times Caught Ya and Word Wall Activities are present in CWT data and lesson plans.

### **Plan to Monitor Effectiveness of G1.B1.S2**

Monitor scores on Caught Ya quizzes and the use of grammar and vocabulary from Caught Yas in writing prompts

#### **Person or Persons Responsible**

Teachers, administrators

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

PST Meeting Notes; Completion of Progress Monitoring Forms; An increase in student performance on writing assessments and prompts

**G1.B1.S3** We will be hosting a Writing Club that focuses taking students from Scores of 2s and 3s to Score of 4s.

#### **Action Step 1**

Administer Write Score assessments

#### **Person or Persons Responsible**

Students, Teachers

#### **Target Dates or Schedule**

September and December

#### **Evidence of Completion**

Returned Scores

## **Action Step 2**

Analyzing data for eligible students to attend and participate in Writing Club

### **Person or Persons Responsible**

Writing Coordinator/ Teachers; Instructional Staff

### **Target Dates or Schedule**

1 hour weekly

### **Evidence of Completion**

Writing Club Prompts/ Monitoring, Monthly Prompts; FCAT Writes 2.0

## **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Administrators will monitor writing scores through the use of progress monitoring forms kept on Drop-box.

### **Person or Persons Responsible**

Administrative Staff

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

PST Meeting Notes; An increase in the Writing Prompt scores from month to month through the use of Dropbox and Progress Monitoring Data Spreadsheets in comparison to the state anchor sets. 100% of the students will meet with the administration to discuss progress and expectations.

## **Plan to Monitor Effectiveness of G1.B1.S3**

Monitor scores on Writing Club prompts and monthly prompts through collaborative meetings with the Writing Coordinator and the Reading Coach, in regards to prompt scores.

### **Person or Persons Responsible**

Teachers; Instructional Staff; Administrative Staff, Writing Coordinator, Reading Coach

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Meeting Notes; Increase in the number of students achieving a 3.5 or above on Monthly Writing Prompts and FCAT Writes 2.0 and an increase in performance on other writing assessments

**G1.B1.S4** Students are held accountable for the use of correct grammar throughout the school day by all school staff in and out of the classroom.

**Action Step 1**

Inform all staff and students of daily grammar expectations in everyday conversation.

**Person or Persons Responsible**

Writing Coordinator, Fourth Grade Teachers, Writing SIP Committee

**Target Dates or Schedule**

Beginning of the school year

**Evidence of Completion**

Progress Monitoring; Collaboration during faculty meetings

**Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Administrators will monitor implementation through classroom/campus walk-throughs

**Person or Persons Responsible**

Administrative Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

An increase in the number of times that TAG and correct grammar conventions are used in classroom and campus language recorded in walk-through data

**Plan to Monitor Effectiveness of G1.B1.S4**

Monitor school-wide conversations between students and staff through team and school wide collaboration

**Person or Persons Responsible**

ALL Staff (Teachers, Aides, Administration, Cafeteria Workers, Custodians)

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Feedback at faculty meetings-Notes; A decrease in the number of grammar errors students use in oral and written language

**G1.B2** Students deficiencies necessitate instruction in time management skills.

**G1.B2.S1** Once planning structure has been mastered by most students set a timer for planning for no longer than 10 minutes. Use parent volunteers to time planning.

**Action Step 1**

Teach Planning Structure

**Person or Persons Responsible**

Fourth Grade Teachers

**Target Dates or Schedule**

120 minute ELA Block

**Evidence of Completion**

Completed Plan Sheets

**Action Step 2**

Timed Planning Sessions

**Person or Persons Responsible**

Students(Teachers/Parent Volunteers)

**Target Dates or Schedule**

ELA Block/When pulled to work with a parent volunteer

**Evidence of Completion**

Completed Plan Sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Administrators will monitor implementation through lesson plan checks and classroom walk-throughs

**Person or Persons Responsible**

Administrative Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

An increase in documentation of timers and time frames being used during student planning in lesson plans recorded in classroom walk-through data and lesson plans

## **Plan to Monitor Effectiveness of G1.B2.S1**

Monitor scores on monthly and classroom plans and prompts

### **Person or Persons Responsible**

Fourth Grade Teachers, Administrators, PST Teams

### **Target Dates or Schedule**

Weekly-Classroom Prompts Monthly- Monthly Prompts

### **Evidence of Completion**

PST Meeting Notes; 4th Grade Team Meeting Notes; Completion of progress monitoring forms; An increase in student performance on writing prompts

## **G1.B2.S2 Teach students to self monitor during writing.**

### **Action Step 1**

Model using time frames to monitor in order to complete writing

#### **Person or Persons Responsible**

Fourth Grade teachers

#### **Target Dates or Schedule**

ELA Block

#### **Evidence of Completion**

Modeled Class Prompts

### **Action Step 2**

Use time frames to monitor in order to complete writing

#### **Person or Persons Responsible**

Students

#### **Target Dates or Schedule**

ELA Block

#### **Evidence of Completion**

Writing Prompts

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2**

Administrators will monitor implementation through classroom walk-throughs and lesson plan checks

#### **Person or Persons Responsible**

Administrative Staff

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Increase in the number of plan sheets with a start and end time for writing in classroom walk-through data and lesson plans

### **Plan to Monitor Effectiveness of G1.B2.S2**

Monitor scores on writing plans and prompts, both class and monthly

#### **Person or Persons Responsible**

Fourth Grade Teachers, Administrators

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

PST Meeting Notes, Completed Progress Monitoring forms; An increase in student performance on writing prompts

**G2. 55% of fifth grade students will score level 3 or above on the 2013-2014 FCAT Science 2.0**

**G2.B1** Students' deficiencies necessitate adequate instructional time for teaching and reteaching science concepts and vocabulary.

**G2.B1.S1** Incorporate informational science text into the reading block.

**Action Step 1**

Identify science-related reading materials that correlate with reading and science goals

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Beginning of each ELA unit or lesson

**Evidence of Completion**

List of materials

**Action Step 2**

Incorporate materials where possible.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Throughout unit

**Evidence of Completion**

Lesson Plans

**Action Step 3**

Work cooperatively to share available resources

**Person or Persons Responsible**

Grade Level Teams

**Target Dates or Schedule**

Throughout Unit

**Evidence of Completion**

Hands on materials distributed across grade level



### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Administrators will monitor implementation through lesson plan checks and classroom walk-throughs

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

An increase in the number of times science text is used in the ELA block in classroom walk-through data and lesson plan reviews

### **Plan to Monitor Effectiveness of G2.B1.S1**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

#### **Person or Persons Responsible**

PST Teams (Teachers, Administrative Staff)

#### **Target Dates or Schedule**

Monthly and at the end of the year

#### **Evidence of Completion**

PST Meeting Records; An increase in student performance on Science assessments; Progress Monitoring Data

### **G2.B1.S2 Encourage recreational reading of AR non-fiction science books.**

#### **Action Step 1**

Check out AR science non-fiction.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Beginning of each science unit

#### **Evidence of Completion**

Books are visible in the classroom

## **Action Step 2**

Provide incentives to encourage student reading of science-related AR non-fiction

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Throughout each unit

### **Evidence of Completion**

AR Testing Records

## **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Administrators will monitor implementation through classroom walk-throughs

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

An increase in the number of times AR science books are in use or on display for student use, recorded in classroom walk-through data

## **Plan to Monitor Effectiveness of G2.B1.S2**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

### **Person or Persons Responsible**

PST Teams (Teachers/Administrative Staff)

### **Target Dates or Schedule**

Monthly and at the end of the year

### **Evidence of Completion**

PST Meeting Records, An increase in student performance on Science assessments; Progress Monitoring Data

**G2.B1.S3** Incorporate science vocabulary into ELA activities.

**Action Step 1**

Post science vocabulary on word wall.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Each Unit

**Evidence of Completion**

Word Walls

**Action Step 2**

Provide time for word wall activities

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Each Unit

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Administrators will monitor the implementation through classroom walk-throughs and lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

An increase in the number of times science vocabulary activities are incorporated into ELA activities appears in classroom walk-through data and lesson plans

### **Plan to Monitor Effectiveness of G2.B1.S3**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

#### **Person or Persons Responsible**

PST Teams (Teachers/Administrative Staff)

#### **Target Dates or Schedule**

Monthly and at the end of the year

#### **Evidence of Completion**

PST Meeting Records, An increase in student performance on Science assessments; Progress Monitoring Data

### **G2.B1.S4 Provide a protected science instructional time.**

#### **Action Step 1**

Make announcements at 2:00 except for emergencies.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Beginning of the year

#### **Evidence of Completion**

No interruptions

#### **Action Step 2**

Allow bathroom breaks during recess/lunch/special area times

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Fewer bathroom breaks before science

### **Action Step 3**

5th grade teachers pick up classes promptly at end of special area times.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Students are back in class by 1:05 p.m.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4**

Administration will monitor implementation through making announcements at 2:00 or after

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Teacher feedback at faculty meetings; Notes; A decrease in the number of times that classrooms are interrupted during the day, especially during the science block

### **Plan to Monitor Effectiveness of G2.B1.S4**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

#### **Person or Persons Responsible**

PST Teams (Teachers/Administrative Staff)

#### **Target Dates or Schedule**

Monthly and at the end of the year

#### **Evidence of Completion**

PST Meeting Records, Teacher Observations, An increase in student performance on Science assessments; Progress Monitoring Data

**G2.B2** Students' deficiencies necessitate instruction in building background knowledge and experience with science materials and content.

**G2.B2.S1** Students will participate in a variety of activities using science materials to supplement learning of physical, earth and space, and life science.

**Action Step 1**

Incorporate into lesson plans hands-on science-related activities

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

At least twice a quarter.

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Administrators will monitor implementation through classroom walk-throughs and lesson plan checks

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

An increase in the number of times Science hands on activities are recorded in classroom walk-through data and lesson plan reviews

**Plan to Monitor Effectiveness of G2.B2.S1**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

**Person or Persons Responsible**

PST Teams (Teachers/Administrative Staff)

**Target Dates or Schedule**

Monthly and at the end of the year

**Evidence of Completion**

PST Meeting Records, An increase in student performance on Science Assessments; Progress Monitoring Data

**G2.B2.S2** SUMS science kits will be utilized based on specific activities that support tested benchmarks.

**Action Step 1**

Incorporate SUMS activities

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

At least once per quarter

**Evidence of Completion**

Lesson Plans/SUM kits check out

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Administrators will monitor implementation through classroom walk-throughs and lesson plan checks

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

An increase in the number of times SUMS activities are recorded in classroom walk-through data and lesson plan reviews

**Plan to Monitor Effectiveness of G2.B2.S2**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT

**Person or Persons Responsible**

PST Teams (Teachers/Administrative Staff)

**Target Dates or Schedule**

Monthly and at the end of the year

**Evidence of Completion**

PST Meeting Notes; An increase in student performance on Science Assessments and Progress monitoring data

**G2.B2.S3** 5th grade students will participate in a field trip to Cedar Key and accompanying activities back at the classroom including observing specimens in classroom aquariums.

**Action Step 1**

Schedule and supervise a field trip to Cedar Key

**Person or Persons Responsible**

Fifth Grade Teachers

**Target Dates or Schedule**

Fall

**Evidence of Completion**

Field Trip Forms; Students in attendance lists

**Action Step 2**

Once field trip is complete, provide opportunities to develop aquariums for specimens back in the classroom

**Person or Persons Responsible**

Fifth Grade Teachers

**Target Dates or Schedule**

Fall

**Evidence of Completion**

Aquariums

**Plan to Monitor Fidelity of Implementation of G2.B2.S3**

Administrators will monitor implementation through collection of field trip forms and lesson plan checks

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Fall

**Evidence of Completion**

Recorded Field trip plans and associated activities recorded in lesson plans; Field Trip Forms



### **Plan to Monitor Effectiveness of G2.B2.S3**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT (Practice of Science, Earth & Space Science)

#### **Person or Persons Responsible**

PST Teams (Teachers/Administrative Staff)

#### **Target Dates or Schedule**

Monthly and at the end of the year

#### **Evidence of Completion**

PST Meeting Records, An increase in student performance on Science Assessments and Progress Monitoring Data

### **G2.B2.S4 5th grade will sponsor a Star Party in association with Alachua County Astronomy Club.**

#### **Action Step 1**

Plan Star Party

#### **Person or Persons Responsible**

Fifth Grade Teachers

#### **Target Dates or Schedule**

Prior to late winter

#### **Evidence of Completion**

Event is on the school calendar

#### **Action Step 2**

Host Star Party with Alachua County Astronomy Club

#### **Person or Persons Responsible**

Fifth Grade Teachers

#### **Target Dates or Schedule**

Late Winter

#### **Evidence of Completion**

Attendance records from the event

### **Plan to Monitor Fidelity of Implementation of G2.B2.S4**

Administrators will monitor the implementation through announcements, reminders and attendance records from the Star Party.

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Early-Late Winter 2013

#### **Evidence of Completion**

Event is placed on the School Calendar; Event Attendance Records; Reminders and Annoucements

### **Plan to Monitor Effectiveness of G2.B2.S4**

Monitor scores on Science chapter tests, Science CIM tests, LIA scores, and finally, Science FCAT (Practice of Science, Earth & Space Science) after the event

#### **Person or Persons Responsible**

All staff (Administrative and Instructional), PST Teams

#### **Target Dates or Schedule**

Monthly and at the end of the year (following the event)

#### **Evidence of Completion**

PST Team Records; An increase in student performance on Science Assessments and Progress Monitoring Data

**G3. 63% of students will score a level 3 or above on the 2013-2014 Math FCAT 2.0.**

**G3.B1 Reduced classroom push in support by certified personnel.**

**G3.B1.S1** Teachers, including ESE teachers will plan targeted intensive thirty minute intervention/enrichment groups using FCAT data and previous year's assessment data as a guide to determine groups.

**Action Step 1**

Create acquisition lessons using the Levy County Curriculum Maps and vocabulary lists, which include quadrant D activities, the gradual release model for instruction collaborative pairs/groups activities, and high level questioning.

**Person or Persons Responsible**

Teachers/Instructional Staff

**Target Dates or Schedule**

30 minute Math Intervention Block

**Evidence of Completion**

Acquisition lesson plans and student work.

**Action Step 2**

Daily implementation of the CCSS and the eight Mathematical Practices.

**Person or Persons Responsible**

Teachers/Instructional Staff

**Target Dates or Schedule**

30 minute Math Intervention Block, Summer Teacher Enhancement Days(2), Pre-Planning, Early Release days, Faculty Meetings, Common Grade Level Planning, Cross Grade Level Meetings

**Evidence of Completion**

Unit skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, and the FCAT 2.0 Assessment.

**Facilitator:**

Leadership Team; Tina Roberts-Math Mentor

**Participants:**

Teachers/Instructional Staff

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Administrators will monitor implementation through lesson plan checks, classroom walk-throughs and RtI Documentation/Meetings

#### **Person or Persons Responsible**

Administrative Staff

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Intervention Class Lists, PST meeting minutes, Master School Schedule, RTI documentation, Lesson Plan Review Notes and Classroom Walk-through data

### **Plan to Monitor Effectiveness of G3.B1.S1**

Monitor Unit skill tests, Florida Achieves benchmark assessments and CIMs, Levy County Interim Assessments, and the FCAT 2.0 Assessment.

#### **Person or Persons Responsible**

Teachers and PST Teams

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

An increase in the level of performance on Unit Tests, CIMs and FL. Achieves benchmark tests, LIAs, and the FCAT 2.0

**G3.B1.S2** Title I paraprofessionals and other staff (Special Area teachers) will push in to targeted groups with ESE

**Action Step 1**

Daily implementation of the CCSS and the eight Mathematical Practices.

**Person or Persons Responsible**

Paraprofessionals and Special Area Teachers

**Target Dates or Schedule**

30 minute Math Intervention Block, Summer Teacher Enhancement Days(2), Pre-Planning, Early Release days, Faculty Meetings, Common Grade Level Planning, Cross Grade Level Meetings

**Evidence of Completion**

Unit skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, and the FCAT 2.0 Assessment.

**Facilitator:**

Leadership Team; Tina Roberts-Math Mentor

**Participants:**

Paraprofessionals and Special Area Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Administrators will monitor implementation by reviewing lesson plans and master schedule and conducting classroom walk-throughs

**Person or Persons Responsible**

Administrative Staff

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Intervention Class Lists reviewed through PST Meetings/Notes, School Master Schedule updated, Lesson Plans review notes, PST Meeting Notes

### **Plan to Monitor Effectiveness of G3.B1.S2**

Monitor how Title I paraprofessionals and other staff members are used in targeted groups with ESE; Monitor scores on Math Chapter tests, Math FL Achieves benchmark tests, Math CIMs, Math LIA, and Math FCAT 2.0

#### **Person or Persons Responsible**

Teachers; Paraprofessionals and push in staff

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

An increase in proficiency on Math Chapter Tests, Math CIMs, Math LIA, and Math FCAT 2.0

### **G3.B2 Insufficient licenses for Math Success Maker.**

**G3.B2.S1** A staff member will create a schedule that would allow each classroom a set 15 minute block during which four chosen students would complete a Math Success Maker session each day.

#### **Action Step 1**

Create a school wide schedule of 15 minute blocks.

#### **Person or Persons Responsible**

Staff Member

#### **Target Dates or Schedule**

By the end of the first nine weeks a schedule will be in place.

#### **Evidence of Completion**

Schedule

#### **Action Step 2**

Identify the four students that would benefit the most.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

By the end of the first nine weeks

#### **Evidence of Completion**

A list of the four students.

### **Action Step 3**

Complete a 15 minutes daily session

#### **Person or Persons Responsible**

Students

#### **Target Dates or Schedule**

Scheduled 15 minutes

#### **Evidence of Completion**

Math Success Maker Reports

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Administrators will monitor implementation through Success Maker Reports and classroom walk-thoughts

#### **Person or Persons Responsible**

Administrative Staff

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Success Maker Reports, Master Schedule for Success Maker review notes; An increase in the number of times Success Maker Math is in use in classroom walk-through data and reports

### **Plan to Monitor Effectiveness of G3.B2.S1**

Monitor Success Maker reports; Monitor scores on Math Chapter tests, Math CIMs, Math LIA and Math FCAT 2.0

#### **Person or Persons Responsible**

Teachers; PST Teams

#### **Target Dates or Schedule**

Daily and Biweekly

#### **Evidence of Completion**

An increase in proficiency on Math Chapter tests, Math CIMs, Math LIA and Math FCAT 2.0

**G4. WES will reduce the percentage of students receiving in-school and/or out-of-school suspensions to 10%**

**G4.B1** Failure of students to understand school rules and expectations and to understand or care about the consequences of their behaviors at school.

**G4.B1.S1** Teaching the PBS WES Expectations, the Wildcat Decree, and the school-wide rules for the bus, campus, and cafeteria

**Action Step 1**

Introduce/Review and discuss the WES expectations, the Wildcat Decree and school wide rules for the bus, campus and cafeteria.

**Person or Persons Responsible**

Administration, Special Area Team, Guidance Counselor

**Target Dates or Schedule**

First day of school and throughout the year

**Evidence of Completion**

Signed Compact, Planners, Expectation posters throughout campus, Interactive PowerPoint, copy of Assembly agenda

**Action Step 2**

Explicitly teach/review the WES expectations, the Wildcat Decree and school wide rules for the bus, campus and cafeteria by citing specific examples.

**Person or Persons Responsible**

School Guidance counselor and teachers

**Target Dates or Schedule**

First 2 weeks of school and throughout the year

**Evidence of Completion**

Matrix of PAWS expectations



### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Administrators will monitor the implementation through classroom walk-throughs

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Classroom and campus walk-through data shows PBS WES Expectations, Wildcat Decree and school-wide rules are being implemented through signed compacts, completed expectation posters and planners

### **Plan to Monitor Effectiveness of G4.B1.S1**

Monitor student behavior using classroom management systems and Skyward.

#### **Person or Persons Responsible**

Teachers, Administrators

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

An increase in positive student behavior when looking at classroom management reports and Skyward reports

**G4.B1.S2** WES Faculty and Staff will use a variety of strategies (ie: Positive Referrals, PBS events, luncheons, Class Dojo, etc.) to encourage positive behavior among students throughout the campus.

#### **Action Step 1**

Explain the implementation of the Wildcat Cash, Wildcat Store and PBS events.

#### **Person or Persons Responsible**

WES Faculty and Staff

#### **Target Dates or Schedule**

Beginning of the year

#### **Evidence of Completion**

Distribution of Wildcat Cash, PBS event agendas

## **Action Step 2**

Explain and supply incentives for classroom stores and reward systems.

### **Person or Persons Responsible**

Classroom/ Support teachers, Special Area teachers

### **Target Dates or Schedule**

Throughout the year

### **Evidence of Completion**

Receipts from purchases and balance in bank accounts.

## **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Administrators will monitor implementation through classroom and campus walk-throughs

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

An increase in positive behavior strategies recorded in classroom and campus walk-through data

## **Plan to Monitor Effectiveness of G4.B1.S2**

Monitor student behavior through classroom and campus management systems

### **Person or Persons Responsible**

WES Staff

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

An increase in positive behaviors displayed in the classroom and on campus recorded through PBS Event ticket sales, Class Dojo, Positive Referrals, etc.

**G4.B1.S3** During the grade level monthly Character Education lessons re-teach the PBS WES Expectations and how they are related to character education traits.

**Action Step 1**

Teach Character Education lessons and how they relate to the PBS/WES Expectations

**Person or Persons Responsible**

School Counselor and Special Area Team

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Character education schedule

**Plan to Monitor Fidelity of Implementation of G4.B1.S3**

Administrators will monitor implementation through event walk-through and Character Education lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Character Education Schedule; Walk-through data and lesson plans show implementation of Character Education

**Plan to Monitor Effectiveness of G4.B1.S3**

Monitor student behavior through classroom and campus management systems, such as Class Dojo, PBS Events and Store and Pawsitive Referrals

**Person or Persons Responsible**

WES Staff

**Target Dates or Schedule**

Daily

**Evidence of Completion**

An increase in positive student behaviors recorded in classroom and campus management systems, such as Class Dojo, PBS events and Store and Pawsitive Referrals.

**G4.B1.S4** Frequent communication between teachers, parents/guardians and school support staff regarding behaviors that may lead up to OSS or ISS via notes in the planner, discussions, e-mails, and phone calls. If a student receives one OSS or two ISS then they will attend a social skills group. If a student continues to receive OSS and/or ISS, then a positive behavior plan will be written.

### **Action Step 1**

Frequent communication between teachers, parents/guardians and school support staff regarding behaviors that may lead up to OSS or ISS via notes in the planner, discussions, e-mails, and phone calls.

#### **Person or Persons Responsible**

Classroom Teachers, Support Staff and Administrators

#### **Target Dates or Schedule**

As needed

#### **Evidence of Completion**

Teacher Phone or Contact Log, email records, planners, school discipline records

### **Action Step 2**

Student added to a social skills group that meets 1xweekly

#### **Person or Persons Responsible**

Administrator, ISS Aide, School Counselor

#### **Target Dates or Schedule**

As needed/yearly

#### **Evidence of Completion**

Skyward documentation, Social Skills Group Attendance Sheets

### **Action Step 3**

Schedule a Problem Solving Team meeting to create an informal positive behavior plan for the student to follow.

#### **Person or Persons Responsible**

Classroom Teacher, Administrator, School Counselor, other staff that have knowledge of the student

#### **Target Dates or Schedule**

As needed/yearly

#### **Evidence of Completion**

Behavior plan documentation, meeting logs, Skyward documentation

### **Plan to Monitor Fidelity of Implementation of G4.B1.S4**

Administrators will monitor implementation through phone homes, reminders and notices, checking teacher parent contact logs on Drop-Box, attendance at SAC meetings, PST meeting notes

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Teacher Phone or Contact Logs, email records, planners, school discipline records, Skyward documentation, Social Skills Group Attendance Sheets, Behavior plan documentation, meeting logs, Skyward documentation

### **Plan to Monitor Effectiveness of G4.B1.S4**

Monitor communication about behaviors through email, phone records, notes in planners, PST Teams, Skyward, Parent Surveys

#### **Person or Persons Responsible**

Teachers, Support Staff, Administrative Staff

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Teacher Phone or Contact Log, email records, planners, school discipline records, Skyward documentation, Social Skills Group Attendance Sheets, Behavior plan documentation, meeting logs, Skyward documentation, PST Meeting Notes

**G5.** WES will maintain an 80% or greater attendance rate and reduce the percentage of students with ten or more absences to 20% to help to increase time in academic subjects which in turn will increase student performance.

**G5.B1** Misunderstanding or lack of “buy in” from students and parents regarding the attendance and tardy policy of the School Board of Levy County.

**G5.B1.S1** Communicate to parents the SBLC policy via the planner, website, newsletters, open houses, parent conference nights and “phone homes”.

### **Action Step 1**

Communicate to parents the SBLC via the planner, SAC Meetings, newsletters, open houses, website, parent conference nights and “phone homes.”

#### **Person or Persons Responsible**

Office staff, administration, and teachers will communicate policies via planner, website, newsletters, open houses, parent conference nights and “phone homes” daily and weekly.

#### **Target Dates or Schedule**

Daily, Weekly, Monthly

#### **Evidence of Completion**

Documented on school site, sign-in sheets, School Compact Agreement, signed attendance sheets, phone logs

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Administrators will monitor implementation through SAC Meeting Notes, newsletters, open houses presentations and attendance records, school website and classroom websites, parent conference night forms and “phone homes.”

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

When appropriate

#### **Evidence of Completion**

Sign-in sheets from Open House, Conferences, SAC; Signed School Compact Agreements, Teacher and Staff Phone Logs, Saved Newsletters, Website Reviews, Parent Surveys

## Plan to Monitor Effectiveness of G5.B1.S1

Monitor student attendance records through Skyward

### Person or Persons Responsible

Teachers, Administrators, Data Clerk

### Target Dates or Schedule

Daily

### Evidence of Completion

An increase in student attendance; Skyward reports

**G5.B1.S2** Skyward generated letter mailed to parents/guardians after students have five absences, phone call from administrator to parents/guardians after excessive absences and Skyward generated letter mailed to parents/guardians again after nine absences.

### Action Step 1

Generate Skyward letters, mail to parents or send letter home with students.

#### Person or Persons Responsible

Data clerk

#### Target Dates or Schedule

After 5 absences

#### Evidence of Completion

Skyward reports, copies of letters

### Action Step 2

Phone Homes

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

After excessive absences

#### Evidence of Completion

Phone logs

### **Action Step 3**

Generate Skyward letters, mail to parents or send letters home with students.

#### **Person or Persons Responsible**

Data clerk

#### **Target Dates or Schedule**

After nine absences

#### **Evidence of Completion**

Skyward, Copies of letters

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Administrators will monitor implementation through saved copies of letters and phone records

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

After five absences After excessive absences After nine absences

#### **Evidence of Completion**

Skyward records, copies of letters and phone records

### **Plan to Monitor Effectiveness of G5.B1.S2**

Monitor attendance records through Skyward records

#### **Person or Persons Responsible**

Teachers, Data Clerk, Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

An increase in student attendance; Skyward reports



**G5.B1.S3** Use Skyward to review attendance data with students and parents/guardians during student data chats, parent conferences, Problem Solving Teams/Child Study Team, and any other meetings where students and/or parents will be attending (i.e., ESE, 504, ESOL).

### **Action Step 1**

Use Skyward to review attendance with students and parents/guardians during students data chats, parent conferences, and any other meetings where students and/or parents will be attending (ie., ESE, 504, ESOL)

#### **Person or Persons Responsible**

Administration, Teachers, guidance counselor

#### **Target Dates or Schedule**

Daily/Weekly, 2x annually, as needed

#### **Evidence of Completion**

Meeting attendance logs, sign-in sheets, notes, conference

### **Plan to Monitor Fidelity of Implementation of G5.B1.S3**

Administrators will monitor implementation through Skyward records, Parent-Teacher conference notes, Student Data Chat notes, and any other parent meeting notes, PST meeting notes, Child Study Team meeting notes

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Meeting attendance logs, sign-in sheets, notes, conference logs, Skyward records

### **Plan to Monitor Effectiveness of G5.B1.S3**

Monitor student attendance through Skyward records

#### **Person or Persons Responsible**

Administration, Teachers, Data Clerk, PST Teams, Child Study Teams

#### **Target Dates or Schedule**

Daily; Biweekly for PST Teams

#### **Evidence of Completion**

An increase in student attendance through Skyward Reports

**G5.B1.S4** Administration will draw a name of student from a perfect attendance data base and the family will be recognized via newsletter, newspaper, and marquis. Additional incentives may be provided.

**Action Step 1**

Administration will draw a name of student from a perfect attendance data base and the family will be recognized via newsletter, newspaper, and marquis. Additional incentives may be provided.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Once per nine weeks

**Evidence of Completion**

Newspaper, pictures, newsletter, marquis

**Plan to Monitor Fidelity of Implementation of G5.B1.S4**

Administration will monitor implementation by drawing a name each nine weeks based on Skyward Attendance Records

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Once per nine weeks

**Evidence of Completion**

Skyward reports; Newspaper, Newsletters and Marquis recognition of students

**Plan to Monitor Effectiveness of G5.B1.S4**

Monitor student attendance through Skyward records

**Person or Persons Responsible**

Administration, Teachers, guidance counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

An increase in student attendance; Skyward Records

**G5.B2** Lack of proper sanitary procedures resulting in spreading of germs between students and families that could lead to illness.

**G5.B2.S1** Routine cleaning of door handles, desks, and other surfaces that students frequently touch and encouragement of proper sanitation practices.

**Action Step 1**

Clean/disinfect door handles, desks and other surfaces that students frequently touch and encourage proper sanitation practices daily

**Person or Persons Responsible**

Teacher, support staff, students and janitors

**Target Dates or Schedule**

Daily/routinely

**Evidence of Completion**

Supply Logs; Classroom Observations

**Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Administration will monitor implementation through observations/campus walk-throughs

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Observations and campus walk-through data, cleaning supply order logs.

**Plan to Monitor Effectiveness of G5.B2.S1**

Monitor student attendance through Skyward records

**Person or Persons Responsible**

Teachers, Administrative Staff, Data Clerk

**Target Dates or Schedule**

Daily

**Evidence of Completion**

An increase in student attendance; Skyward reports

**G5.B2.S2** Letter from school nurse regarding fevers over 100 degrees.

**Action Step 1**

Send home a "Too Sick For School" letter to parents/guardians via the student regarding fevers over 100 degrees

**Person or Persons Responsible**

School nurse

**Target Dates or Schedule**

when applicable/as needed

**Evidence of Completion**

Copy of the letter

**Plan to Monitor Fidelity of Implementation of G5.B2.S2**

Administration will monitor implementation through clinic documentation and copies of letters sent home

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

When needed

**Evidence of Completion**

Review of clinic documentation, copies of letters sent home

**Plan to Monitor Effectiveness of G5.B2.S2**

Monitor student attendance through Skyward Records

**Person or Persons Responsible**

Teachers, Administration, Data Clerk

**Target Dates or Schedule**

Daily

**Evidence of Completion**

An increase in student attendance; Skyward reports

**G5.B2.S3** Offering flu mist to students at no cost with parent permission.

**Action Step 1**

Administer Flu Mist at no cost to students

**Person or Persons Responsible**

School Board certified nurse

**Target Dates or Schedule**

yearly

**Evidence of Completion**

parent permission slips

**Plan to Monitor Fidelity of Implementation of G5.B2.S3**

Administration will monitor implementation through clinic documentation and Flu Mist permission forms and logs

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Once per year

**Evidence of Completion**

Parent permission slips and Flu Mist logs

**Plan to Monitor Effectiveness of G5.B2.S3**

Monitor student attendance through Skyward records

**Person or Persons Responsible**

Teachers, Administrators, Data Clerk

**Target Dates or Schedule**

Daily

**Evidence of Completion**

An increase in student attendance; Skyward Reports

**G6. 63% of students will score a level 3 or above on the 2013-2014 Reading FCAT 2.0**

**G6.B1 1. Student deficiencies necessitate additional reading instruction.**

**G6.B1.S1 Provide a 120 minute reading block with a reteach week built into the focus calendar.**

**Action Step 1**

Daily 120 minute ELA Block

**Person or Persons Responsible**

Administration Instructional Staff

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans and Walkthrough Data

**Action Step 2**

Reteaching Week built into Focus Calendars

**Person or Persons Responsible**

Administration Instructional Staff

**Target Dates or Schedule**

End of the Unit

**Evidence of Completion**

Lesson Plans and Walkthrough Data

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Administrators will monitor implementation through classroom walk-throughs and lesson plan checks

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Walk-through data and lesson plan reviews show implementation of the daily 120 minutes ELA block;  
PST Meeting Notes

## **Plan to Monitor Effectiveness of G6.B1.S1**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA, and Reading FCAT 2.0

### **Person or Persons Responsible**

Teachers, PST Teams

### **Target Dates or Schedule**

Biweekly

### **Evidence of Completion**

PST Meeting Notes; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

**G6.B1.S2** Provide 30 minutes of intensive small group reading instruction by highly qualified teachers.

### **Action Step 1**

Provide an intensive small group reading instruction

#### **Person or Persons Responsible**

Administration Instructional Staff

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Lesson Plans and Walkthrough Data

### **Action Step 2**

Highly qualified teachers

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Upon hire

#### **Evidence of Completion**

Teacher credentials

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Administrators will monitor implementation through lesson plan checks and classroom walk-throughs

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Lesson plan reviews and walk-through data shows implementation of of intensive small group reading instruction by highly qualified teachers; PST Meeting Notes

### **Plan to Monitor Effectiveness of G6.B1.S2**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

#### **Person or Persons Responsible**

Teachers, PST Teams

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

PST Meeting Notes; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

### **G6.B1.S3 Providing after school tutoring for targeted students with deficiencies.**

#### **Action Step 1**

Target students with deficiencies

#### **Person or Persons Responsible**

Administration, RTI, and Reading Coach

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Student Lists



## **Action Step 2**

Provide After School tutoring

### **Person or Persons Responsible**

Coordinator Teachers

### **Target Dates or Schedule**

2 days per week (October-April)

### **Evidence of Completion**

Lesson Plans and Walkthrough Data

## **Plan to Monitor Fidelity of Implementation of G6.B1.S3**

Administrators will monitor implementation through tutoring walk-throughs and after school tutoring attendance records

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Review of Attendance Sheets, After School Tutoring Contracts signed by parents, student, and teacher

## **Plan to Monitor Effectiveness of G6.B1.S3**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

### **Person or Persons Responsible**

Teachers, PST Teams

### **Target Dates or Schedule**

Biweekly

### **Evidence of Completion**

PST Meeting Notes, Completed Progress Monitoring Form; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA, and Reading FCAT 2.0

**G6.B1.S4** Provide a scheduled time to teach students through content mastery

**Action Step 1**

Target students with deficiencies

**Person or Persons Responsible**

Administration, RTI, and Reading Coach

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Student Lists

**Action Step 2**

Provide a time for Content Mastery

**Person or Persons Responsible**

Farleo, Hoyt, and Posteraro

**Target Dates or Schedule**

Monday- Thursday

**Evidence of Completion**

Walkthrough Data

**Plan to Monitor Fidelity of Implementation of G6.B1.S4**

Administrators will monitor implementation through Master Schedules for Content Mastery groups, Walk-throughs and Content Mastery Attendance records

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Walk-through data will show implementation of Content Mastery at scheduled times; Attendance records

## **Plan to Monitor Effectiveness of G6.B1.S4**

Monitor scores on Reading classroom assessments, Reading CIMS, Reading LIA and Reading FCAT 2.0

### **Person or Persons Responsible**

Teachers, PST Teams

### **Target Dates or Schedule**

Biweekly

### **Evidence of Completion**

PST Meeting Notes; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMS, Reading LIA and Reading FCAT 2.0

## **G6.B1.S5 Provide a scheduled time for Fast Forward/Reading Assitant**

### **Action Step 1**

Target students with deficiencies

#### **Person or Persons Responsible**

Administration, RTI, Reading Coach

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Student Lists

### **Action Step 2**

Provide Fast Forward Program

#### **Person or Persons Responsible**

Tisha Geiger

#### **Target Dates or Schedule**

Monday- Friday

#### **Evidence of Completion**

Computer Generated Reports

### **Plan to Monitor Fidelity of Implementation of G6.B1.S5**

Administrators will monitor implementation through Fast Forward Computer Generated Reports and attendance records

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Updated Reports; Attendance Records

### **Plan to Monitor Effectiveness of G6.B1.S5**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

#### **Person or Persons Responsible**

Geiger, Teachers and PST Teams

#### **Target Dates or Schedule**

Weekly/Quarterly Biweekly- PST Teams

#### **Evidence of Completion**

PST Team Meeting Notes; Fast Forward reports; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

### **G6.B2 2. Lack of student motivation to read lengthy text**

**G6.B2.S1** Implement a system to ensure that students are not just checking out ½ point books.

#### **Action Step 1**

Implement a Library Check Out System

#### **Person or Persons Responsible**

Media Specialist, Teacher

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

AR Records

## **Action Step 2**

"Spot" Check Books

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

AR Records classroom recognition display

## **Plan to Monitor Fidelity of Implementation of G6.B2.S1**

Administration will monitor implementation through AR reports

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Library reports; AR Reports reviewed and indicate more than 1/2 point books are being checked out and read

## **Plan to Monitor Effectiveness of G6.B2.S1**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

### **Person or Persons Responsible**

Teachers, PST Teams

### **Target Dates or Schedule**

Biweekly

### **Evidence of Completion**

PST Meeting Notes; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

**G6.B2.S2** Implement a classroom recognition system for students who read and pass the test on books worth 1 point or higher.

**Action Step 1**

Implement a 1 point or higher recognition

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

As students complete a book

**Evidence of Completion**

AR records

**Action Step 2**

Implement a Classroom, 1 point or higher, recognition display

**Person or Persons Responsible**

Teacher, student

**Target Dates or Schedule**

As non ½ point books are read and tests passed

**Evidence of Completion**

Updated recognition displays

**Plan to Monitor Fidelity of Implementation of G6.B2.S2**

Administrators will monitor through classroom walk-throughs

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

AR 1.0 or Higher Recognition System is recorded in classroom walk-through data

### **Plan to Monitor Effectiveness of G6.B2.S2**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

#### **Person or Persons Responsible**

Teachers, PST Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

PST Meeting Notes; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

### **G6.B2.S3 Inform parents of the importance of reading lengthy text.**

#### **Action Step 1**

Communicate to parents the importance of reading lengthy text

#### **Person or Persons Responsible**

Administration Reading Coach Teachers RtI Instructor

#### **Target Dates or Schedule**

Weekly, Every 9 Weeks

#### **Evidence of Completion**

Parent workshop sign-in sheets, File of documentation sent home, Conference forms

### **Plan to Monitor Fidelity of Implementation of G6.B2.S3**

Administrators will monitor implementation through collection and review of Parent/Teacher conference notes, Classroom newsletters, Notes sent home, Attendance from SAC and Literacy Night and any other notes from workshops where reading lengthy text is addressed

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

When applicable

#### **Evidence of Completion**

Review of Parent workshop sign-in sheets, conference documentation, file of information sent home.

### **Plan to Monitor Effectiveness of G6.B2.S3**

Monitor scores on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0

#### **Person or Persons Responsible**

Teachers, PST Team

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

PST Meeting Notes; Completed Progress Monitoring Forms; An increase in student performance on Reading classroom assessments, Reading CIMs, Reading LIA and Reading FCAT 2.0



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs. The school ensures that the use of Title I, Part A funds are used in school-wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process in the spring to determine the needs and budget for the upcoming year. Once FCAT scores are released, the administration and staff review the decisions made in the spring to determine what changes, if any, need to be made to assist students' academic levels. The district coordinates with Title II and Title III to ensure staff development needs are provided.

Title I, Part C: A migrant liaison provides services and support to students and parents. The liaison coordinates with Title I, district, school administration and other programs to ensure student needs are met.

Title I, Part D: N/A

Title II: The district receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Williston Elementary School are used to provide professional development.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. An ESOL paraprofessional is provided once the school has reached 15 ESOL/LY students.

Title X: The district homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act, to eliminate barriers for a free and appropriate education. Our school social worker provides transportation and collaborates with local social services to provide support.

VIOLENCE PREVENTION PROGRAMS: The Levy County Sheriff's Office provides a Safe and Drug Free school unit. We have a bullying prevention program and a curriculum that addresses character education and conflict resolution. CDS also provides a full time counselor to meet with each class once a week implementing a program called, "Too Good for Drug, Too Good for Violence". Our school is a PBS school, focusing on rewards for positive behaviors.

NUTRITION PROGRAMS: Every classroom teacher provides at least five hours of documented nutrition instruction.

CAREER and TECHNICAL EDUCATION: Various careers are shared and demonstrated for students through a "Career Day" sponsored by the guidance counselor and special area team. Guest speakers are also brought in throughout the year to speak to the children on curriculum-related topics.

JOB TRAINING: The Senior Community Service Employment Program places senior citizens at our school to learn a trade and gain skills to become employed in a specific field. This internship may be for up to two years or until they find employment. CDE students are also placed on campus, by the district, to learn job related and to support our academic program.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** 50% of fourth graders will score a 3.5 or above on the 2013-2014 FCAT Writes 2.0

**G1.B1** Student deficiencies necessitate instruction in appropriate vocabulary, background knowledge, and grammar conventions.

**G1.B1.S1** We will be using Reading Street and Exemplar Texts to build background knowledge, through fiction and nonfiction passages, increase vocabulary and improve convention skills.

### PD Opportunity 1

Daily Implementation of Reading Street and Exemplar Texts

#### Facilitator

Reading Street Trainer

#### Participants

Teachers; Instructional Staff

#### Target Dates or Schedule

Daily 120 minute ELA block

#### Evidence of Completion

Lesson Plans; Class Walk-throughs

**G3.** 63% of students will score a level 3 or above on the 2013-2014 Math FCAT 2.0.

**G3.B1** Reduced classroom push in support by certified personnel.

**G3.B1.S1** Teachers, including ESE teachers will plan targeted intensive thirty minute intervention/enrichment groups using FCAT data and previous year's assessment data as a guide to determine groups.

**PD Opportunity 1**

Daily implementation of the CCSS and the eight Mathematical Practices.

**Facilitator**

Leadership Team; Tina Roberts-Math Mentor

**Participants**

Teachers/Instructional Staff

**Target Dates or Schedule**

30 minute Math Intervention Block, Summer Teacher Enhancement Days(2), Pre-Planning, Early Release days, Faculty Meetings, Common Grade Level Planning, Cross Grade Level Meetings

**Evidence of Completion**

Unit skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, and the FCAT 2.0 Assessment.

**G3.B1.S2** Title I paraprofessionals and other staff (Special Area teachers) will push in to targeted groups with ESE

**PD Opportunity 1**

Daily implementation of the CCSS and the eight Mathematical Practices.

**Facilitator**

Leadership Team; Tina Roberts-Math Mentor

**Participants**

Paraprofessionals and Special Area Teachers

**Target Dates or Schedule**

30 minute Math Intervention Block, Summer Teacher Enhancement Days(2), Pre-Planning, Early Release days, Faculty Meetings, Common Grade Level Planning, Cross Grade Level Meetings

**Evidence of Completion**

Unit skill tests, Florida Achieves benchmark assessments, Levy County Interim Assessments, and the FCAT 2.0 Assessment.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G6.	63% of students will score a level 3 or above on the 2013-2014 Reading FCAT 2.0	\$8,000
	Total	\$8,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Based Title 1	\$8,000	\$8,000
Total	\$8,000	\$8,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G6.** 63% of students will score a level 3 or above on the 2013-2014 Reading FCAT 2.0

**G6.B1** 1. Student deficiencies necessitate additional reading instruction.

**G6.B1.S3** Providing after school tutoring for targeted students with deficiencies.

#### Action Step 2

Provide After School tutoring

#### Resource Type

Evidence-Based Program

#### Resource

Before and After School Tutoring

#### Funding Source

School Based Title 1

#### Amount Needed

\$8,000