

School Board of Levy County

Williston Elementary School



2020-21 Schoolwide Improvement Plan

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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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 10/27/2020.

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.

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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)	2019-20 Title I School	2019-20 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	39%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

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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. 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, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Wednesday 7/1/2015, Rikki Richardson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

27

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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 .	

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	138	175	140	0	0	0	0	0	0	0	453
Attendance below 90 percent	0	0	0	5	6	10	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	25	34	39	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide Math assessment	0	0	0	15	34	29	0	0	0	0	0	0	0	78

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	84	97	94	0	0	0	0	0	0	0	275

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	1	2	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/4/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - 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%	0
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%	0
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%	0

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 a need for 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% for the 2019 FSA. This decline was still evident in our progress monitoring data used during the 2020-2021 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. Progress monitoring data used in the 2020-2021 school year showed this is still a concern.

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 in the 2019 FSA data was in Math lowest quartile, 9% below state average, and in ELA learning gains, our lowest quartile was 7% below state average. The factors that contributed to this gap is the decline in academic achievement seen in our ESE and black subgroup, as they are also the bottom quartile. Specialized and purposeful small group instruction will be implemented to close the gap will help to increase learning gains for 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. This work continued into the 2019-2020 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

While our students with two or more indicators have decreased in each grade level, there are still more than 50% of students in each grade level with EWS indicators. Minority students are overrepresented in the EWS data.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>The area of focus was chosen because we have not seen significant gains in ELA proficiency and learning gains in 4th and 5th grade. This continues to be an area of 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 continue for our SWD and Black subgroups for action plans and monitoring due to those subgroups being below 41% on the federal index for ESSA. With the school closures that occurred in the 2019-2020 school year, the academic progress in for ELA was stymied and will remain at the forefront for the 2020-2021 school year.</p>
Measurable Outcome: Person responsible for monitoring outcome:	<p>In the 2020-2021 school year, Williston Elementary school will increase ELA proficiency 10% as measured by the FSA. As proficiency will be measured from 3rd to 5th grade students we are seeking to increase or maintain learning gains from the 2019 to 2021 school years.</p> <p>Jaime Handlin (jaime.handlin@levyk12.org)</p>
Evidence-based Strategy:	<p>1. Williston Elementary will begin our 3rd 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. Students and teachers jointly identify areas in need of improvement and establish achievable goals for students. In addition, we will identify model classrooms for teachers to demonstrate the use of integrated AVID strategies. Our main goal in implementation this year is to increase student engagement in lessons and activities which is aligned with an area of improvement for SACS accreditation.</p>
Rationale for Evidence-based Strategy:	<p>AVID is a program that in Florida has impacted more than 2 million students by providing academic and social support to ensure student success.</p>

Action Steps to Implement

1. Summer Institute - a selected group of teachers and school leaders attended 2020 AVID XP summer institute in preparation of the upcoming year.
2. School-wide implementation - the AVID program and its strategies will be implemented school-wide; WICOR
3. School-wide PD - The teachers and school leaders that went to AVID XP will lead school-wide professional development.
4. Planning days- During these days teachers will collaboratively plan differentiated small group instruction.
5. Use of CANVAS platform to provide CORE instruction digitally and to differentiate student work.
6. Diagnostic and formative assessments- Students will take a diagnostic and formative to get an accurate representation of their current ELA level which will result in an adjustment in instruction.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

WES leadership team will also work to improve math achievement and growth in the lowest quartile. This work will be conducted simultaneously with the ELA improvement work. Action steps taken to improve ELA will be mirrored in math coursework as well. Math instruction will include AVID strategies, specific vocabulary instruction, purposeful planning during collaborative planning and tutoring options for SWD and Black subgroups. Diagnostic and formative assessments will be used to guide and adjust instruction. This year, CANVAS will be implemented for online learning options for blended students as well as as differentiation options for traditional students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 is an integral part of the parent conferences. Throughout the year WES will host two Family Activity Nights with 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. Parents and community members also have an opportunity to participate in making school based decisions through the SAC meetings held each month. During SAC meetings parents are presented with current school data in order to assist in the problem solving cycle. In addition to parent input, the community is invited to participate in the Open House, community forums, and informal opportunities such as judging student speech contests.

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. 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. Students are encouraged to assist in creating classroom rules as well as volunteer options for their positive choice rewards.

Staff plays an integral part at WES. All staff are celebrated for their accomplishments and are invited to participate in leadership roles on identified committees. The staff is surveyed for their professional development needs in addition to their interpretation of the current climate and culture. These anonymous surveys are used to make adjustments in the professional development plan as well as strengthen current practices and respond to concerns.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00