Williston Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School 3-5	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Small town, big dreams!

School Leadership Team

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

Duties

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

Identify the school-based MTSS leadership team.
Principal - Jaime Handlin
Assistant Principal – 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 the student needs and analyzes performance and learning rate over time to make decisions to guide instruction. The team also educates parents about intervention practices and criteria. The Leadership team meets 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 for all personnel involved; understand the criteria for knowing when to increase and decrease the 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 common grade level assessments and team scoring.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	29	20	19	0	0	0	0	0	0	0	68
One or more suspensions	0	0	0	5	8	15	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	31	7	4	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	59	52	52	0	0	0	0	0	0	0	163

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	147	130	130	0	0	0	0	0	0	0	407

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	15	1	1	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	0	1	1	3	0	0	0	0	0	0	0	5

Date this data was collected
Wednesday 8/15/2018

Year 2016-17 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains for the lowest performing students in ELA and Math are below state and district averages and decreased from the 2017 to 2018 school years in reading and math. Each grade level scored below state average in ELA. There was a larger gap in ELA performance in 3rd and 4th from previous year's data. ELA has trended slightly below the State average.

Which data component showed the greatest decline from prior year?

Third grade math declined from 74% to 55%. This decline was not evident on our progress monitoring data used during the school year. Looking at our subgroup population, the learning gains in ELA in our Black population showed a 14% decline.

Which data component had the biggest gap when compared to the state average?

Overall, the largest gap was in math lowest quartile growth (12%). ELA lowest quartile growth fell below State average by 9% and overall ELA learning gains was 7% below state average. On a grade level comparison, 4th grade outperformed the State average by 9% in math.

Which data component showed the most improvement? Is this a trend?

Despite remaining below the State average, Fifth grade increased their ELA performance by 14% from 2017-2018. Science FCAT increased 20% from 2017 to 2018. Changes in science instruction and spiral reviews may have contributed to these learning gains, but it is too early to tell if the science data will become a trend. In reviewing subgroup data, there has been a trend in improving student performance with Hispanic students over the past several years in both Reading and Math.

Describe the actions or changes that led to the improvement in this area.

Teachers have implemented several new strategies during the 2017-2018 school year. All grade levels planned and implemented a purposeful spiral review in math and science to build on previous year's standards while incorporating new skills. Math teachers in 4th and 5th grades used Mountain Math to review/preview foundational skills needed to answer higher order questions. Third-grade math teachers incorporated a daily spiral review that was teacher created focusing on previous grade level skills in addition to current math standards.
In addition, teachers participated in common planning to include UDL strategies in their daily lessons. Teachers planned standards-based lessons in grade level teams while also refining common assessments to mirror the testing specifications. The UDL strategies focused on ways to reach multiple learners while explicitly teaching academic vocabulary. The increase in Hispanic proficiency may be attributed to explicit vocabulary instruction and UDL strategies.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	51%	43%	56%	46%	43%	52%
ELA Learning Gains	48%	44%	55%	41%	51%	52%
ELA Lowest 25th Percentile	39%	44%	48%	36%	50%	46%
Math Achievement	63%	52%	62%	60%	54%	58%
Math Learning Gains	60%	47%	59%	55%	52%	58%
Math Lowest 25th Percentile	35%	40%	47%	39%	37%	46%
Science Achievement	58%	46%	55%	49%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Attendance below 90 percent	29 (24)	20 (28)	19 (26)	68 (78)
One or more suspensions	5 (5)	8 (3)	15 (13)	28 (21)
Course failure in ELA or Math	31 (34)	7 (21)	4 (41)	42 (96)
Level 1 on statewide assessment	59 (29)	52 (47)	52 (64)	163 (140)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	48%	5%	57%	-4%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	48%	41%	7%	56%	-8%
	2017	55%	47%	8%	56%	-1%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				
05	2018	52%	44%	8%	55%	-3%
	2017	38%	42%	-4%	53%	-15%
Same Grade Comparison		14%				
Cohort Comparison		-3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	55%	0%	62%	-7%
	2017	74%	65%	9%	62%	12%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2018	71%	59%	12%	62%	9%
	2017	65%	58%	7%	64%	1%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
05	2018	63%	53%	10%	61%	2%
	2017	42%	44%	-2%	57%	-15%
Same Grade Comparison		21%				
Cohort Comparison		-2%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	48%	10%	55%	3%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	32	29	23	34	19	23				
ELL	38	58	57	62	64	73					
BLK	29	33	30	35	36	17	29				
HSP	48	63	67	65	61		62				
MUL	64			56							
WHT	57	50	38	72	69	41	66				
FRL	45	44	38	58	56	35	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	25	17	34	38	34	14				
ELL	37	40	40	60	48	55					
BLK	32	47	44	34	34	19	21				
HSP	32	42	37	52	49	53	23				
MUL	53	46		53	64						
WHT	60	57	47	72	55	58	46				
FRL	42	47	40	57	47	37	32				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Williston Elementary School students will increase by 10% in ELA proficiency and ELA lowest quartile learning gains as measured by the FSA.
Rationale	All grade levels at Williston Elementary have fallen below the state average for the past two years in ELA. An increase of 10% in proficiency for each grade level will bring our students to meet or exceed state averages. In addition, increasing overall proficiency will positively affect learning gains in our lowest quartile which will meet state-level average.
Intended Outcome	Each grade level will increase proficiency by 10% as measured by the Florida Standards Assessment. Additionally, learning gains for all grade levels will increase by 10% of the population in ELA.
Point Person	Jaime Handlin (jaime.handlin@levyk12.org)

Action Step	
Description	1) The school will implement a new curriculum map in ELA. The map was designed over the summer of 2018 with help from a contracted curriculum specialist. The new ELA map progresses through the standards in two-week units culminating with a common assessment. The common assessment for each grade level can be analyzed by individual standards to check for student mastery. Students not reaching mastery will be remediated during the following unit in small group instruction and intervention times. The units will conclude by February with all standards being explicitly taught. In February, the standards will be spiraled for integrated practice. The new maps purposefully include paired texts with multiple writing opportunities. 2) For the 2018-2019 school year, Williston Elementary will become an AVID school. AVID stands for advancement via individual determination. Teachers are learning to implement W (Writing) I(Inquiry) C (Collaboration) O (Organization) R (Reading) strategies to increase student achievement. Williston Elementary is developing a culture to ensure students are college and career ready. Teachers are using the AVID framework to place the student's current learning into a broader context and establish a clear purpose for the stated objectives. Through AVID teachers are able to use data discussions to facilitate a growth mindset schoolwide.
Person Responsible	Jenny Adkins (jenny.adkins@levyk12.org)

Plan to Monitor Effectiveness	
Description	1) Administrators will attend each Tuesday and Wednesday weekly planning sessions to ensure plans are data-driven and align to standards and test specifications. End of unit assessments, as well as iReady diagnostics, will be monitored for student progression towards mastery of the standards. Teachers and the leadership team will meet every six weeks to problem solve Tier I, II, and III curriculum implementation and individual student needs. The leadership team will also monitor student achievement through a school-wide implementation of the MtSS model focused on the ELA curriculum. 2) Implementation of AVID strategies will be monitored through classroom walkthroughs and lesson plan review. The administration should expect to see AVID strategies embedded throughout the daily instruction.
Person Responsible	Jaime Handlin (jaime.handlin@levyk12.org)

Activity #2	
Title	Williston Elementary School will decrease office discipline referrals by 15%.
Rationale	In 2016-2017 Williston Elementary School had a total of 74 referrals. Thos referrals increased to 87 in the 2017-2018 school year with the greatest increase in inappropriate physical contact. An increase of referrals means students are missing a greater amount of instructional time in the classroom.
Intended Outcome	Office discipline referrals will decrease by 15% from 87 to 74, the previous year's total. A decrease in referrals will increase student instructional minutes.
Point Person	Emily Hancock (emily.hancock@levyk12.org)
Action Step	
Description	In addition to continuing our PBIS program, Williston Elementary will implement a pre-referral system. Teachers will have access to report student behavior for intervention with the guidance counselor or an administrator before the behavior rises to a referral level. The prereferral will also trigger an automatic parent contact as a warning to a referral. The pre referrals will be tracked for patterns of student behavior. Students will also have the opportunity to earn a positive referral. Teachers and staff will use the positive referral form to submit the student's name and the positive trait they exhibited. The student will be recognized schoolwide along with a receiving a tangible item for positive reinforcement. Students will also receive an extra social emotional lesson during the school week delivered during the special area period. The lessons will focus on self-control, bullying prevention, and appropriate ways to express frustration and anger. The additional curriculum element will target students inappropriate behavior during non structured time, such as recess, to reduce physical contact referrals.
Person Responsible	Emily Hancock (emily.hancock@levyk12.org)
Plan to Monitor Effectiveness	
Description	Data will be collected quarterly to track referrals and pre referrals and shared with the stakeholders. Data will be analyzed for patterns and trends for locations and times. Lesson plans for the social emotional curriculum will be monitored. Administrators will perform classroom walkthroughs as well.
Person Responsible	Emily Hancock (emily.hancock@levyk12.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of 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 cumulative 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. Parent communication also occurs through the Remind system, phone calls home, Skyward, newsletters, Facebook, parent conference nights held twice a year, and parent activity nights held for each grade level.

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:

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. 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.

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

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 implements a schoolwide guidance program to address positive relationships, bullying prevention and creating a drug free community. 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.

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.

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.

.All students, daily, will receive reading and math intervention or enrichment with differentiated instruction, Rosetta Stone and/ or Reading Assistant (ELL students), Imagine Reading , Imagine Math, Just Words, i-Ready, and behavior guidance support.

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

IDEA funds support school personnel to provide services to students with disabilities, curriculum , supplies. And Professional Development. Additional support provided to the school are but not limited to CARD, VR, Regional Local Assistive Technology Specialist, MTSS/RtI State Project, SEDNET and PS/ RtI Technology & Learning Connections.

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.

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

Title II, Part A: Professional development is provided to administrators and teachers; Standards Institute, Summer Leadership, Explicit Reading Instruction,and Technology in the classroom.

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 IV: Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology. Under Well-Rounded Education (ESEA section 4107) the district has provided STEAM materials/ equipment (emphasis on Math, Science and Art) to all Art classes and 5th grade Math and Science classes. Under Safe and Healthy Schools (ESEA section 4108) a bridge program has also been established between elementary and middle schools to ensure a smooth transition for our 5th grade students entering into 6th grade. The district has purchased Impero Education Software in order to provide and increase the capacity to monitor online safety for all of our students. Also with these funds, Levy County has partnered with the Levy County Prevention Coalition to provide students with a mentoring program that focuses on youth conflict resolution skills, life skills and support with career/life goals. Under Effective Use of Technology (ESEA section 4109) the district is providing Google Classroom professional development to assist interested classroom teachers.

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. Our school social worker provides transportation and collaborates with local social services to provide support.

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".

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

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. Through the AVID program, teachers and staff are illustrating college and career readiness through visual representations and classroom discussions. At the beginning of the school year, each student expressed their preferred college or career choice. The teachers and staff refer to these goals when interacting with the students. Each week, the students and staff are encouraged to wear a college or career shirt on Wednesdays to showcase college and career options for students.

Part V: Budget	
Total:	**$23,000.00**