

School Board of Levy County

Williston Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	19

Williston Elementary School

801 S MAIN ST, Williston, FL 32696

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

Demographics

Principal: Rikki Richardson

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: C (51%) 2016-17: C (48%) 2015-16: C (47%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Levy County School Board on 10/14/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	18
Budget to Support Goals	19

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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

School Board Approval

This plan was approved by the Levy County School Board on 10/14/2019.

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 safe and enriching environment, preparing all students for college and career readiness through quality instruction and collaboration with all stakeholders.

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	Job Duties and Responsibilities
Hart, Ashley	Instructional Coach	Provide professional development for the whole school in reading instruction. This would involve whole group professional development, small group professional development, and modeling in the classroom for teachers. She often coteaches with teachers to help facilitate highly effective instructional strategies and effective classroom management. In addition, she is part of the AVID instructional team and attends professional learning for herself in which she brings back for our staff.
	Principal	The primary responsibilities of the principal is the safety and security of the students in the school. She manages the everyday functions of the school and makes all instructional decisions for the school. She is in charge of all recruitment and retention of staff, evaluations and professional learning. In addition, she handles the budgeting of materials and supplies to run the school and to support instruction, including Title One.
Hancock, Emily	Assistant Principal	The primary responsibilities of the assistant principal is the safety and security of the students in the school. She supports the principal in managing the everyday functions of the school and supports all instructional decisions for the school. She supports all recruitment and retention of staff, evaluations and professional learning. In addition, she supports the budgeting of materials and supplies to run the school and to support instruction, including Title One. Finally, she oversees discipline for the student body.
Spofforth, Gemma	School Counselor	The job duty and responsibility of the guidance counselor is to oversee the ESOL program, 504 plans in the school, and support the IEP plans and implementation. She also oversee the PBiS initiative and organizes events for students for positive behavior and career days. She provides small group and individual counseling with students, supporting their social/emotional needs.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	175	149	175	0	0	0	0	0	0	0	499
Attendance below 90 percent	0	0	0	15	22	22	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	10	7	13	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	0	34	18	17	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	37	68	68	0	0	0	0	0	0	0	173

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	111	115	121	0	0	0	0	0	0	0	347

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	10	2	2	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

25

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	49%	57%	50%	49%	55%
ELA Learning Gains	51%	59%	58%	52%	55%	57%
ELA Lowest 25th Percentile	49%	55%	53%	41%	53%	52%
Math Achievement	68%	58%	63%	62%	57%	61%
Math Learning Gains	66%	64%	62%	50%	52%	61%
Math Lowest 25th Percentile	42%	42%	51%	43%	46%	51%
Science Achievement	62%	50%	53%	38%	47%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	3	4	5	
Number of students enrolled	175 (0)	149 (0)	175 (0)	499 (0)
Attendance below 90 percent	15 (29)	22 (20)	22 (19)	59 (68)
One or more suspensions	10 (5)	7 (8)	13 (15)	30 (28)
Course failure in ELA or Math	34 (31)	18 (7)	17 (4)	69 (42)
Level 1 on statewide assessment	37 (59)	68 (52)	68 (52)	173 (163)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	52%	11%	58%	5%
	2018	53%	48%	5%	57%	-4%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	47%	48%	-1%	58%	-11%
	2018	48%	41%	7%	56%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				
05	2019	48%	44%	4%	56%	-8%
	2018	52%	44%	8%	55%	-3%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	55%	14%	62%	7%
	2018	55%	55%	0%	62%	-7%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	62%	59%	3%	64%	-2%
	2018	71%	59%	12%	62%	9%
Same Grade Comparison		-9%				
Cohort Comparison		7%				
05	2019	68%	53%	15%	60%	8%
	2018	63%	53%	10%	61%	2%
Same Grade Comparison		5%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	49%	11%	53%	7%
	2018	58%	48%	10%	55%	3%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	38	41	29	39	34	25				

2019 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 2017-18	C & C Accel 2017-18
ELL	42	46	21	69	74	50	48				
BLK	27	38	39	40	46	40	23				
HSP	57	57		70	70		55				
MUL	47	50		53	43						
WHT	62	55	58	77	72	40	73				
FRL	45	49	53	61	62	44	53				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with Disabilities and Black sub groups in ELA and Math are below the 41% and decreased in the 2018-2019 school year in reading and math. Contributing factors include students needing more differentiated support in small group, as well as the need for parent and student involvement in school events. There has been a continuing trend that these two subgroups have been low performing for our school over the last several years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Fourth grade Math declined from 71% to 62%. 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 Hispanic population showed a 6% decline. Contributing factors for this decline include an influx of hispanic students entering from other countries with little to no language acquisition.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Overall, the largest gap was in Math lowest quartile, 9% below state average, and in ELA learning gains of our lowest quartile, 7% below state average. The factors that contributed to this gap is the consistent decline and need of our ESE and black subgroup, as they are also the bottom quartile. The need for specialized and purposeful small group instruction to close the gap will help to increase learning gains fo the bottom quartile.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA lowest quartile is up 10% from 2018-2019, and Math lowest quartile is up 7% from 2018-2019. Our school made this sub group a focus for our teachers, collaborating and differentiating lesson plans to meet the needs of these lowest quartile students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

173 Level 1 on state assessments in grades 3-5
68 students attendance is below 90%

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD ELA achievement and learning gains
2. SWD Math achievement and learning gains
3. Black ELA achievement and learning gains
4. Black Math achievement and learning gains
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA proficiency and learning gains
Rationale	The area of focus was chosen because we are still not seeing significant gains in ELA proficiency and learning gains in 4th and 5th grade. This has been a focus the last few years and needs to continue to be a focus. Overall ELA proficiency was 54% as measured by the 2019 FSA with 4th grade declining by 1% and 5th declining by 4%. ELA learning gains increased by 3% to 51%, but remains an area of focus. Special attention will be paid to our SWD and Black subgroups for action plans and monitoring due to those subgroups being below 41% on the federal index for ESSA.
State the measurable outcome the school plans to achieve	In the 2019-2020 school year, Williston Elementary school will increase ELA proficiency and learning gains by 10% as measured by the FSA.
Person responsible for monitoring outcome	Jaime Handlin (jaime.handlin@levyk12.org)
Evidence-based Strategy	1. Williston Elementary will begin their 2nd year as an AVID (Advancement Via Individual Determination) school. All classroom teachers have been trained on AVID strategies and will implement them in their classrooms; W (writing), I (Inquiry), C (collaboration), O (organization), R (reading). Teachers will include these strategies in their lesson plans. Williston Elementary will build on our culture of growth mindset to ensure students are college and career ready. Through AVID teachers are able to use data discussions to facilitate independent determination.
Rationale for Evidence-based Strategy	1. AVID is a program that in Florida has impacted more than 2 million students by providing academic and social support to ensure student success.
Action Step	
Description	<ol style="list-style-type: none"> 1. Summer Institute - a selected group of teachers and school leaders attended 2019 AVID summer institute in preparation of the upcoming year. These teachers will also attend 2020 AVID summer institute. 2. School-wide implementation - the AVID program and its strategies will be implemented school-wide; WICOR, SLAT, 2 column notes, binder to help with organization, call backs, praise claps. 3. Pathways to continue education - AVID trainings that are designed to continue learning new strategies to use during this school year. 4. School-wide PD - The teachers and school leaders that went to the summer institute will lead school-wide professional development for the rest of the staff. 5. Vocabulary Focus - There will be a school-wide focus on grade level vocabulary by using Janet Allen strategies. 6. SIP planning days- During these days teachers will collaboratively plan differentiated small group instruction based on iReady instructional grouping. 7. Tutoring for SWD and Blacks sub groups in the bottom quartile. 8. Use of Imagine Language and Literacy with targeted students who fall into the SWD and Black subgroups.

9. i-Ready teacher PD - Teachers will be trained in the new features of i-ready and toolbox.
10. Diagnostic - Three times a year, students will take a diagnostic to get an accurate representation of their current math level. (First diagnostic - August, Second diagnostic - January, Third diagnostic - May)

Person Responsible Ashley Hart (ashley.hart@levyk12.org)

#2	
Title	Math learning gains for lowest quartile
Rationale	The area of focus was chosen because we are still not seeing significant learning gains in our bottom quartile in Math in 4th and 5th grade. Overall math proficiency grew to 68% as measured by the 2019 FSA with learning gains increasing 6% to 66%. The bottom quartile remains low at 42%, making this our focus area. Special attention will be paid to our SWD and Black subgroups for action plans and monitoring due to those subgroups being below 41% on the federal index for ESSA.
State the measurable outcome the school plans to achieve	In the 2019-2020 school year, Williston Elementary school will increase lowest quartile learning gains by 10% as measured by the FSA.
Person responsible for monitoring outcome	Emily Hancock (emily.hancock@levyk12.org)
Evidence-based Strategy	i-Ready is an online program for reading or math that will help our teachers determine a student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready instruction provides students with lessons based on their individual skill level and needs, so each student can learn at a pace that is just right for them. Teachers will also use i-Ready's toolbox, which is designed to help teachers plan differentiated small groups lessons based on the diagnostic. ELL students are also working with Imagine Learning as a supplemental math curriculum. In addition, teachers will use small group instruction to scaffold lowest quartile students in building necessary prerequisite skills.
Rationale for Evidence-based Strategy	i-Ready starts with extensive research and then begins a constant cycle of research, review, and improvement to its educational framework. Utilizing the iReady toolbox provides additional content for differentiated instruction. Small group instruction allows the student additional time to master concepts and skills with an increase teacher feedback.
Action Step	
Description	<ol style="list-style-type: none"> 1. i-Ready teacher PD - Teachers will be trained in the new features of i-ready and toolbox. 2. Diagnostic - Three times a year, students will take a diagnostic to get an accurate representation of their current math level. (First diagnostic - August, Second diagnostic - January, Third diagnostic - May) 3. Differentiated core instruction and differentiated small groups, focusing on pulling SWD and Black for small group daily instruction. 4. Revised assessments to ensure levels of rigor based on FSA item specs. 5. Participation in district math cadres. 6. Use of Reflex computer program to increase math fluency. 7. Use of Ready Math supplemental curriculum to support struggling learners and for small group instruction. 8. Use of Tang Math activities and strategies in small group and with targeted subgroups.
Person Responsible	Jaime Handlin (jaime.handlin@levyk12.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

School-wide Book Study focusing on building a better understanding of our African American student's culture.

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 Schoolwide Improvement Plan 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.

Williston Elementary School strives to build relationships with our students by recognizing and understanding the importance of our student's diverse cultures. WES begins the year by hosting a "Meet the Teacher/Open House" event, and holds the first teacher parent conference night the following month. Forming and building parent partnerships and reviewing student progress. Throughout the year WES will host many Family Activity Nights each having a different area of focus (STEAM, Black History, Florida History/Local Government). WES will also have a fall festival where staff members along with different community members will set up booths for the students and their families to participate in fun activities. Parent communication also occurs through the Remind system, phone calls home, Skyward, newsletters, Facebook, and parent conference nights held twice a year.

WES is a positive behavior school, we have a school-wide multiple level behavior management system in place. Behavior data is gathered and analyzed monthly during PST meetings by the school's problem solving team.

School-wide PBS:

Classroom teacher behavior management clip charts; recognizing wanted and unwanted behaviors and utilizing rewards and consequences that correlate with the behaviors. Complement Coins that are rewarded to classes in common areas such as; lunchroom, library, Special Areas, sidewalks, computer labs. 10 Complement Coins earns a class reward. Positive referrals earned by students who show exemplary citizenship. Teachers also make positive phone calls home when students are exhibiting exceptional behaviors, which are documented on teachers class call logs.

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.

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.

Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology. 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.

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.

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 between lead instructional teams of WES and JBES are held, 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 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. In addition, Title IV provided the opportunity for fifth graders to spend time on the middle school campus at WMHS through the Bridges Program, getting them acclimated to their new expectations and campus.

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.

School leadership uses the grade level lead teams to disseminate information to grade levels and obtain feedback on the types of resources that they need for instruction and professional learning. This information is used to develop the annual title one plan and budget for the school year. The lead team meets once a month to review our grade level data and determine if the resources put in place are effecting student outcomes as the team intended. In addition, all resources are documented through paraprofessional schedules and title one resource inventoried each year. Finally, all teachers meet with administration and the instructional team to go over every student's academic and social/emotional progress after each diagnostic period (August, January, May).

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA proficiency and learning gains	\$0.00
2	III.A.	Areas of Focus: Math learning gains for lowest quartile	\$0.00
Total:			\$0.00