

Sumter District Schools

Webster Elementary School



2016-17 Schoolwide Improvement Plan

Webster Elementary School

349 S MARKET BLVD, Webster, FL 33597

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	A	B

**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 Sumter 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Webster Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Webster Elementary School, teachers, staff, students, parents and community work as a team to enable all children to reach their potential by providing engaging experiences which will maximize the growth of each child and staff member in a safe, challenging environment

b. Provide the school's vision statement.

Webster Elementary School is a place "Where Everyone Shines!"

2. School Environment

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

Webster Elementary School builds relationships and provides opportunities for others to learn about students' cultures and builds relationships between teachers and students in a variety of ways including: a beginning of the year school-home orientation and back-to-school bash, an AVID orientation for grades 2-5, a bilingual school-home liaison, a character education program, student and parent interest surveys, differentiated activities by student interests, student achievement recognition, Big Brother Big Sister program, and mentoring program.

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

Webster Elementary School has a Positive Behavior System (PBS) with monthly committee meetings. School-wide behavior expectations are recited daily through (PBS) Positive Behavior Support Pledge. Teachers have to document the teaching of positive expectations in their lesson plans. Students are rewarded for good behavior with Sunshine Dollars from the PBS program. There are also regularly scheduled safety drills on the bus and on campus, safety meetings, and safety walkthroughs.

c. 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.

Our Positive Behavior System (PBS) committee meets monthly to review school wide effectiveness of our PBS plan. A PBS refresh training was provided by the district for the committee in August 2016. Our school wide PBS expectations are posted in each classroom, on sidewalks, in the cafeteria, and are recited during assemblies. Our school PBS pledge is recited daily by all students in which we pledge to SHINE: Show respect, Have a positive attitude, Inspire others, Nurture my education, and Endeavor to do my best. The other school areas have expectations built on the SHINES acronym as well. These expectations are reviewed on morning announcements each nine weeks. Each teacher must establish and teach classroom expectations, which must be submitted to the administration for approval. These expectations, which vary by age group, must be based on our school wide PBS expectations. Teachers are expected and encouraged to handle discipline issues in their classrooms through clear PBS expectations, clear consequences, PBS and individual teacher rewards, and required communication with parents. When a situation does not improve or is too

severe to go through the normal behavior steps, teachers may use our Alternative Education room for time out, and further refer the child on a long discipline form to an administrator.

d. 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.

WES ensures the social-emotional needs of all students are being met through Homeroom teacher with safety and personal issues, The CCOS (Children Clincial On-site Sevices), The Daily Tier 2 Check in and Check out system and the Guidance Counselor provides guidance lessons individually and in groups. The Guidance Counselor also provides anti-bullying lessons for the students and the Help Box is posted in a general location for students. The Guidance Counselor also collaborates with other professional providers (Guardian ad litem, and case managers) to ensure that the student's needs are met. She also communicates the student's needs with the district Parent Education Specialist and utilizes community organizations to assist with the needs of the students. She also makes sure the Homeless students are provided with the necessary benefits that they are entitled to, to make sure it is a smooth transition into the educational environment. For the 2015-16 school year, WES is implementing the school-based "Big Brothers, Big Sisters" program to mentor students in need.

3. Early Warning Systems

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

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

Webster Elementary is a K-5 school. Therefore, Early Warning Systems do not apply.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305842>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Webster Elementary builds partnerships with the community by using all available resources effectively to achieve what is in the best interest of our students. Our school collaborates with our School Advisory Council quarterly concerning use of funds, input for Student/Parent handbooks, Parent Involvement activities, and Student Achievement Data. Webster Elementary encourages open dialogue with the council on topics that would enhance the our School Improvement process.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bishop, Nancy	Assistant Principal
Goodson, Eileen	Principal
Kedzior, Adam	Teacher, K-12
Nash, Cindy	Other
Osborne, Tina	Teacher, K-12
Smith, Christina	Teacher, K-12
Woodend, Theresa	Teacher, ESE
Daniels, Westah	Instructional Coach
Plummer, Elizabeth	Teacher, K-12
Lovett, Jennifer	Teacher, K-12
Nichols, Meredith	Teacher, K-12
Strickland, Joella	Instructional Media

b. Duties

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

The school-based leadership team meets regularly to review school-wide and class-wide academic and behavioral data. In addition, the team utilizes current data and problem solving techniques to identify needed academic and /or behavioral changes at the classroom and school level. The school-based leadership team meets with general education teachers who have students in the MTSS process to review intervention implementation, effectiveness, and data collections.

2. 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.

Universal screening Florida Standards Assessment, MTSS Tier I is conducted by school staff in all core academic areas. This data is used to identify "at-risk" students by comparing an individual student's performance and progress to that of his peer group. Throughout the MTSS process frequent assessments (Teacher observation, Successmaker data, Weekly Reading and Fluency Test, Sight word evaluations, Discovery Ed. Assessments, etc.) are given to identify small changes in the student's performance. The MTSS TIPS Team uses this data to identify if changes to interventions or goals are needed.

Title I, Part A

All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.

Title II

Webster Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

Title III

The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Webster Elementary's ESOL program and use of ESOL aides follow county and state guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and

parent needs, as appropriate.

Violence Prevention Programs

All Webster Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-Bullying. Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Webster Elementary also implements a school-wide positive behavior support plan throughout the school year.

Nutrition Programs

Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

Voluntary Pre-Kindergarten

Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Eileen Goodson	Principal
Mark Adams	Parent
Latonya Anderson	Parent
Cindy Nash	Teacher
Tim Walleker	Business/Community
Nancy Bishop	Principal
Ashley Conway	Parent
Landi Fugate	Parent
Graciela Garcia	Parent
Deanna Strickland	Parent
Michele Crawford	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews the information on data, student achievement, and results of district/state-wide results in the School Improvement plan. Then the committee looks at each section and gives feedback for any changes or additions throughout the plan. After the Council comes to a conclusive decision about the school improvement plan, the SAC votes to approve plan.

b. Development of this school improvement plan

Throughout the year, SAC members meet 4 times to review and discuss student achievement. Data such as FCAT 2.0/FSA results and district-wide assessments are shared with the SAC members. Members collaborate and provide suggestions to address the current student achievement scores. All of the information is gathered from the meetings and summarized in the school improvement plan. Once the plan is completed, the plan is presented to SAC members to review. SAC members add their input or suggested modifications. The SAC then approves the plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council's duties in preparing for the school's annual budget and plan is to give suggestions and feedback on ways the budget can be utilized in the best interest of the school and students. Then the committee votes on the budget for approval.

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

SAC funds in the amount of \$4230.00 were used for the purchase of software licensing for student programs aimed at differentiated instruction. SAC funds will be allocated and disbursed upon recommendation of the principal and majority vote of the SAC membership.

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

No

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bishop, Nancy	Assistant Principal
Goodson, Eileen	Principal
Daniels, Westah	Teacher, K-12
Strickland, Joella	Instructional Media
Lovett, Jennifer	Teacher, K-12
Osborne, Tina	Teacher, K-12
Kedzior, Adam	Teacher, K-12
Smith, Christina	Teacher, K-12
Plummer, Elizabeth	Teacher, K-12
Nash, Cindy	Teacher, ESE
Woodend, Theresa	Teacher, ESE
Nichols, Meredith	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The primary function of the team is to disaggregate data of all assessments, such as district assessments, Successmaker, and standardized testing then matching strategies and programs to areas of need. The team also collaborates on the development and implementation of Literacy Week, along with any other special projects throughout the school year. In addition, the team will focus on implementing Florida Standards in the classroom and incorporate close reading strategies during reading instruction. The team is also responsible for reviewing data from extended reading passages. They help establish guidelines for Accelerated Reader and provide a resource to content area teachers to help support ELA standards.

D. Public and Collaborative Teaching

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

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

The strategies that Webster Elementary School have in place to encourage positive working relationships between teachers are weekly Steering Committee meetings, Professional Learning Communities on ELA, Math, Science, and other Grade level concerns. District trainings and workshops where teachers share ideas and collaborate on a variety of topics for specific grade levels. Teachers also meet with the MTSS (Multi-Tiered System of Support) Facilitator to plan interventions that will meet student's needs to be successful with instruction. WES also has a big "Thank You" Sunshine where teachers are recognized for their positive input and helpful actions towards others. Our school provides professional development for teachers about many topics. The school and district strive for excellence to equip teachers with tools and strategies to meet the needs of the students.

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

Teacher to Teachers and Troops to Teachers are used as a recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification checks are completed prior to hiring.

Responsible Personnel: Lisa Whitman/Allison Nave

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum.

The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The District has adopted only materials that have a Florida correlation. Teachers review ELA and Math FSA and FCAT 2.0 science Test Item Specs to ensure learning maps, lesson plans are aligned to Florida's standards. When administrators conduct classroom walkthroughs they are looking for the Florida Standards that are being implemented in classroom lessons.

b. Instructional Strategies

1. 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.

Teachers use a variety of data (state and district assessments, formative data, Successmaker, Accelerated Reader, iStation, and KidBiz) to guide instruction and to adjust flexible grouping for all levels of students within the classroom. Students who need additional support receive iii time or MTSS interventions.

2. 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: After School Program

Minutes added to school year: 24,300

Webster Elementary has implemented the 21st CCLC After School program. This program operates Monday through Friday from August 15 - May 24 during the school year. The program includes lessons in Science, Technology, Engineering, Arts and Math and Character Education. The program includes a daily snack, homework help, and transportation.

Strategy Rationale

The rationale is that this program will help those students that need it the most by providing hands-on instruction in the core STEM subjects using project-based learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bishop, Nancy, nancy.bishop@sumter.k12.fl.us

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

- Discovery Education Assessments will be an evaluative tool along with ELA/Math/and Science FSA scores.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Voluntary Pre-Kindergarten is offered to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

The 5th and 6th grade teachers observe each others' classrooms and meet to discuss curriculum and expectations. Fifth grade students visit the middle school during their 5th grade school year to assist in the transition.

b. College and Career Readiness

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

Webster Elementary is a K-5 school. However, the following strategies that promote academic, character, and career planning are used at WES including:

- Utilize business and professional individuals to share their experiences through programs presented throughout the year to demonstrate the transition from school to work.

- Utilize the Accelerated Reader Program to enhance life-long reading skills
- Participate in the county Math Field Day competing with students at the secondary level and 4th and 5th grade attends Science Fair at the high school level
- Continue the Safety Patrol to help students develop leadership roles, assume responsibility, and develop positive self-esteem.
- Character Education allows students to demonstrate characteristics required for leadership.
- Career Day at WES offers multiple opportunities for students to learn more about various careers from local volunteers.
- Positive Behavior Support (PBS) helps all students throughout the school earn Sunshine Dollars when demonstrating Respect, Role Model, Positive and Safety. Dollars are earned on campus on the school bus.

Webster Elementary teachers plan lessons based on district curriculum maps, state standards, and student needs and learning. During the ELA and math block, teachers incorporate centers to allow differentiated instruction. Teachers provide selections for students to choose as an individualized method for completing an assignment. In addition, to accommodate to the learning styles, teachers utilize visual aids such as the Learning Focused Boards, graphic organizers, and other means that will provide a visual representation for student learning as part of the teaching component. Teachers also integrate technology to enhance learning through use of Discovery Education videos, Gizmos, Brainpop and GoMath technology component. Students are also exposed to technology in a variety of ways. Technology is encompassed through the use of the doc cam and computer time. Teachers also share ideas through learning communities and teacher observation to obtain new ideas. Students in grades 2, 3, and 5 complete an interactive typing course to advance their skills with technology and to learn the basics. Students in gr. 5 have one-to-one laptop devices used daily.

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

Webster Elementary incorporates applied and integrated courses for students through looping methods. Students in grades K-5th grade have an ELA block and Math/Science block with 2 different teachers. Traditional kindergarten does not experience a change in teachers but they acquire the same curriculum as the other kindergarten classes. During the ELA block, students are learning to integrate reading, language arts, writing, spelling, and handwriting. Social Studies is also integrated with the reading component. During the math block, students are experiencing hands-on math, reading skills and science as a form of integration. Through these courses, students are able to find the connections between these subject areas.

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

Based on the High School Feedback Report, strategies for life-long learning are implemented in the classroom. Fifth grade students visit the high school science fair for exposure to higher-order thinking projects. In addition, fifth grade students visit the middle school to visit the campus and classrooms, attend a brief orientation to receive an overview of what to expect at the secondary level.

4. 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.

WES is a K-5 school.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

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

Strategic Goals Summary

- G1.** On the 2017 ELA Florida Standard Assessment, 59% of students in grades 3-5 will achieve proficiency.
- G2.** On the 2017 Math Florida Standards Assessment, 70% of students in grades 3-5 will achieve proficiency.
- G3.** On the 2017 Science FCAT 2.0, 60% of students will achieve proficiency.
- G4.** Unexcused absences will decrease 5% in the 2016-2017 school year.
- G5.** Total disciplines will decrease by 5% during the 2016-2017 school year.
- G6.** Parent involvement in school activities will increase by 5% during the 2016-2017 school year

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. On the 2017 ELA Florida Standard Assessment, 59% of students in grades 3-5 will achieve proficiency.

1a

G083500

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	59.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Background knowledge and language skills deficit
- Limited organizing and structuring of vocabulary words and writing skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning communities: Plan and collaborate with other teachers and develop lesson plans that address student background knowledge weaknesses throughout a lesson
- Reading coach works with students in the bottom quartile and as a resource to ELA teachers
- District involvement and walk-throughs with reading teachers throughout the year
- Core Connections Writing Training for ELA teachers
- AVID classrooms, AVID trained teachers in grades 2-5
- Accelerated Reader, Successmaker, iStation, KidBiz (gr. 4-5) as a differentiated reading progression and monitoring program which encourages parental involvement

Plan to Monitor Progress Toward G1. 8

Reading Instruction

Person Responsible

Westah Daniels

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of 2017 FSA, and Discovery Education Assessment reports will be the evaluative tool.

G2. On the 2017 Math Florida Standards Assessment, 70% of students in grades 3-5 will achieve proficiency. 1a

G083501

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Gains	71.0
Math Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Math language and vocabulary deficit
- Difficulty parents face understanding Florida Standards expectations and processes

Resources Available to Help Reduce or Eliminate the Barriers 2

- 30 minutes of Successmaker at least 2 times per week
- Math resource teacher to work with bottom quartile students
- GoMath textbook kit utilized with instruction
- Programs for differentiation: Accelerated Math, Math Facts in a Flash, Gizmo, Sumdog, Flocabulary, Office 365
- AVID instructional strategies: 2-3 column notes, development of inquiry reasoning, goal setting, AVID reading strategies for math
- Writing used in math lessons every day
- 1 on 1 devices for 5th grade students

Plan to Monitor Progress Toward G2. 8

Probes, DEA, Successmaker data, student grades in math

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Math probe scores, DEA results, classroom grades, SuccessMaker data

G3. On the 2017 Science FCAT 2.0, 60% of students will achieve proficiency. 1a

 G083502

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Limited real life science experience and limited content exposure

Resources Available to Help Reduce or Eliminate the Barriers 2

- master schedule with science delineation
- Interactive Journals and science textbooks
- Technology: GIZMO, Brainpop, Office 365, etc.
- Hands-on Experiments, meaningful assignments
- Science Fair projects required for all upper grade students

Plan to Monitor Progress Toward G3. 8

Kidbiz science content gr. 4-5

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans & walk-throughs, Kidbiz scores

G4. Unexcused absences will decrease 5% in the 2016-2017 school year. 1a

G083503

Targets Supported 1b

Indicator	Annual Target
Attendance rate	-5.0

Targeted Barriers to Achieving the Goal 3

- Lack of incentive and motivation of parents to have students attend regularly.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Monitoring attendance by assistant principal and data entry clerk
- Child study teams to brainstorm strategies for individual families that are in danger of truancy to increase attendance.
- Monthly newsletter with encourage regular attendance.
- Teacher/Parent conferences to emphasize attendance.

Plan to Monitor Progress Toward G4. 8

sign in logs of meetings

Person Responsible

Nancy Bishop

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

G5. Total disciplines will decrease by 5% during the 2016-2017 school year. 1a

G083504

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	241.0

Targeted Barriers to Achieving the Goal 3

- Students do not have skills necessary to cope with certain bus or classroom situations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior System

Plan to Monitor Progress Toward G5. 8

Student long-form disciplines

Person Responsible

Nancy Bishop

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Skyward discipline data

G6. Parent involvement in school activities will increase by 5% during the 2016-2017 school year 1a

G083505

Targets Supported 1b

Indicator	Annual Target
	5.0

Targeted Barriers to Achieving the Goal 3

- Time conflict of scheduled school events and work or extra curricular activities.
- Parent Notification

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Involvement Activities Calendar
- Remind accounts, Class Dojo messages, Twitter reminders

Plan to Monitor Progress Toward G6. 8

Schedule of events, sign in sheets

Person Responsible

Leslie Mancini

Schedule

On 5/31/2017

Evidence of Completion

Parent Involvement activities evaluation, sign in sheets, tracking number of attendees

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. On the 2017 ELA Florida Standard Assessment, 59% of students in grades 3-5 will achieve proficiency. **1**

 **G083500**

G1.B1 Background knowledge and language skills deficit **2**

 **B221430**

G1.B1.S1 120 minute ELA block with Continuation of uninterrupted 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders" **4**

 **S233743**

Strategy Rationale

to meet legislative requirements and provide more intensive instruction

Action Step 1 **5**

Collaborating and planning with other reading teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning communities agendas and minutes of discussions

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

Effective use of the reading block for intense and rigorous reading instruction

Person Responsible

Westah Daniels

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, lesson plans, instruction, PLC minutes, and student engagement during the reading period

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

Effective reading instruction

Person Responsible

Eileen Goodson


Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of 2017 Reading FSA, and district Discovery Education assessments will be the evaluative tools.

G1.B1.S2 Continue using extended passages in all reading classrooms and district formative assessments in gr. 3-5. 4

 S233744

Strategy Rationale

to increase the reading endurance for longer passages in all core subjects

Action Step 1 5

Collaborating/planning with other reading teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning communities agenda & minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Effectiveness use of the reading passages for intense and rigorous reading instruction

Person Responsible

Westah Daniels

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Effective reading instruction

Person Responsible

Eileen Goodson


Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of 2015 FSA and Discovery Education Assessment Reports

G1.B1.S3 Classroom instruction focusing on higher order thinking questioning and activities and high yield, research-based strategies 4

 S233745

Strategy Rationale

to strengthen higher order thinking and to increase reading mastery in all content areas

Action Step 1 5

Collaborating/Planning with other reading teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning communities agenda and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Effectiveness of the reading questions for higher level questioning and rigor in reading instruction

Person Responsible

Westah Daniels

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Effective higher order questions during reading instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of 2016 FSA and Discovery Education Assessment Reports

G1.B1.S4 Focus on non-fiction and increased reading levels through classroom and Accelerated Reader Program 4

 S233746

Strategy Rationale

to build background and content knowledge as well as vocabulary to match the rigor of the Florida Standards

Action Step 1 5

Collaborating/Planning with other teachers

Person Responsible

Joella Strickland

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning communities and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Effectiveness of the reading passages for intense and rigorous reading instruction

Person Responsible

Joella Strickland

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Accelerated Reader reports, district assessment scores, Lesson plans, student engagement

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Effective Reading instruction

Person Responsible

Eileen Goodson

Schedule


Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Accelerated Reader reports, Results of 2017 FSA and Discovery Education Assessment Reports

G1.B1.S5 Continued use of Learning Focused Strategies and Core Connections instructional strategies

4

 S233747

Strategy Rationale

LFS and Core Connections are research-based proven strategies

Action Step 1 5

ELA teachers will train in and use Learning Focused Strategies and Core Connections strategies

Person Responsible

Eileen Goodson

Schedule

Annually, from 8/10/2016 to 5/31/2017

Evidence of Completion

Training rosters, lesson plans, student work

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Walk throughs, lesson plan review, formatives

Person Responsible

Eileen Goodson

Schedule

On 5/31/2017

Evidence of Completion

Data chats, Administrator attends trainings and PLCs

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

DEA results, FSA results, student work

Person Responsible

Eileen Goodson

Schedule

On 5/31/2017


Evidence of Completion

DEA results, FSA results, student work

G1.B3 Limited organizing and structuring of vocabulary words and writing skills **2**

 B221432

G1.B3.S1 Instruction utilizing district mandate "Core Connections" program daily **4**

 S233749

Strategy Rationale

to enhance the student's writing skills in the four criteria areas of writing

Action Step 1 **5**

Collaborating/Planning with content teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Professional Learning communities and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Effective use of writing in the areas of Focus, Organization, Support, and Conventions

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, Lesson Plans, Review of Writing Samples, Writing journals, Student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effective writing Instruction

Person Responsible

Eileen Goodson

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of 2016 FSA and Write Score Reports

G1.B3.S2 Continuation of Learning Focused Strategies and AVID strategies 4

 S233750

Strategy Rationale

to enhance writing and reading by use of research-based and proven strategies

Action Step 1 5

Collaborating/Planning with other ELA teachers and science teachers

Person Responsible

Kelley Gideons

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Learning communities agenda and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Effective use of LFS and AVID vocabulary and writing strategies

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Classroom walkthroughs, Lesson Plans, writing samples, writing journals, student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Effective writing instruction

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Results of 2016 ELA FSA and gr. 3-5 Write Score Results

G1.B3.S3 Students in grades 2 ,3, 4, and 5 will be equipped with typing and basic technology lessons

4

 S233751

Strategy Rationale

to enhance students' ability to communicate messages and empower students to embrace real world technological expectations

Action Step 1 5

Collaborating/Planning with core content teachers

Person Responsible

Christina Brannen

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Easy Tech reports, Professional Learning Communities agendas and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Effective use of Writing in the four criteria areas

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Easy Tech Reports, Classroom walkthroughs, writing samples, writing journals, Lesson plans, and student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Effective writing instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 10/8/2016 to 5/31/2017

Evidence of Completion

Results of ELA FSA and Write Score Reports

G2. On the 2017 Math Florida Standards Assessment, 70% of students in grades 3-5 will achieve proficiency.

1

 G083501

G2.B1 Math language and vocabulary deficit 2

 B221433

G2.B1.S1 Continuation of math block, utilizing the district adopted Go Math textbook and a variety of programs for differentiation 4

 S233752

Strategy Rationale

Allows time to differentiate instruction and have student practice skills

Action Step 1 5

Provide effective Math Instruction, teacher collaboration and lesson planning

Person Responsible

Eileen Goodson

Schedule

Daily, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lesson plans, walk-throughs, Discussion Minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Effective Math Instruction, use of differentiated instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Walk throughs, Lesson plans, Math Probes Grade 3-5, Discovery Ed reports, PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Effective math instruction and student academic achievement in math

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Walk-throughs, SuccessMaker data, and analyzing student data based on state and district assessments

G2.B2 Difficulty parents face understanding Florida Standards expectations and processes **2**

 B221434

G2.B2.S1 Monthly parent guides from teacher, Title I parent guide sheets, Provide online access for parents to homework help, links to Kahn Academy, and Successmaker, **4**

 S233753

Strategy Rationale

To provide parents with information, instruction and tools to help their children with homework, studying, and reaching their goals

Action Step 1 **5**

Increase information, tools, and resources available to parents about math standards

Person Responsible

Leslie Mancini

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

parent newsletters, sign in sheets from evening meetings, review of website

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Review Parent conference notes, website review, review of newsletters

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Parent conference notes, website review, teacher and Title I newsletters

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review of data, meeting minutes, conference notes

Person Responsible

Eileen Goodson

Schedule

Evidence of Completion

Student grades, comments from parents to teachers (in student planners) and to principal

G3. On the 2017 Science FCAT 2.0, 60% of students will achieve proficiency. 1

 G083502

G3.B1 Limited real life science experience and limited content exposure 2

 B221435

G3.B1.S1 Engaging and rigorous science instruction and interactions through hands on activities, and interactive journals with 2 or 3 column notes to provide practice and insight into the purpose and practice of the scientific process 4

 S233754

Strategy Rationale

Provide background science vocabulary and basis of the scientific method

Action Step 1 5

Science Journals and experiments

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student work samples, lesson plans, walk-thru documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Science Journals, science experiments

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Lesson plans, student work, walk-thru documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Engaging instruction, interactive Journals, science experiments

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Discovery Education Assessments, results of Science FSA (5th), walk-thru documentation, teacher observation and evaluation of student work produced

G3.B1.S2 Classroom instruction focused on high-order questioning and extending thinking assignments through KidBiz nonfiction text assignments, which include writing components **4**

 S233755

Strategy Rationale

To deepen critical thinking about science integrated through reading and writing

Action Step 1 **5**

Weekly Kidbiz article of science content and related activities weekly - grades 4 and 5

Person Responsible

Adam Kedzior

Schedule

Monthly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 **6**

Lesson Plans, Kidbiz scores

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Kidbiz scores, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Kidbiz

Person Responsible

Adam Kedzior


Schedule

Monthly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Walk-through documentation, Kidbiz scores

G3.B1.S3 Continue enrichment science activities such as Science Fair projects, science night, Science SuperStars, and science experiments 4

 S233756

Strategy Rationale

Creates an atmosphere where science is real world, exciting, and engaging for students

Action Step 1 5

Science enrichment activities

Person Responsible

Adam Kedzior

Schedule

Monthly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Professional Learning Communities, lesson plans, walkthroughs

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Science enrichment activities

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Classroom walkthroughs, Science journals, Lesson Plans, and student engagement

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Science enrichment activities

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Science probes, Science FSA, DEA Reports

G4. Unexcused absences will decrease 5% in the 2016-2017 school year. 1

 G083503

G4.B1 Lack of incentive and motivation of parents to have students attend regularly. 2

 B221436

G4.B1.S1 Daily and/or weekly monitoring of attendance concerns by assistant principal and data entry.

4

 S233757

Strategy Rationale

Help parents be aware of the benefits of school attendance. Phone calls or letters to parents reminding them students may struggle with grades due to absences.

Action Step 1 5

Daily and/or weekly monitoring of attendance concerns by assistant principal and data clerk.

Person Responsible

Nancy Bishop

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Documentation of posted statements

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Keep a log of students with attendance concerns and action taken by assistant principal or data clerk.

Person Responsible

Nancy Bishop

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Record of sign log

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Steering committee will be used to remind teachers to help monitor attendance concerns and ways to address.

Person Responsible

Nancy Bishop

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

agendas and minutes of meetings

G5. Total disciplines will decrease by 5% during the 2016-2017 school year. 1

 G083504

G5.B1 Students do not have skills necessary to cope with certain bus or classroom situations. 2

 B221437

G5.B1.S1 Use the Positive Behavior System to reinforce acceptable social behavior 4

 S233758

Strategy Rationale

Giving the students strategies to handle conflict and stress with alternative behaviors.

Action Step 1 5

Use the Positive Behavior System and quarterly PBS committee meetings.

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PBS meeting agendas and sign in

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Regular communication of PBS goals to teachers, staff, and drivers

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

documentation regular communication of goals to teachers, staff, and bus drivers

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administrator monitors discipline data on students

Person Responsible

Nancy Bishop

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Mid-year and end of year suspensions

G6. Parent involvement in school activities will increase by 5% during the 2016-2017 school year **1**

 G083505

G6.B1 Time conflict of scheduled school events and work or extra curricular activities. **2**

 B221438

G6.B1.S1 Provide access to activities at varying times of day and different days of week **4**

 S233759

Strategy Rationale

to accommodate conflicts with work schedules, transportation, and child care

Action Step 1 **5**

WES Steering Committee

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Parent Involvement Schedule 2016-2017 showing differentiation of meeting dates and times

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

Parent involvement and open communication

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Parent Sign-In sheets at varying activities

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Open communication between parents, teachers, and administrators

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

G6.B2 Parent Notification 2

 B221439

G6.B2.S1 Provide multiple notices home and provide ample amount of time to plan attendance Post on Digital Announcement Board in front of school 4

 S233760

Strategy Rationale

to increase parent involvement and the attendance of parents at activity nights

Action Step 1 5

Parent notification, support of parent involvement activities

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Principal and assistant principal will monitor office notifications

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Parent communication

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Teacher documentation logs and call logs

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Parent Notice distribution

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/10/2016 to 5/27/2017





















Evidence of Completion

Parent notices send home, documented on the marque in front of the school, parent input, sign-in sheets


















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.MA1 M304283	Review of data, meeting minutes, conference notes	Goodson, Eileen	8/10/2016	Student grades, comments from parents to teachers (in student planners) and to principal	No End Date monthly
G2.B2.S1.MA1 M304284	Review Parent conference notes, website review, review of newsletters	Goodson, Eileen	8/10/2016	Parent conference notes, website review, teacher and Title I newsletters	5/26/2017 monthly
G2.B2.S1.A1 A299845	Increase information, tools, and resources available to parents about math standards	Mancini, Leslie	8/10/2016	parent newsletters, sign in sheets from evening meetings, review of website	5/26/2017 biweekly
G2.MA1 M304285	Probes, DEA, Successmaker data, student grades in math	Goodson, Eileen	8/10/2016	Math probe scores, DEA results, classroom grades, SuccessMaker data	5/27/2017 monthly
G2.B1.S1.MA1 M304281	Effective math instruction and student academic achievement in math	Goodson, Eileen	8/10/2016	Walk-throughs, SuccessMaker data, and analyzing student data based on state and district assessments	5/27/2017 weekly
G2.B1.S1.MA1 M304282	Effective Math Instruction, use of differentiated instruction	Goodson, Eileen	8/10/2016	Walk throughs, Lesson plans, Math Probes Grade 3-5, Discovery Ed reports, PLC minutes	5/27/2017 weekly
G3.B1.S1.MA1 M304286	Engaging instruction, interactive Journals, science experiments	Goodson, Eileen	8/10/2016	Discovery Education Assessments, results of Science FSA (5th), walk-thru documentation, teacher observation and evaluation of student work produced	5/27/2017 weekly
G3.B1.S1.MA1 M304287	Science Journals, science experiments	Goodson, Eileen	8/10/2016	Lesson plans, student work, walk-thru documentation	5/27/2017 weekly
G6.B2.S1.MA1 M304301	Parent Notice distribution	Mancini, Leslie	8/10/2016	Parent notices send home, documented on the marquee in front of the school, parent input, sign-in sheets	5/27/2017 monthly
G6.B2.S1.MA1 M304302	Parent communication	Mancini, Leslie	8/10/2016	Teacher documentation logs and call logs	5/27/2017 monthly
G3.B1.S2.MA1 M304288	Kidbiz	Kedzior, Adam	8/10/2016	Walk-through documentation, Kidbiz scores	5/27/2017 monthly
G3.B1.S2.MA1 M304289	Lesson Plans, Kidbiz scores	Goodson, Eileen	8/10/2016	Kidbiz scores, lesson plans	5/27/2017 weekly
G3.B1.S2.A1 A299847	Weekly Kidbiz article of science content and related activities weekly - grades 4 and 5	Kedzior, Adam	8/10/2016	Lesson Plans	5/27/2017 monthly
G3.B1.S3.MA1 M304290	Science enrichment activities	Goodson, Eileen	8/10/2016	Science probes, Science FSA, DEA Reports	5/27/2017 weekly
G3.B1.S3.MA1 M304291	Science enrichment activities	Goodson, Eileen	8/10/2016	Classroom walkthroughs, Science journals, Lesson Plans, and student engagement	5/27/2017 weekly
G3.B1.S3.A1 A299848	Science enrichment activities	Kedzior, Adam	8/10/2016	Professional Learning Communities, lesson plans, walkthroughs	5/27/2017 monthly
G1.MA1 M304280	Reading Instruction	Daniels, Westah	8/10/2016	Results of 2017 FSA, and Discovery Education Assessment reports will be the evaluative tool.	5/31/2017 quarterly
G3.MA1 M304292	Kidbiz science content gr. 4-5	Goodson, Eileen	8/10/2016	Lesson plans & walk-throughs, Kidbiz scores	5/31/2017 weekly
G4.MA1 M304295	sign in logs of meetings	Bishop, Nancy	8/10/2016		5/31/2017 annually
G5.MA1 M304298	Student long-form disciplines	Bishop, Nancy	8/10/2016	Skyward discipline data	5/31/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1  M304303	Schedule of events, sign in sheets	Mancini, Leslie	8/10/2016	Parent Involvement activities evaluation, sign in sheets, tracking number of attendees	5/31/2017 one-time
G1.B1.S1.MA1  M304262	Effective reading instruction	Goodson, Eileen	8/10/2016	Results of 2017 Reading FSA, and district Discovery Education assessments will be the evaluative tools.	5/31/2017 weekly
G1.B1.S1.MA1  M304263	Effective use of the reading block for intense and rigorous reading instruction	Daniels, Westah	8/31/2016	Classroom walkthroughs, lesson plans, instruction, PLC minutes, and student engagement during the reading period	5/31/2017 weekly
G1.B1.S1.A1  A299835	Collaborating and planning with other reading teachers	Daniels, Westah	8/10/2016	Learning communities agendas and minutes of discussions	5/31/2017 monthly
G1.B3.S1.MA1  M304274	Effective writing Instruction	Goodson, Eileen	8/10/2016	Results of 2016 FSA and Write Score Reports	5/31/2017 quarterly
G1.B3.S1.MA1  M304275	Effective use of writing in the areas of Focus, Organization, Support, and Conventions	Goodson, Eileen	8/10/2016	Classroom walkthroughs, Lesson Plans, Review of Writing Samples, Writing journals, Student engagement during writing instruction	5/31/2017 monthly
G1.B3.S1.A1  A299841	Collaborating/Planning with content teachers	Daniels, Westah	8/10/2016	Professional Learning communities and minutes of discussions	5/31/2017 monthly
G2.B1.S1.A1  A299844	Provide effective Math Instruction, teacher collaboration and lesson planning	Goodson, Eileen	8/10/2016	Lesson plans, walk-throughs, Discussion Minutes	5/31/2017 daily
G3.B1.S1.A1  A299846	Science Journals and experiments	Goodson, Eileen	8/10/2016	Student work samples, lesson plans, walk-thru documentation	5/31/2017 weekly
G4.B1.S1.MA1  M304293	Steering committee will be used to remind teachers to help monitor attendance concerns and ways to...	Bishop, Nancy	8/10/2016	agendas and minutes of meetings	5/31/2017 monthly
G4.B1.S1.MA1  M304294	Keep a log of students with attendance concerns and action taken by assistant principal or data...	Bishop, Nancy	8/10/2016	Record of sign log	5/31/2017 monthly
G4.B1.S1.A1  A299849	Daily and/or weekly monitoring of attendance concerns by assistant principal and data clerk.	Bishop, Nancy	8/10/2016	Documentation of posted statements	5/31/2017 monthly
G5.B1.S1.MA1  M304296	Administrator monitors discipline data on students	Bishop, Nancy	8/10/2016	Mid-year and end of year suspensions	5/31/2017 monthly
G5.B1.S1.MA1  M304297	Regular communication of PBS goals to teachers, staff, and drivers	Goodson, Eileen	8/10/2016	documentation regular communication of goals to teachers, staff, and bus drivers	5/31/2017 monthly
G5.B1.S1.A1  A299850	Use the Positive Behavior System and quarterly PBS committee meetings.	Goodson, Eileen	8/10/2016	PBS meeting agendas and sign in	5/31/2017 monthly
G6.B1.S1.MA1  M304299	Open communication between parents, teachers, and administrators	Mancini, Leslie	8/10/2016	Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs	5/31/2017 monthly
G6.B1.S1.MA1  M304300	Parent involvement and open communication	Mancini, Leslie	8/10/2016	Parent Sign-In sheets at varying activities	5/31/2017 monthly
G6.B1.S1.A1  A299851	WES Steering Committee	Mancini, Leslie	8/10/2016	Parent Involvement Schedule 2016-2017 showing differentiation of meeting dates and times	5/31/2017 monthly
G6.B2.S1.A1  A299852	Parent notification, support of parent involvement activities	Mancini, Leslie	8/10/2016	Principal and assistant principal will monitor office notifications	5/31/2017 monthly
G1.B1.S2.MA1  M304264	Effective reading instruction	Goodson, Eileen	8/10/2016	Results of 2015 FSA and Discovery Education Assessment Reports	5/31/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1  M304265	Effectiveness use of the reading passages for intense and rigorous reading instruction	Daniels, Westah	8/10/2016	Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period	5/31/2017 weekly
G1.B1.S2.A1  A299836	Collaborating/planning with other reading teachers	Daniels, Westah	8/10/2016	Learning communities agenda & minutes of discussions	5/31/2017 monthly
G1.B3.S2.MA1  M304276	Effective writing instruction	Goodson, Eileen	8/10/2016	Results of 2016 ELA FSA and gr. 3-5 Write Score Results	5/31/2017 monthly
G1.B3.S2.MA1  M304277	Effective use of LFS and AVID vocabulary and writing strategies	Goodson, Eileen	8/10/2016	Classroom walkthroughs, Lesson Plans, writing samples, writing journals, student engagement during writing instruction	5/31/2017 monthly
G1.B3.S2.A1  A299842	Collaborating/Planning with other ELA teachers and science teachers	Gideons, Kelley	8/10/2016	Learning communities agenda and minutes of discussions	5/31/2017 monthly
G1.B1.S3.MA1  M304266	Effective higher order questions during reading instruction	Goodson, Eileen	8/10/2016	Results of 2016 FSA and Discovery Education Assessment Reports	5/31/2017 weekly
G1.B1.S3.MA1  M304267	Effectiveness of the reading questions for higher level questioning and rigor in reading instruction	Daniels, Westah	8/10/2016	Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period	5/31/2017 weekly
G1.B1.S3.A1  A299837	Collaborating/Planning with other reading teachers	Daniels, Westah	8/10/2016	Learning communities agenda and minutes of discussions	5/31/2017 monthly
G1.B3.S3.MA1  M304278	Effective writing instruction	Goodson, Eileen	10/8/2016	Results of ELA FSA and Write Score Reports	5/31/2017 weekly
G1.B3.S3.MA1  M304279	Effective use of Writing in the four criteria areas	Goodson, Eileen	8/10/2016	Easy Tech Reports, Classroom walkthroughs, writing samples, writing journals, Lesson plans, and student engagement during writing instruction	5/31/2017 weekly
G1.B3.S3.A1  A299843	Collaborating/Planning with core content teachers	Brannen, Christina	8/10/2016	Easy Tech reports, Professional Learning Communities agendas and minutes of discussions	5/31/2017 monthly
G1.B1.S4.MA1  M304268	Effective Reading instruction	Goodson, Eileen	8/10/2016	Accelerated Reader reports, Results of 2017 FSA and Discovery Education Assessment Reports	5/31/2017 weekly
G1.B1.S4.MA1  M304269	Effectiveness of the reading passages for intense and rigorous reading instruction	Strickland, Joella	8/10/2016	Accelerated Reader reports, district assessment scores, Lesson plans, student engagement	5/31/2017 weekly
G1.B1.S4.A1  A299838	Collaborating/Planning with other teachers	Strickland, Joella	8/10/2016	Learning communities and minutes of discussions	5/31/2017 monthly
G1.B1.S5.MA1  M304270	DEA results, FSA results, student work	Goodson, Eileen	8/10/2016	DEA results, FSA results, student work	5/31/2017 one-time
G1.B1.S5.MA1  M304271	Walk throughs, lesson plan review, formatives	Goodson, Eileen	8/10/2016	Data chats, Administrator attends trainings and PLCs	5/31/2017 one-time
G1.B1.S5.A1  A299839	ELA teachers will train in and use Learning Focused Strategies and Core Connections strategies	Goodson, Eileen	8/10/2016	Training rosters, lesson plans, student work	5/31/2017 annually

V. Professional Development Opportunities

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

G1. On the 2017 ELA Florida Standard Assessment, 59% of students in grades 3-5 will achieve proficiency.

G1.B1 Background knowledge and language skills deficit

G1.B1.S1 120 minute ELA block with Continuation of uninterrupted 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating and planning with other reading teachers

Facilitator

Reading Coach

Participants

ELA teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B1.S2 Continue using extended passages in all reading classrooms and district formative assessments in gr. 3-5.

PD Opportunity 1

Collaborating/planning with other reading teachers

Facilitator

Reading Coach

Participants

ELA Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B3 Limited organizing and structuring of vocabulary words and writing skills

G1.B3.S1 Instruction utilizing district mandate "Core Connections" program daily

PD Opportunity 1

Collaborating/Planning with content teachers

Facilitator

Reading Coach

Participants

All core content teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B3.S2 Continuation of Learning Focused Strategies and AVID strategies

PD Opportunity 1

Collaborating/Planning with other ELA teachers and science teachers

Facilitator

AVID Coordinator

Participants

Core Content Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B3.S3 Students in grades 2 ,3, 4, and 5 will be equipped with typing and basic technology lessons

PD Opportunity 1

Collaborating/Planning with core content teachers

Facilitator

Technology Coordinator

Participants

Core Content Teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G2. On the 2017 Math Florida Standards Assessment, 70% of students in grades 3-5 will achieve proficiency.

G2.B1 Math language and vocabulary deficit

G2.B1.S1 Continuation of math block, utilizing the district adopted Go Math textbook and a variety of programs for differentiation

PD Opportunity 1

Provide effective Math Instruction, teacher collaboration and lesson planning

Facilitator

Jennifer Piwowar

Participants

K-5 grade teachers

Schedule

Daily, from 8/10/2016 to 5/31/2017

G3. On the 2017 Science FCAT 2.0, 60% of students will achieve proficiency.

G3.B1 Limited real life science experience and limited content exposure

G3.B1.S2 Classroom instruction focused on high-order questioning and extending thinking assignments through KidBiz nonfiction text assignments, which include writing components

PD Opportunity 1

Weekly Kidbiz article of science content and related activities weekly - grades 4 and 5

Facilitator

KidBiz

Participants

Adam Kedzior, Patricia Roush

Schedule

Monthly, from 8/10/2016 to 5/27/2017

G6. Parent involvement in school activities will increase by 5% during the 2016-2017 school year

G6.B1 Time conflict of scheduled school events and work or extra curricular activities.

G6.B1.S1 Provide access to activities at varying times of day and different days of week

PD Opportunity 1

WES Steering Committee

Facilitator

Leslie Mancini

Participants

Steering Members

Schedule

Monthly, from 8/10/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. On the 2017 ELA Florida Standard Assessment, 59% of students in grades 3-5 will achieve proficiency.

G1.B1 Background knowledge and language skills deficit

G1.B1.S3 Classroom instruction focusing on higher order thinking questioning and activities and high yield, research-based strategies

TA Opportunity 1

Collaborating/Planning with other reading teachers

Facilitator

Reading Coach

Participants

Reading teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

G1.B1.S4 Focus on non-fiction and increased reading levels through classroom and Accelerated Reader Program

TA Opportunity 1

Collaborating/Planning with other teachers

Facilitator

Media Specialist

Participants

All core content teachers

Schedule

Monthly, from 8/10/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Collaborating and planning with other reading teachers				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Webster Elementary School	Title II		\$0.00

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2	G1.B1.S2.A1	Collaborating/planning with other reading teachers				\$0.00
3	G1.B1.S3.A1	Collaborating/Planning with other reading teachers				\$0.00
4	G1.B1.S4.A1	Collaborating/Planning with other teachers				\$0.00
5	G1.B1.S5.A1	ELA teachers will train in and use Learning Focused Strategies and Core Connections strategies				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Webster Elementary School	Title II		\$750.00
			<i>Notes: AVID, Core Connections trainings and materials</i>			
6	G1.B3.S1.A1	Collaborating/Planning with content teachers				\$0.00
7	G1.B3.S2.A1	Collaborating/Planning with other ELA teachers and science teachers				\$0.00
8	G1.B3.S3.A1	Collaborating/Planning with core content teachers				\$0.00
9	G2.B1.S1.A1	Provide effective Math Instruction, teacher collaboration and lesson planning				\$770.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title II		\$770.00
10	G2.B2.S1.A1	Increase information, tools, and resources available to parents about math standards				\$0.00
11	G3.B1.S1.A1	Science Journals and experiments				\$230.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Webster Elementary School	General Fund		\$230.00
12	G3.B1.S2.A1	Weekly Kidbiz article of science content and related activities weekly - grades 4 and 5				\$0.00
13	G3.B1.S3.A1	Science enrichment activities				\$0.00
14	G4.B1.S1.A1	Daily and/or weekly monitoring of attendance concerns by assistant principal and data clerk.				\$0.00
15	G5.B1.S1.A1	Use the Positive Behavior System and quarterly PBS committee meetings.				\$0.00
16	G6.B1.S1.A1	WES Steering Committee				\$0.00
17	G6.B2.S1.A1	Parent notification, support of parent involvement activities				\$4,509.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Webster Elementary School	Title I, Part A		\$4,509.00
			<i>Notes: Parent notices, flyers, weekly and monthly newsletters, planners, communication folders, postage</i>			
Total:						\$6,259.00