

Sumter District Schools

Webster Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-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	35%

School Grades History

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

School Board Approval

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

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.

Webster Elementary School, teachers, staff, students, parents and community work as a team to enable all children to reach their potential for future successes by instilling organizational foundations through rigorous based instruction by providing engaging experiences which will maximize the growth of each student and staff member in a safe, challenging environment necessary for college, careers, and life.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Ramputi, Michelle	Assistant Principal
Nash, Cindy	Other
Osborne, Tina	Teacher, K-12
Smith, Christina	Teacher, K-12
Woodend, Theresa	Teacher, ESE
Strickland, Joella	Instructional Media
McMullen, Teeter	Principal
Mears, Jennifer	Teacher, K-12
Garrepy, Christina	Teacher, K-12
Lovett, Jennifer	Teacher, K-12
Brannen, Christina	Teacher, K-12
Haugabrook, Melani	Teacher, K-12
Mueller, Jessica	School Counselor
Collet, Becky	Teacher, K-12

Duties

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

The Leadership Team is comprised of the instructional leaders of our school. Members of the team include: administration, grade-level chairs, MTSS Coordinator, Guidance Counselor, Media Specialist, and Title I Coordinator. The Leadership Team members meet once a week. At each meeting, data is reviewed and concerns are addressed from each group, as well as any recommendations for programs and resources needed at the school to assist students with academic and behavior expectations. The members meet with their Professional Learning Communities after each Leadership Team meeting to share decisions made and information about the school policies, procedures and events that were discussed.

Early Warning Systems

Year 2017-18

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	32	15	23	17	9	16	0	0	0	0	0	0	0	112
One or more suspensions	0	7	1	7	3	9	0	0	0	0	0	0	0	27
Course failure in ELA or Math	5	12	10	11	5	8	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	24	18	44	0	0	0	0	0	0	0	86

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	3	5	6	13	6	19	0	0	0	0	0	0	0	52

The number of students identified as retainees:

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

Date this data was collected

Friday 9/21/2018

Year 2016-17 - As Reported

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	21	17	14	18	12	14	0	0	0	0	0	0	0	96
One or more suspensions	0	2	1	4	3	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	4	9	9	13	17	36	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	7	19	0	0	0	0	0	0	0	26
	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	1	2	2	7	8	16	0	0	0	0	0	0	0	36

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	21	17	14	18	12	14	0	0	0	0	0	0	0	96
One or more suspensions	0	2	1	4	3	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	4	9	9	13	17	36	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	7	19	0	0	0	0	0	0	0	26
	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	1	2	2	7	8	16	0	0	0	0	0	0	0	36

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?

The component that is the lowest is the lower 25% in Math. This is evident in that Webster Elementary School (WES) scored below the district and state averages. This is also a trend since WES scored below the district and state in 2016-2017.

Which data component showed the greatest decline from prior year?

The component that showed the greatest decline is Math learning gains. In 2017-2018 the learning gains in Math declined by 12% from the previous year.

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

The state average for Math learning gains 59%, WES average is 46% thus showing a 13% disparity between the state and the school.

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

The component that should the most improvement is ELA. learning gains WES has shown a 15% increase in ELA learning gains form 2016 -2017 to 2017-2018.

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

Webster Elementary School Implemented:

- 1) Weekly professional learning communities to discuss student data and adjust instruction.
- 2) Utilized I Ready instructional program at least 45 minutes per week.
- 3) Utilized Accelerated Reader (AR) to improve fluency

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	57%	59%	56%	54%	55%	52%
ELA Learning Gains	56%	57%	55%	54%	55%	52%
ELA Lowest 25th Percentile	61%	48%	48%	50%	46%	46%
Math Achievement	56%	62%	62%	65%	63%	58%
Math Learning Gains	46%	53%	59%	66%	61%	58%
Math Lowest 25th Percentile	44%	45%	47%	52%	44%	46%
Science Achievement	65%	65%	55%	51%	52%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	32 (21)	15 (17)	23 (14)	17 (18)	9 (12)	16 (14)	112 (96)
One or more suspensions	0 (0)	7 (2)	1 (1)	7 (4)	3 (3)	9 (4)	27 (14)
Course failure in ELA or Math	5 (4)	12 (9)	10 (9)	11 (13)	5 (17)	8 (36)	51 (88)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	24 (0)	18 (7)	44 (19)	86 (26)

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	51%	67%	-16%	57%	-6%
	2017	62%	70%	-8%	58%	4%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	64%	71%	-7%	56%	8%
	2017	53%	63%	-10%	56%	-3%
Same Grade Comparison		11%				
Cohort Comparison		2%				
05	2018	49%	61%	-12%	55%	-6%
	2017	47%	62%	-15%	53%	-6%
Same Grade Comparison		2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	67%	-7%	62%	-2%
	2017	65%	72%	-7%	62%	3%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	57%	71%	-14%	62%	-5%
	2017	59%	75%	-16%	64%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				
05	2018	40%	67%	-27%	61%	-21%
	2017	57%	70%	-13%	57%	0%
Same Grade Comparison		-17%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	68%	-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	34	54	44	37	46	57	63				
ELL	35	58	60	32	32	40					
BLK	42	44		48	47		50				
HSP	52	52	64	52	45	25	61				
MUL	59			53							
WHT	60	58	66	57	46	48	69				
FRL	54	55	60	52	44	44	63				

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	24	26	15	24	42	45					
ELL	35	42	40	48	47						

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
BLK	44	20		50	44						
HSP	57	57	47	69	64	40	63				
WHT	59	57	56	64	58	44	75				
FRL	52	50	42	60	56	41	61				

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 Increase student achievement in Math.

Rationale We will increase student understanding of the Florida Standards, thus increasing our student achievement in all areas of math on the 2018 FSA.

Currently WES in at 44% proficiency in the area of the lower 25% in Math:

- 1) Increase math percent math proficient from 56% to 62%
- 2) Increase math learning gains from 46% to 59%
- 3) Increase math lower 25% from 44% to 50%

Intended Outcome

Point Person Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

Action Step

Description

- 1) Utilize IReady for instructional practice 45 mins per week
- 2) Continue the implementation of math professional learning communities to identify student learning trends and adjust instructional learning practices as needed.
- 3) Implement hands on math learning centers using manipulatives.
- 4) Individual remediation on Tuesday, Wednesday and Thursday with Math Coach

Person Responsible Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

Plan to Monitor Effectiveness

Description

- 1) Utilize I-Ready diagnostic test and I-Ready instructional practices.
- 2) Implementation of student centers utilizing manipulatives.
- 3) Participating in professional learning communities.

Person Responsible Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

Activity #2	
Title	Increase student achievement in ELA.
Rationale	We will increase student understanding of the Florida ELA Standards, thus increasing our student achievement in all areas of ELA on the 2018 FSA.
Intended Outcome	Increase ELA percent proficient from 57% to 60% Increase ELA leaning gains from 56% to 59% Increase bottom quartile learning gains in ELA from 61% to 64%
Point Person	Teeter McMullen (mcmullent@sumter.k12.fl.us)

Action Step

Description	<ol style="list-style-type: none"> 1) Attend and participate in profesional learning communities to identify student outcomes. 2) Utilize IReady instructional program at least 45 minutes per week. 3) Utilize Accelerated Reader (AR) to improve fluency. 4) Utilize at least two articles per week from Kidbiz. 5) Daily small group remediation with ELA Coach.
Person Responsible	Teeter McMullen (mcmullent@sumter.k12.fl.us)

Plan to Monitor Effectiveness

Description	We will utilize IReady pre and mid assessments. We will also use data from other progrms listed above monitor effectiveness
Person Responsible	Teeter McMullen (mcmullent@sumter.k12.fl.us)

Activity #3

Title	Increase Student Achievement in Science.
Rationale	We will increase student understanding of the Florida Science Standards, thus increasing our student achievement in all areas of Science on the 2018 FSA.
Intended Outcome	Increase science percent proficient from 65% to 68%.
Point Person	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

Action Step

Description	Utilize our hands on Science Lab Utilize Study Island Participate in "Science Superstars" Program
Person Responsible	Teeter McMullen (mcmullent@sumter.k12.fl.us)

Plan to Monitor Effectiveness

Description	We will utilize Study Island and Gizmo data to monitor effectiveness.
Person Responsible	Teeter McMullen (mcmullent@sumter.k12.fl.us)

Activity #4	
Title	Increase Student Attendance
Rationale	Students who attend school consistently acheive higher academic success.
Intended Outcome	Decrease the number of students with 10 or more unexcused absences to less than 40.
Point Person	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1) Daily "Shout-Outs" for classes with perfect attendance. 2) Classrooms with five days perfect attendance receive a "Popsicle Party". 3) Students who have perfect attendance for the quarter attend an "Ice Cream Social". 4) Constant communication with parents regarding attendance.
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Utilize attendance reports in Skyward.
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Activity #5	
Title	Increase Parent Involvement
Rationale	When parents, teachers and students work together everyone wins. Parent involvement is considered one of the most important factors for student achievement.
Intended Outcome	100% of parents communication at least once per quarter.
Point Person	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1) Parent Conference Night in October 2) Scheduled STEAM Nights 3) Scheduled Accelarated Reader Nights 4) Other schedule events: Donuts for Dads, Literacy on the Lawn, Physical Education Nights,Chilli Bingo 5) Teachers and school using the REmind App to communicate with parents
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Teachers will keep a log of parents who attend events and records of parent communication.
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

Activity #6	
Title	Decrease Discipline Incidents
Rationale	Effective discipline is important for promoting a positive environment where all students can learn.
Intended Outcome	Decrease discipline referrals by 5%
Point Person	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Action Step	
Description	1) Create and implement PBS plan 2) Continue Mentoring plan
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Utilize discipline reports from Skyward
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

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, Â§ 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.

Our goal is to increase parent involvement in the school setting by 5%. In order to accomplish this goal, various parent activities will be scheduled throughout the school year and at varying times to accomodate to parent schedules. In addition, teachers will schedule parent-teacher conferences to review student behavior and academic needs.

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.

WES ensures the social-emotional needs of all students are being met through the 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 utilizies community organizations to assist with the needs of the students. She also makes sure the homeless students are provided with the necessary benefits in which they are entitled. This ensures a

smooth transition into the educational environment. For the 2017-2018 school year, WES will continue to implement the school-based "Big Brothers, Big Sisters" program to mentor students in need.

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.

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 core academic areas. This data is used to identify "at-risk" students by comparing individual student's performance and progress to their peer group. Throughout the MTSS process frequent assessments are given to identify small changes in student's performance. MTSS TIPS Team uses 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. Title 1 funds are distributed to the schools and used to implement comprehensive strategies that address the needs of students and to improve educational programs for the entire school population with a direct focus on the most academically at-risk students. 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 used for teacher training based on School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, are based on student data and research based strategies. Title II school based funds support the IPDPs of teachers, which correlate to SIP and district research based initiatives.

Title III

English for Speakers of Other Languages is coordinated through district, using district guidelines, district developed forms, and district ESOL coordinator to facilitate ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. ESOL program and use of ESOL aides follow county and state guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which help determine if 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 district homeless contact, work with parents to use district homeless resources to meet student and parent needs.

Violence Prevention Programs

All Webster Elementary students participate in the monthly "Character" program which teaches character education. This program is provided by local church through a grant by the Division of Juvenile Justice. District has a no tolerance policy for bullying. Teachers, students and parents are given training and documents on anti-Bullying. Fifth grade students are provided a survey 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.

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. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and print rich environment.

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 helps students earn Sunshine Dollars when demonstrating Respect, Role Model, Positive and Safety. Dollars are earned on campus and school bus.

Webster Elementary teachers plan lessons based on district curriculum maps, state standards, and student needs. 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, AVID WICOR walls, 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. Technology is encompassed through use of document cameras, computer time, and use of Microsoft products including Sway, Word, Excel, One Note, and One Drive.

Teachers share ideas through learning communities and teacher observation to obtain new ideas.
Students in grades 4-5 have one-to-one laptop devices used daily.

Part V: Budget

Total:	\$0.00
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