

School Board of Levy County

Williston Elementary School



2017-18 Schoolwide Improvement Plan

Williston Elementary School

801 S MAIN ST, Williston, FL 32696

<http://www.levyk12.org/schools>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**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 was approved by the Levy County School Board on 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Williston Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Small town, big dreams!

2. School Environment

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

Williston Elementary School learns about student's cultures and builds relationships between teachers and students by utilizing information provided to us from our partner school (Joyce Bullock Elementary School; grades PreK- 2) at cross grade level meetings, through information in cum folders, through the "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. Yearly, we hold an ESOL community night for all Williston schools' families. At this night, students from all schools perform for parents and families bring food to share at the potluck dinner as well.

b. 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.

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.

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 school-wide incentives as well.

WES PBS Tiers:

Tier 1:

School-wide PBS:

Teachers reward through classroom management/positive reward system. Classes can earn rewards 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. 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, which are documented on teachers class call log. All classes utilize a school wide behavior chart to keep behavior consistent throughout the school from class to class.

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.

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. Mrs. Fleming 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 Mrs. Fleming in the morning and afternoon to get reward for the day based on performance and getting their parents signature. They earn BIG red bucks 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 and are rewarded when teacher approves due to meeting goal most everyday.

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.

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. Children's Home Society works within the school by providing individual counseling for students as needed based on referrals. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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. Students who have been promoted for good cause are automatically given remedial tutoring in reading with a highly effective reading teacher at least 4 times a week. Those students who have had been retained twice receive specialized instruction with a highly effective teacher in reading and math (if needed) in a classroom with a cap of 15 students and with additional paraprofessional support.

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	24	28	26	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	5	3	13	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	34	21	41	0	0	0	0	0	0	0	96
Level 1 on statewide assessment	0	0	0	29	47	64	0	0	0	0	0	0	0	140
	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	
	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	65	85	128	0	0	0	0	0	0	0	278

c. 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, the data is reviewed with administration, guidance counselor, teachers, and the reading coach. Attendance contracts are made between administration and the student as a positive way to increase attendance. Students who have contracts are supported by a mentor who tracks their contract goals, offers support to the child and family, and provides incentives to the student for improved 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. As an intervention to

avoid OSS occurs with a tier 2 or 3 behavior point chart which has a check-in and check-out system that provides students with a mentor for their behavior and weekly/daily incentives for positive behaviors.

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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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

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.

Members of the school meet with various businesses and organizations in the community to establish "Business Partners". The school partners with various agencies 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
OSteen, Debra	Teacher, K-12
Adkins, Jenny	Instructional Coach
	Principal
Hancock, Emily	Assistant Principal
Spofforth, Gemma	School Counselor

b. Duties

1. 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 – Emily Hancock

Reading Coach - Jenny Adkins

Intensive Reading Teacher – Debra Osteen

Guidance Counselor - Gemma Fleming

The purpose of the 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 intervention practices and criteria. The Leadership team will once a month with the group of teachers providing intervention and enrichment to engage in one or more of the following activities:

*Review and interpret group data, at the grade level and classroom level, through Performance Matters, grades, observations (Academic and Behavior) to make instructional decisions; identify groups of 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; and identify which students from the groups are in need of changing groups based on their response to their instruction (every nine weeks).

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; facilitated the development of a systematic approach to teaching; acceleration; and aligned processes and procedures.

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.

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 i-Ready data. We continue throughout the year with progress monitoring tools which include, Science Levy Interim Assessment (LIA), common assessments (Math, Reading, Science) and i-Ready data. At the end of the year we use the Florida Standards Assessment, i-Ready 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 in need of more intensive interventions will be monitored through research-based common assessments and monthly fluency tracking sheets. Based on data, students in intervention 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 the intensive reading teacher meet to discuss progress on a monthly basis.

All teachers will receive ongoing professional development which will occur during grade level meetings and faculty meetings throughout the school year by administration, FDLRS, Core Connections, and/or Jenny Adkins, our Reading Coach.

All students, daily, will receive reading and math intervention with differentiated instruction, Rosetta

Stone and/ or Reading Assistant (ELL students), Just Words, i-Ready, 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. The district provides tutoring for ELL students once a week while their parents access use of the Rosetta Stone Program to acquire English skills.

Title IX: 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 Drugs, 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. Students are also provided a CTE course in keyboarding to help hone their skills in this area and obtain certification.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mary Guinsler	Teacher
Jaime Handlin	Principal
Megan West	Parent
Laura Chen	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

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

We received no funds for the prior school year.

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.

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 meetings in the quarterly newsletter, and send home phone homes to all families, use the Remind message system, and send out reminders on the school Facebook page.

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
	Principal
Spofforth, Gemma	School Counselor
Adkins, Jenny	Instructional Coach
OSteen, Debra	Teacher, K-12
Hancock, Emily	Assistant Principal
Ruiz, Michelle	Teacher, K-12
Olson, Kathleen	Teacher, K-12
Childs, Becky	Teacher, K-12
Grimm, Kelley	Teacher, K-12
Shealy, Cecilie	Teacher, K-12
Guinsler, Mary	Teacher, K-12

b. Duties

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

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 with adequate learning gains; every child making a minimum of 1.25 year's growth through whole group instruction, differentiated small groups within the 120-minute ELA block, intervention/enrichment block daily to target specific students and skills with paraprofessional support, manipulatives, resources, technology, acceleration of skills being taught to those students needing front-loading prior to instruction, and Learning Focused strategies.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 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.

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

- 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.
- 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 Emily Hancock; On-going
- FASTrack, 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 Emily Hancock; On-going

4. Opportunities and assistance will be provided for paraprofessionals to attend ESE workshops and other professional development opportunities.; Jaime Handlin and Emily Hancock; 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 Emily Hancock; On-going
6. Weekly collaborative planning meetings provide support and interaction among team members in planning for Florida Standards; Jaime Handlin and Emily Hancock; On-going
7. New teachers to Levy County are invited to participate in a new teacher cadre support group and with the Levy Schools Foundation Mentoring Program.
8. NEFEC Connect Program for new teachers.

3. 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. The mentors and mentees meet with administration and the reading coach to discuss items on the checklist and offer small pd sessions as well as any other support they may need. Individual and small group meetings will include: regular face-to-face meetings, workshops, peer observations, 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.

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 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. Also, several of our teachers made contributions to district wide curriculum maps, and were part of either the ELA, Science, or Math cadres.

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.

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 Science, 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, Jenny Adkins, Professional development will center around data, improving classroom instruction, best practices, Danielson rubric and strategies to meet our SIP goals.

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: 1,800

WES will provide research based instruction in core academic areas for students who are showing deficits in reading and math through the science content area.

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. Content will have a Science based focus to improve vocabulary and comprehension

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adkins, Jenny, jenny.adkins@levy12.org

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 score a Level 1 on the FSA ELA or who pass on "good cause" are invited to attend this program. Research based materials are provided by the district for instruction.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Adkins, Jenny, jenny.adkins@levyk12.org

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

The i-Ready reading diagnostic is the approved state assessment for students to take at the end of the summer program to determine if a student has made adequate progress to be promoted to fourth grade. There is also a portfolio option for students to demonstrate mastery of Florida Standards in ELA to meet promotion requirements.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 WES and JBES, as well as between WES and WMHS in order to make the transitions smooth. WES also holds a "Sneak Peek" day for incoming Third Graders (Second Graders from JBES), where they can preview our campus and several of our programs. Our fifth graders also visit WMHS for a presentation and tour prior to the end of the school year, prior to entering 6th grade. 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.

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.

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. All students are provided keyboarding class on a weekly basis to build on those skills and earn CTE certification.

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

N/A

3. 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 and in the Intro to Computers class students go to weekly.

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Reviewing the data from the FSA ELA, FSA Math, and FCAT Science, we have identified specific areas of strengths to highlight from our students. Our ELA proficiency has improved significantly in fourth grade and our Math proficiency has improved in both 3rd and 4th grade, surpassing the district and state average. However, we saw significant deficits in ELA and Math in 5th grade and a slight decrease in 3rd grade ELA proficiency. Science is at also at an all time low comparing it over the last 3 years of FCAT data. We also saw a slight increase in both the growth in ELA and Math in 4th and 5th grade.

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.

During the current school years problem solving meeting, the team has focused on looking at several factors that may be impeding our student success. The team identified the increase in the number of students missing school was a factor that needed to be addressed as it is impacting the students missing valuable instructional time. The team also wanted to address the decreasing scores in Science performance. The decrease in student performance on the FSA ELA has impacted student performance over the past 3 years on the Science FCAT. The team has identified a need to increase the number of opportunities students read about and work with the Science standards. An increase in students experiences with the scientific process and scientific vocabulary is also a great need. Finally, the a team

identified that in the area of ELA performance, we are continually seeing low performance from our ELL and Black subgroup. This is a strong need for our students as they make up about quarter of our student population. This impacts our school performance and these students need targeted intervention in order to show greater improvement in ELA on the state 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 95% of Williston Elementary School students will have less than 10 absences for the 2017-2018 school year as measured by Skyward attendance reports.
- G2.** Williston Elementary School will increase English Language Arts proficiency and learning gains by 15% in the 2017-2018 school year as measured by FSA.

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. 95% of Williston Elementary School students will have less than 10 absences for the 2017-2018 school year as measured by Skyward attendance reports. 1a

G098836

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- lack of student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- incentives for parents for attendance
- increase engaging lessons in classroom
- incentives for students

Plan to Monitor Progress Toward G1. 8

Progress monitoring of academic performance by grade level compared to student attendance

Person Responsible

Schedule

Monthly, from 8/2/2017 to 6/30/2018

Evidence of Completion

reduction in course failures based on Skyward reports; Skyward attendance reports

G2. Williston Elementary School will increase English Language Arts proficiency and learning gains by 15% in the 2017-2018 school year as measured by FSA. 1a

G098837

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0
AMO Reading - All Students	75.0

Targeted Barriers to Achieving the Goal 3

- effective strategies to meet the needs of our struggling subgroups

Resources Available to Help Reduce or Eliminate the Barriers 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 on 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 enriched at their ability levels through the use of a Gifted Teacher to provide project based learning instruction in core academics, as well as, remedial support to at-risk students with the assistance of paraprofessional support and the Intensive Reading Teacher. ELL students are also served on a daily basis from an ELL paraprofessional utilizing language acquisition programs. Each classroom has at least 4 computers to provide students with the opportunity to use supplemental computer programs related to instruction in both ELA and Math as these programs are research based and do not take away from core instruction.

Plan to Monitor Progress Toward G2. 8

Academic Performance Outcomes of targeted subgroups

Person Responsible

Schedule

On 5/26/2017

Evidence of Completion

Demonstrate proficiency and learning gains on FSA; student performance on WIDA

Plan to Monitor Progress Toward G2. 8

Reading Progress Monitoring
iReady Diagnostic

Person Responsible

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Growth with each diagnostic of targeted subgroups

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. 95% of Williston Elementary School students will have less than 10 absences for the 2017-2018 school year as measured by Skyward attendance reports. **1**

 **G098836**

G1.B2 lack of student engagement **2**

 **B266033**

G1.B2.S1 Administration will work with teachers every 9 weeks to plan for engaging lessons using UDL strategies and increased use of technology. **4**

 **S281979**

Strategy Rationale

We believe that with increased engagement in the classroom, students will be more motivated to come to school and not want to miss instruction.

Action Step 1 **5**

Hold quarterly meetings with all grade levels in their core subject area, as well as weekly planning to create engaging lessons that are scaffolded and meet the needs of all learners.

Person Responsible

Schedule

Quarterly, from 9/4/2017 to 5/9/2018

Evidence of Completion

Increase in student attendance by quarter

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

Administration will document 3c of the Classroom walkthrough tool to monitor the student engagement in classrooms.

Person Responsible

Schedule

Monthly, from 9/4/2017 to 4/30/2018

Evidence of Completion

TrueNorth Logic classroom walkthrough reports and student performance on grade level assessments

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

Increase in attendance will result in less course failures due to excessive absences

Person Responsible

Emily Hancock

Schedule

Quarterly, from 10/13/2017 to 6/1/2018


Evidence of Completion

Progress monitoring assessments in Math, ELA, Science; skyward attendance reports; skyward course failure reports

G2. Williston Elementary School will increase English Language Arts proficiency and learning gains by 15% in the 2017-2018 school year as measured by FSA. **1**

 G098837

G2.B3 effective strategies to meet the needs of our struggling subgroups **2**

 B266038

G2.B3.S1 Monthly Problem Solving Team Meetings with Lead ELA teachers and ESOL aides to plan for the use of effective oral language and reading strategies needing to be implemented which will have the most impact on student performance in reading in the subgroups of ELL and African American. **4**

 S281980

Strategy Rationale

The subgroups of ELL and African American are the lowest performing in ELA. The use of effective oral language and reading strategies to implement in the classroom will help to increase student performance.

Action Step 1 **5**

Hold monthly problem solving team meetings with Lead ELA teachers and ESOL aides and determine which oral language and reading strategies will be utilized in the classroom targeting the subgroups of ELL and African American to implement into grade level planning sessions.

Person Responsible

Jenny Adkins

Schedule

Monthly, from 10/12/2017 to 5/31/2018

Evidence of Completion

Meeting notes will be collected to document strategies for teachers to implement in the classroom.

Action Step 2 **5**

Reading Coach will provide embedded professional development and model use of effective strategies in the ELA classroom for all teachers with targeted subgroups.

Person Responsible

Jenny Adkins

Schedule

Weekly, from 11/1/2017 to 4/30/2018

Evidence of Completion

Reading Coach logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Implementation of the strategies in the classroom ELA instruction.

Person Responsible

Schedule

Weekly, from 11/1/2017 to 6/29/2018

Evidence of Completion

Classroom walkthrough data, teacher lesson plans, formal observations, student performance data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Increase in learning gains, classroom assessments and proficiency of targeted subgroups

Person Responsible

Schedule

Quarterly, from 11/1/2017 to 6/30/2018

Evidence of Completion

Progress monitoring assessments in ELA with i-Ready and classroom assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M412793	Academic Performance Outcomes of targeted subgroups		12/12/2016	Demonstrate proficiency and learning gains on FSA; student performance on WIDA	5/26/2017 one-time
G2.MA2 M412794	Reading Progress Monitoring iReady Diagnostic		8/22/2016	Growth with each diagnostic of targeted subgroups	5/26/2017 quarterly
G1.B2.S1.MA1 M412789	Administration will document 3c of the Classroom walkthrough tool to monitor the student engagement...		9/4/2017	TrueNorth Logic classroom walkthrough reports and student performance on grade level assessments	4/30/2018 monthly
G2.B3.S1.A2 A380498	Reading Coach will provide embedded professional development and model use of effective strategies...	Adkins, Jenny	11/1/2017	Reading Coach logs	4/30/2018 weekly
G1.B2.S1.A1 A380496	Hold quarterly meetings with all grade levels in their core subject area, as well as weekly...		9/4/2017	Increase in student attendance by quarter	5/9/2018 quarterly
G2.B3.S1.A1 A380497	Hold monthly problem solving team meetings with Lead ELA teachers and ESOL aides and determine...	Adkins, Jenny	10/12/2017	Meeting notes will be collected to document strategies for teachers to implement in the classroom.	5/31/2018 monthly
G1.B2.S1.MA1 M412788	Increase in attendance will result in less course failures due to excessive absences	Hancock, Emily	10/13/2017	Progress monitoring assessments in Math, ELA, Science; skyward attendance reports; skyward course failure reports	6/1/2018 quarterly
G2.B3.S1.MA1 M412792	Implementation of the strategies in the classroom ELA instruction.		11/1/2017	Classroom walkthrough data, teacher lesson plans, formal observations, student performance data	6/29/2018 weekly
G1.MA1 M412790	Progress monitoring of academic performance by grade level compared to student attendance		8/2/2017	reduction in course failures based on Skyward reports; Skyward attendance reports	6/30/2018 monthly
G2.B3.S1.MA1 M412791	Increase in learning gains, classroom assessments and proficiency of targeted subgroups		11/1/2017	Progress monitoring assessments in ELA with i-Ready and classroom assessments	6/30/2018 quarterly

V. Professional Development Opportunities

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

G1. 95% of Williston Elementary School students will have less than 10 absences for the 2017-2018 school year as measured by Skyward attendance reports.

G1.B2 lack of student engagement

G1.B2.S1 Administration will work with teachers every 9 weeks to plan for engaging lessons using UDL strategies and increased use of technology.

PD Opportunity 1

Hold quarterly meetings with all grade levels in their core subject area, as well as weekly planning to create engaging lessons that are scaffolded and meet the needs of all learners.

Facilitator

Jaime Handlin, Jenny Adkins, and Emily Hancock

Participants

all classroom teachers

Schedule

Quarterly, from 9/4/2017 to 5/9/2018

G2. Williston Elementary School will increase English Language Arts proficiency and learning gains by 15% in the 2017-2018 school year as measured by FSA.

G2.B3 effective strategies to meet the needs of our struggling subgroups

G2.B3.S1 Monthly Problem Solving Team Meetings with Lead ELA teachers and ESOL aides to plan for the use of effective oral language and reading strategies needing to be implemented which will have the most impact on student performance in reading in the subgroups of ELL and African American.

PD Opportunity 1

Hold monthly problem solving team meetings with Lead ELA teachers and ESOL aides and determine which oral language and reading strategies will be utilized in the classroom targeting the subgroups of ELL and African American to implement into grade level planning sessions.

Facilitator

Dr. Coady and STELLAR Team/Gemma Fleming

Participants

all classroom teachers

Schedule

Monthly, from 10/12/2017 to 5/31/2018

PD Opportunity 2

Reading Coach will provide embedded professional development and model use of effective strategies in the ELA classroom for all teachers with targeted subgroups.

Facilitator

Jenny Adkins

Participants

all classroom teachers

Schedule

Weekly, from 11/1/2017 to 4/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Hold quarterly meetings with all grade levels in their core subject area, as well as weekly planning to create engaging lessons that are scaffolded and meet the needs of all learners.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0231 - Williston Elementary School	Title, I Part A		\$7,500.00
2	G2.B3.S1.A1	Hold monthly problem solving team meetings with Lead ELA teachers and ESOL aides and determine which oral language and reading strategies will be utilized in the classroom targeting the subgroups of ELL and African American to implement into grade level planning sessions.				\$0.00
3	G2.B3.S1.A2	Reading Coach will provide embedded professional development and model use of effective strategies in the ELA classroom for all teachers with targeted subgroups.				\$0.00
Total:						\$7,500.00