

School Board of Levy County

# Williston Elementary School



2015-16 School Improvement Plan

## Williston Elementary School

801 S MAIN ST, Williston, FL 32696

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Levy County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission is to provide a wealth of opportunities for an enriching environment that promotes successful experiences for all students through quality instruction and collaboration of teachers, parents, students and community.

##### **Provide the school's vision statement**

Anchored in Excellence

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

W.E.S. learns about student's cultures and builds relationships between teachers and students by utilizing information provided to us from our partner school (Joyce Bullock grades PreK- 2) at cross grade level meetings, through information in cum folders, through "Meet the Teacher/Open House" event, by reviewing the Beginning of Year Student Emergency Card information, and by student and parent surveys. We also learn about their cultures through Parent Nights and School Advisory Committee Meetings.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

W.E.S. continuously practices Safety Drills and Emergency Procedure drills, implements the PBS program, explicitly teaches lessons in Character Education through our Guidance Department and partnership with the Levy County Prevention Coalition. In addition all classrooms are required to explicitly teach and post school wide expectation posters, as well as their own classroom discipline procedures (which state consequences as well as rewards). Bus safety drills are also practiced and the school uses the local police department as needed in planning and executing the car drop off and pick up procedures.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Being a positive behavior school, we have a system in place for multiple levels of behavior management. The following lists our behavioral levels. Students are recognized for exhibiting positive behaviors through biweekly and monthly incentives as well.

WES PBS Tiers:

Tier 1:

School-wide PBS:

Teachers reward through classroom management/positive reward system. Classes can reward through lunchroom behavior, sidewalk/hallway behavior, special area behavior, recognition for weekly character ed focus etc. Individuals can earn for the class for exemplary citizenship. Big events will be planned each semester for students with no referrals. Students spend reward cash in the PBS Store, which is open on a daily basis every morning before school. The school's problem solving team



reviews all students behavior at the monthly PST meetings. Teachers make positive phone calls to students when they exhibit good behavior.

Classroom PBS:

Teachers set classroom reward system that involves the use of the reward cash for the school store and classroom point systems for rewards. This is collected by using classroom dojo or another management system.

Tier 2:

- During PST meetings, the team decides if a student is in need of tier 2 behavioral support. If there is a need, a student is provided with a Tier 2 weekly behavior chart based on the student's schedule for the day. Teachers are provided with a Tier 2 Weekly Chart. Goal sheets focus on following school rules (not individualized). Parents sign at end of week. Teachers determine classroom reward. Ms. Spofforth meets with students to explain process/follow up. Students in need of bus behavior modification are given a tier 2 weekly bus behavior chart which specifies appropriate behaviors for the bus.

Tier 3:

- Students are identified for tier 3 behavior intervention based on response to Tier 2. The teacher and PST team make the decision to move the student to tier 3. Students check in with Ms. Spofforth in the morning and afternoon to get reward for the day based on performance and getting their parents signature. They earn gold wildcat cash for their behavior as a higher incentive. Students are able to spend their special cash at the PBS store as well. The student's goal sheet is revised as needed based on progress. Students graduate when teacher approves due to meeting goal most everyday. Reward: Pizza party with 4 friends that helped them improve their behavior.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school's guidance counselor provides small group and individual counseling as needed for children who struggle building emotional and social skills. Through the use of role playing and social stories, students learn appropriate ways to interact with others. Our school has a partnership with the Corner Drug Store Program as well that serves the whole school population with guidance counseling classes focusing on self control. Our district has provided a social worker and behavioral specialist who also help with mentoring and providing feedback for student services.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Williston Elementary uses EWS on Performance Matters and reviews the data daily/weekly with administration, students and/or teachers during PST Meetings, student data chats and grade level meetings.

EWS: Student Attendance is used to monitor those students who are at high risk of tardies and/or absences which lead to loss of instruction. We address the issue by phone calls from the teacher and/or administration, home visits by our social worker Gail Korn and absence/tardy contract between administration and the student. WES also has an automated letter that is generated on the fifth day and ninth day the student is absent and is sent home via mail to the guardian.

WES uses EWS: Suspensions to monitor those students that have received multiple referrals that lead to OSS or ISS. When a student received a referral and the consequence is ISS, the students is taken out of non-academic times in the school day; lunch, recess and special area. WES uses OSS for extreme cases only as one day of OSS is one day of lost instruction.

WES uses EWS; Courses of failure: ELA, Math, Science to monitor those students that are failing one

or more subjects. These students are discussed at every PST meeting to monitor their progress. If needed, support from the intervention teacher and reading coach is provided to meet their instructional needs and support mastery of standards. Teachers and/or administration have individual data chats with the students to discuss goals and strategies to improve these grades.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	26	17	15	58
One or more suspensions	1	1	2	4
Course failure in ELA or Math	14	21	3	38
Level 1 on statewide assessment	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	36	32	25	93

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

WES utilizes several intervention strategies to address the EWS: Student Attendance. At every PST meeting, which is weekly, the data is reviewed with administration, guidance counselor, teachers, and the reading coach. Phone calls are made home by teachers and/or administration and automated letters are generated and sent home for students that have missed five days and then another letter at nine days. If we are unable to reach the guardian via phone, our social worker makes home visits to address the issue. Certificates are generated for those students that have perfect attendance for a nine-week period. Attendance contracts are made between administration and the student as a positive way to increase attendance.

WES uses EWS: Suspensions to monitor those students that have received multiple referrals that lead to OSS or ISS. When a student received a referral and the consequence is ISS, the students is taken out of non-academic times in the school day; lunch, recess and special area. WES uses OSS for extreme cases only as one day of OSS is one day of lost instruction.

WES uses EWS; Courses of failure: ELA, Math, Science to monitor those students that are failing one or more subjects. These students are discussed at every PST meeting to monitor their progress. If needed, support from the intervention teacher and reading coach is provided to meet their instructional needs and support mastery of standards. Teachers and/or administration have individual data chats with the students to discuss goals and strategies to improve these grades.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Priority: Please see Parent Involvement Plan @ <https://app1.fldoe.org/bsa/parentinvolvementPlan/>

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Members of the school meet with various businesses and organizations in the community to establish "Business Partners". The school partners with various agency such as: The Williston Woman's Club, The Williston Junior Woman's Club, Kohls, NEFEC, various local churches, The University Of Florida, Food4Kids backpack program, and Williston Police Department to name a few. These groups provide additional support and services in the school by providing assistance in the classroom or through providing funding for incentives or materials.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Handlin, Jaime	Principal
Gabriel, Chloe	Assistant Principal
Hoyt, Barbara	Instructional Coach
Salmeron, Rebeca	Teacher, K-12
Stevenson, Jessica	Teacher, K-12
Farleo, Dana	Teacher, ESE
Davis, Kelly	Teacher, K-12
Spofforth, Gemma	Guidance Counselor
Brewington, Kathy	Teacher, K-12

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Identify the school-based MTSS leadership team.

Principal - Jaime Handlin

Assistant Principal – Chloe Gabriel

Reading Coach - Barbara Hoyt

Intervention Teacher – Dana Farleo  
Guidance Counselor - Gemma Spofforth  
Classroom Teachers

The purpose of the MTSS/ 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 MTSS practices and criteria. The MTSS/ leadership team will meet once every four 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.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school leadership team has processes in place to identify and align all available resources to meet the needs of all students. We begin by collecting baseline data from the Go Math! curriculum, Reading Street curriculum, fluency timings and iReady data. We continue throughout the year with progress monitoring tools which include, Science Levy Interim Assessment (LIA), common assessments (Math, Reading, Science) and iReady data. At the end of the year we use the Florida Standards Assessment, iReady data, and end of year Go Math! assessments and Reading Street assessments. Every 6-8 weeks, data chats will take place which include parent, teacher and student. Students who are receiving MTSS Tier II and Tier III interventions will be monitored through research-based common assessments and monthly fluency tracking sheets. Based on data, students in the MTSS 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), which includes; guidance counselor, administration, reading coach, teachers, and intervention teacher, meets to discuss progress on a monthly basis (4 week rotation). All teachers will receive ongoing professional development which will occur during grade level meetings and early release days throughout the school year by administration, FDLRS, Core Connections, and/or Barbara Hoyt, our Reading Coach.

All students, daily, will receive reading and math intervention with differentiated instruction, Rosetta Stone and/ or Reading Assistant (ELL students), iReady, and behavior guidance support built into the campus schedule.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through in-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 Florida Standards Assessment 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.

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 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 VI, part B (Small, Rural School Achievement Program/Rural and Low-Income School Program: Services are provided to focus specifically on teacher retention, and professional development on the Florida Standards.

Title X: The district homeless liaison and 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.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Mary Guinsler	Teacher
Jaime Handlin	Principal
Chloe Gabriel	Principal
Heather Phillips	Parent
Darlene Hoffman	Parent
Don Hoffman	Parent
Lorenzo Vargas	Parent
Irene Mauricio	Parent
Ivan Vargas	Parent
Juan Vargas	Parent
Devyn Chorvat	Parent
Charon Croft	Parent
Erin Owens	Teacher
Mary Guinsler	Teacher
Kelly Davis	Teacher
Becky Childs	Teacher
Michelle Ruiz	Teacher
Donna Bennett	Parent
Missy Maguire	Parent
Diana Hagan	Parent
Jennifer Holder	Parent

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

#### *Evaluation of last year's school improvement plan*

The School Improvement Plan is evaluated at the end of the year to identify areas of concern areas that need to be changed. Teacher committees are developed and meet to review plan and make suggestions to the faculty for revisions and modifications. The School Advisory Committee also revisits the plan on a regular basis and discusses areas of need as well. This plan is continuously reviewed to check for fidelity and effectiveness. Based on the previous year's evaluation, the current plan is devised.

#### *Development of this school improvement plan*

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. Based on the previous year's evaluation and survey results the current plan is reviewed and revised before sending to the county office for the DSS team for peer review. This plan is continuously reviewed to check for fidelity and effectiveness.

#### *Preparation of the school's annual budget and plan*



The schools annual budget is prepared by the principal and her secretary. Funds are allocated for necessary items that must be paid for from those funds. The budget is presented to the SAC for review and allows for the principal to discuss the various items on the budget that need to be paid. Teacher allocated funds for the classroom are discussed and SAC provides input on the dollar amount given to teachers to purchase resources.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

We receive no funding at this time.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Williston Elementary actively seeks participants from all backgrounds to participate in the decision making process for the school. We send home invites to all parents, include our meeting in the monthly newsletter, and send home phone homes to all families as well.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Handlin, Jaime	Principal
Gabriel, Chloe	Assistant Principal
Hoyt, Barbara	Instructional Coach
Stevenson, Jessica	Teacher, K-12
Farleo, Dana	Teacher, ESE
Brewington, Kathy	Teacher, K-12
Spofforth, Gemma	Guidance Counselor
Davis, Kelly	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

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, manipulatives, resources, technology, acceleration, and Learning Focused strategies. Other major initiatives include implementation of the Florida Standards, student engagement and parent involvement.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The teachers are provided with common grade level planning time and teachers are encouraged, but not required, to team teach. All teachers are required to attend professional development at the school site, as well as at various sites in the district. The school encourages positive working relationships through various methods; team building activities, back to school breakfast bash, faculty lunches, school-wide cookouts, weekly updates and grade level share outs.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

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; Jaime Handlin; 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; Jaime Handlin 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. Jaime Handlin and Chloe Gabriel; On-going
4. Opportunities and assistance will be provided for paraprofessionals to attend ESE workshops and other professional development opportunities.; Jaime Handlin 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; Jaime Handlin and Chloe Gabriel; On-going
6. Weekly collaborative planning meetings provide support and interaction among team members in planning for Florida Standards; Jaime Handlin and Chloe Gabriel; On-going

**Describe the school's teacher mentoring program, including the rationale for pairings and 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.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***



The school ensures alignment of the Florida Standards through the use of: district curriculum maps, team collaboration, lesson plans, and the use of research based, district adopted curriculum and supplemental resources (CPALMS, Excels, iReady). Also, several of our teachers made contributions to district wide curriculum maps, progressions scales and were part of either the ELA or Math cadres.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The instructional plan, at WES, is driven by student data. The PST, Problem Solving Team, meets once a month with classroom teachers to discuss every students' current data. Baseline data is collected using the following; Beginning of the Year Assessments (BOY) for ELA and Math, previous year's FCAT Science, iReady and FSA (Florida Standards Assessment) results. Progress monitoring is collected on a continuous basis using classroom and intervention assessments, fluency probes and core curriculum assessments. End of Year Assessments (EOY) for ELA and Math and FSA are administered as well.

Data chats are administered every 6-8 weeks, which include parent, teacher and student. During these chats, progress monitoring is discussed as well as tier 2 and tier 3 students progress. Professional Development sessions will occur during grade level meetings and early release days throughout the school year by administration and the Reading Coach, Barbara Hoyt., Professional development will center around data, improving classroom instruction, best practices, Danielson rubric and strategies to meet our SIP goals.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

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

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

#### ***Strategy Rationale***

This strategy is being implemented in order to improve student growth and proficiency in both Reading and Math scores according to iReady diagnostic data for reading and math, mastery of standards, and progress monitoring.

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

- Instruction in core academic subjects

#### ***Person(s) responsible for monitoring implementation of the strategy***

Gabriel, Chloe, chloegabriel@levy.k12.fl.us

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

**Strategy:** Summer Program

**Minutes added to school year:** 6,720

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

**Strategy Rationale**

This program is provided in order to further develop students deficits in reading.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**Person(s) responsible for monitoring implementation of the strategy**

Gabriel, Chloe, chloegabriel@levy.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the 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. There is also a portfolio option for students to demonstrate mastery of Florida Standards to meet promotion requirements.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Cross grade-level meetings are held between W.E.S and J.B.E.S, as well as between W.E.S and W.M.S in order to make the transitions smooth. W.E.S also holds a "Sneak Peek" day for incoming Third Graders (Second Graders from J.B.E.S), where they can preview our campus and several of our programs. A PowerPoint slideshow is presented to the second grade parents during the end of the year second grade program showcasing WES and what goes on in the classrooms. We also offer a "Meet the Teacher" day prior to school beginning for parents to familiarize themselves with the school and teacher for the year.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Each year our Guidance Department hosts Career Day. Our instruction is based on the Florida Standards which promotes College and Career Awareness, by making connections to real world situations.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

We are integrating career and technical education, through the use of technology in all subject areas.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If our school implements the standards with fidelity and keeps pace with the curriculum maps, then we will increase proficiency in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If our school implements the standards with fidelity and keeps pace with the curriculum maps, then we will increase proficiency in all content areas. 1a

G072235

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

**Resources Available to Support the Goal** 2

- WES has numerous resources to help support our school wide goal. We utilize the Reading Coach to provide professional development and modeling of effective instructional strategies for ELA instruction. We utilize the core ELA and Math curriculum that is state adopted, along with the online resources to support instruction in the Florida standards. Our teachers work collaboratively to plan non a weekly basis, following the district prepared curriculum maps and pacing guides. The Problem Solving Team for the school meets with all teachers on a monthly basis to evaluate all students' progress in the core subject areas. Students are supported and excelled at their ability levels through the use of a Gifted Teacher to provide higher level instruction in Science and Math, as well as remedial support to at-risk students with the assistance of paraprofessional support and the Intervention Teacher. Each classroom as at least 4 computers to provide students with the opportunity to use supplemental computer programs related to instruction in both ELA and Math. These programs are research based and do not take away from core instruction.

**Targeted Barriers to Achieving the Goal** 3

- supplemental curricular resources
- Interpretation of the standards

**Plan to Monitor Progress Toward G1.** 8

Academic Performance Outcomes

**Person Responsible**

Jaime Handlin

**Schedule**

On 5/2/2016

**Evidence of Completion**

Demonstrate proficiency on FSA

**Plan to Monitor Progress Toward G1. 8**

Math Progress Monitoring  
Go Math Beg, Middle and End assessment

**Person Responsible**

Jaime Handlin

**Schedule**

Quarterly, from 8/26/2015 to 5/27/2016

**Evidence of Completion**

Growth with each quarterly assessment

**Plan to Monitor Progress Toward G1. 8**

Reading Progress Monitoring  
iReady Diagnostic

**Person Responsible**

Chloe Gabriel

**Schedule**

Quarterly, from 9/7/2015 to 5/2/2016

**Evidence of Completion**

Growth with each quarterly diagnostic

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If our school implements the standards with fidelity and keeps pace with the curriculum maps, then we will increase proficiency in all content areas. **1**

 G072235

**G1.B1** supplemental curricular resources **2**

 B188339

**G1.B1.S1** Supplemental curricular resources **4**

 S199772

### Strategy Rationale

To provide additional resources to teachers to effectively instruct students on the Florida Standards.

### Action Step 1 **5**

Train teachers on supplemental resources for Reading, Math, Science and Social Studies.

#### Person Responsible

Jaime Handlin

#### Schedule

Monthly, from 9/14/2015 to 4/11/2016

#### Evidence of Completion

Increase in student performance on core subject area assessments.

**Action Step 2** 5

Reading Coach observes and provides feedback to teacher on implementation of high-yield strategies

**Person Responsible**

Barbara Hoyt

**Schedule**

Monthly, from 9/14/2015 to 4/11/2016

***Evidence of Completion***

Increase in student performance on core subject area assessments.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Implementation of use of supplemental resources to core instruction.

**Person Responsible**

Jaime Handlin

**Schedule**

Monthly, from 10/1/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans, collaborative planning meeting minutes, classroom walk throughs and observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Increase in student growth and proficiency on school wide assessments

**Person Responsible**

Jaime Handlin

**Schedule**

Quarterly, from 11/2/2015 to 6/3/2016

***Evidence of Completion***


Progress monitoring assessments in math, ELA and science/performance on FSA and FCAT



## G1.B2 Interpretation of the standards 2

 B188340

### G1.B2.S1 Professional Development to develop a better understanding of the standards. 4

 S199773

#### Strategy Rationale

New Florida Standards have been put in place and teachers need support to interpret them in the correct manner

#### Action Step 1 5

Professional Development will take place on Early Release Days with a focus on unpacking the standards by quarter.

##### Person Responsible

Barbara Hoyt

##### Schedule

Monthly, from 9/2/2015 to 4/6/2016

##### Evidence of Completion

Team meeting notes, roster, PD followup and lesson plans will be submitted to administration and kept in dropbox folder, as well as classroom walkthrough feedback.

#### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Grade level meeting notes and walk through data

##### Person Responsible

Jaime Handlin

##### Schedule

Weekly, from 9/14/2015 to 5/2/2016

##### Evidence of Completion

Reading Street progress monitoring, Go Math! progress monitoring and i-Ready diagnostic assessments, and authentic student work samples

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Collaborative planning minutes and lesson plans of classroom teachers

**Person Responsible**

Jaime Handlin

**Schedule**

Monthly, from 9/23/2015 to 5/11/2016

**Evidence of Completion**

Increase in student achievement on standard based assessments

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Train teachers on supplemental resources for Reading, Math, Science and Social Studies.	Handlin, Jaime	9/14/2015	Increase in student performance on core subject area assessments.	4/11/2016 monthly
G1.B2.S1.A1	Professional Development will take place on Early Release Days with a focus on unpacking the standards by quarter.	Hoyt, Barbara	9/2/2015	Team meeting notes, roster, PD followup and lesson plans will be submitted to administration and kept in dropbox folder, as well as classroom walkthrough feedback.	4/6/2016 monthly
G1.B1.S1.A2	Reading Coach observes and provides feedback to teacher on implementation of high-yield strategies	Hoyt, Barbara	9/14/2015	Increase in student performance on core subject area assessments.	4/11/2016 monthly
G1.MA1	Academic Performance Outcomes	Handlin, Jaime	9/23/2015	Demonstrate proficiency on FSA	5/2/2016 one-time
G1.MA2	Math Progress Monitoring Go Math Beg, Middle and End assessment	Handlin, Jaime	8/26/2015	Growth with each quarterly assessment	5/27/2016 quarterly
G1.MA3	Reading Progress Monitoring iReady Diagnostic	Gabriel, Chloe	9/7/2015	Growth with each quarterly diagnostic	5/2/2016 quarterly
G1.B1.S1.MA1	Increase in student growth and proficiency on school wide assessments	Handlin, Jaime	11/2/2015	Progress monitoring assessments in math, ELA and science/performance on FSA and FCAT	6/3/2016 quarterly
G1.B1.S1.MA1	Implementation of use of supplemental resources to core instruction.	Handlin, Jaime	10/1/2015	Lesson plans, collaborative planning meeting minutes, classroom walk throughs and observations	6/3/2016 monthly
G1.B2.S1.MA1	Collaborative planning minutes and lesson plans of classroom teachers	Handlin, Jaime	9/23/2015	Increase in student achievement on standard based assessments	5/11/2016 monthly
G1.B2.S1.MA1	Grade level meeting notes and walk through data	Handlin, Jaime	9/14/2015	Reading Street progress monitoring, Go Math! progress monitoring and i-Ready diagnostic assessments, and authentic student work samples	5/2/2016 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** If our school implements the standards with fidelity and keeps pace with the curriculum maps, then we will increase proficiency in all content areas.

### **G1.B1** supplemental curricular resources

#### **G1.B1.S1** Supplemental curricular resources

##### **PD Opportunity 1**

Train teachers on supplemental resources for Reading, Math, Science and Social Studies.

##### **Facilitator**

Barbara Hoyt/Jaime Handlin

##### **Participants**

all classroom teachers

##### **Schedule**

Monthly, from 9/14/2015 to 4/11/2016

##### **PD Opportunity 2**

Reading Coach observes and provides feedback to teacher on implementation of high-yield strategies

##### **Facilitator**

Barbara Hoyt

##### **Participants**

all classroom teachers

##### **Schedule**

Monthly, from 9/14/2015 to 4/11/2016

## **G1.B2** Interpretation of the standards

### **G1.B2.S1** Professional Development to develop a better understanding of the standards.

#### **PD Opportunity 1**

Professional Development will take place on Early Release Days with a focus on unpacking the standards by quarter.

##### **Facilitator**

Barbara Hoyt

##### **Participants**

all teachers

##### **Schedule**

Monthly, from 9/2/2015 to 4/6/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Train teachers on supplemental resources for Reading, Math, Science and Social Studies.	\$0.00
2	G1.B1.S1.A2	Reading Coach observes and provides feedback to teacher on implementation of high-yield strategies	\$0.00
3	G1.B2.S1.A1	Professional Development will take place on Early Release Days with a focus on unpacking the standards by quarter.	\$0.00
Total:			\$0.00