

School Board of Levy County

Williston Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Positive Culture & Environment	20
Budget to Support Goals	21

Williston Elementary School

801 S MAIN ST, Williston, FL 32696

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

Demographics

Principal: Rikki Richardson

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/12/2021.

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	11
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	21

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)	2020-21 Title I School	2020-21 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	45%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

School Board Approval

This plan was approved by the Levy County School Board on 10/12/2021.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hancock, Emily	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.
Richardson, Rikki	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.
Adkins, Jenny	Reading 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.
OSteen, Debra	Teacher, K-12	As the reading intervention teacher, the primary responsibility is to implement standards based instruction and diagnose learning through periodic assessment. She often mentors other teachers on the implementation of best practices in reading. She also serves as a resource for MtSS implementation schoolwide and Tier III intervention services.

Demographic Information

Principal start date

Thursday 7/1/2021, 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.*

7

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.*

6

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

443

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data
Early Warning Systems
2021-22
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	164	148	155	0	0	0	0	0	0	0	467
Attendance below 90 percent	0	0	0	101	123	105	0	0	0	0	0	0	0	329
One or more suspensions	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	23	19	19	0	0	0	0	0	0	0	61
Course failure in Math	0	0	0	0	9	12	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	25	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	19	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	0	0	44	26	37	0	0	0	0	0	0	0	107

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	10	14	65	0	0	0	0	0	0	0	89

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	12	2	21	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/10/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis
School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	49%	57%	51%	43%	56%
ELA Learning Gains				51%	59%	58%	48%	44%	55%
ELA Lowest 25th Percentile				49%	55%	53%	39%	44%	48%
Math Achievement				68%	58%	63%	63%	52%	62%
Math Learning Gains				66%	64%	62%	60%	47%	59%
Math Lowest 25th Percentile				42%	42%	51%	35%	40%	47%
Science Achievement				62%	50%	53%	58%	46%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	63%	52%	11%	58%	5%
Cohort Comparison						
04	2021					
	2019	47%	48%	-1%	58%	-11%
Cohort Comparison		-63%				
05	2021					
	2019	48%	44%	4%	56%	-8%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	55%	14%	62%	7%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	62%	59%	3%	64%	-2%
Cohort Comparison		-69%				
05	2021					
	2019	68%	53%	15%	60%	8%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	49%	11%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

3rd, 4th and 5th takes iReady for ELA and math, and district developed assessments for science.

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/11%	46/30%	72/47%
	Economically Disadvantaged	24/17%	42/28%	72/47%
	Students With Disabilities	17/41%	13/32%	25/58%
	English Language Learners	5/23%	1/5%	6/29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73/48%	65/43%	68/44%
	Economically Disadvantaged	1/1%	1/1%	68/44%
	Students With Disabilities	8/21%	10/25%	23/53%
	English Language Learners	0/0%	1/5%	9/43%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48/40%	26/24%	50/38%
	Economically Disadvantaged	16/14%	29/23%	50/38%
	Students With Disabilities	3/34%	11/28%	15/32%
	English Language Learners	4/40%	2/20%	1/5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/23%	42/40%	45/34%
	Economically Disadvantaged	7/7%	15/12%	45/34%
	Students With Disabilities	9/25%	6/16%	21/45%
	English Language Learners	1/11%	1/11%	3/16%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/25%	20/14%	29/18%
	Economically Disadvantaged	13/9%	21/14%	28/18%
	Students With Disabilities	15/35%	12/31%	15/32%
	English Language Learners	1/16%	0/0%	5/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28/20%	45/32%	47/29%
	Economically Disadvantaged	6/5%	19/13%	46/29%
	Students With Disabilities	17/41%	15/36%	21/45%
	English Language Learners	3/18%	1/6%	3/16%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50%	50%	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	21	18	30	7		12				
ELL	49	36		55	36		27				
BLK	31	31	20	29	4	8	8				
HSP	53	25		60	26		38				
MUL	60			53							
WHT	60	51	46	60	32	13	48				
FRL	48	39	21	48	22	19	30				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	310

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	41
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	19
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	41
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	44
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA FSA proficiency increased in 3rd and 4th grades and FSA math increased in 3rd grade. 5th grade ELA demonstrated a minor decrease. Students with Disabilities and Black sub groups in ELA and Math were below 41% in the 2018-2019 school year in reading and math and the trend is expected to emerge in 2020 FSA data. However, using the progress monitoring data, students with disabilities made greater gains than other subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

There was a significant decrease in math and science proficiency for 5th grade as measured by the FSA and FCAT. In addition, ELA and math gains decreased on the FSA. When comparing ELA and math proficiency from the 2020-2021 school year to the 2018-2019 school year using progress monitoring data, ELA maintained proficiency levels for all grade levels. In comparison, math proficiency levels decreased according to the 2018-2019 to 2020-2021 progress monitoring data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A decrease in the ability to group and regroup students based on individual needs in addition to extensive quarantines contributed to these areas in need of improvement. Virtual ELA instruction was able to be implemented more easily through the online platform than math. There is still a need for

parent and student involvement in school events. For the 2021 - 2022 school year, students will be grouped based on intervention needs to best address their learning gaps. We will also begin hosting parent involvement activities in person to increase parental input.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA FSA and iReady data showed consistent reading achievement in all grade levels. i Ready proficiency and student learning gains were at or above district averages. 3rd grade FSA math showed the greatest growth in proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

ELA curriculum maps were recently reorganized to realign instruction and assessment. In addition, purposeful planning in the areas of reading and 3rd grade math assisted new staff in implementing rigorous and engaging lessons. 3rd grade math proficiency can also be attributed to highly effective teachers.

What strategies will need to be implemented in order to accelerate learning?

The 2021-2022 school year will bring an additional focus on small group instruction based on student's differentiated needs. Tutoring will be offered for tier III students and the lowest 25% in the areas of reading and math. Tutoring will focus on small group instruction and enrichment in the areas of STEAM. Also, reading intervention will incorporate science texts for comprehension instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers new to Williston Elementary will participate in full coaching cycles with the instructional coach. All ELA and math teachers will be able to observe instruction in model classrooms. AVID professional development will be embedded within math and reading weekly professional development. The staff will also participate in ELA (Writer's Workshop Made Simple: 7 Essentials for Every Classroom) and math book studies (Math Fact Fluency by Jennifer Bay Williams) to review foundational skills and the best instructional practices needed to ensure student mastery.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly professional development will begin to build teacher efficacy on the BEST standards. Three instructional personnel, the instructional coach, and administration are also participating in NEFEC professional development on ELA and math BEST standards. This lead team will serve as a resource for BEST standards implementation in the 2022 school year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The area of focus in ELA was chosen because a significant decrease in ELA learning gains is evident. Overall, learning gains in ELA dropped from the 2019 school year from 51% to 43%. The lowest quartile gains dropped from 49% to 26%. Proficiency in ELA maintained the 2019 level at 54%.
Measurable Outcome:	In the 2021-2022 school year, Williston Elementary school will increase ELA learning gains 10% (from 43% to 53%) overall and 20% (from 26% to 46%) for the lowest quartile as measured by the FSA. In addition, ELA will maintain proficiency at or above the state average.
Monitoring:	Student ELA proficiency will be monitored through iReady diagnostics delivered three times a year. Reports will show progress toward average grade level progress and stretch growth. In addition, students will take the APMs administered through TIDE.
Person responsible for monitoring outcome:	Emily Hancock (emily.hancock@levyk12.org)
Evidence-based Strategy:	Intervention groups will be leveled for the '21-22 school year based on students differentiated reading needs. In addition, teachers will plan small group differentiated lessons. Weekly planning will focus on small group instruction and using data to form small groups based on student's ELA needs. Data will also be analyzed for subgroup gaps to identify unique strengths and weaknesses.
Rationale for Evidence-based Strategy:	Students were not grouped for ELA intervention for the 2020-2021 school year and the decrease in learning gains is evident. Purposeful grouping of students based on their reading needs will allow for streamlined instruction to target the student's lowest areas or challenge an area in need of enrichment. This rationale is also extended into the small group instruction that will exist within the 120 minute ELA block.

Action Steps to Implement

Continuous professional development will be provided monthly by the instructional coach on the B.E.S.T. standards as well as AVID strategies to promote student engagement. Continuous professional development for student engagement and best practices ensures that teachers are receiving job embedded professional development that will be immediately applied to their daily instructional practices. The staff will also receive professional development fostering an equitable and engaging culture in classrooms to assist in closing the achievement gap for SWD and black subgroups.

Person Responsible Jenny Adkins (jenny.adkins@levyk12.org)

Team planning will occur weekly for ELA and problem solving teams will meet monthly. Teacher planning time will allow for weekly reflection on formative assessments while problem solving teams will assist in the realignment of intervention groupings based on summative assessments.

Person Responsible Emily Hancock (emily.hancock@levyk12.org)

Professional development will be provided on fostering an equitable and engaging culture in classrooms to assist in closing the achievement gap for SWD and black subgroups during preplanning. Concepts taught during this professional development will be reviewed and implemented throughout the school year.

Person Responsible Rikki Richardson (rikki.richardson@levyk12.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The area of focus in math was chosen because a significant decrease in math learning gains and proficiency is evident. Overall, learning gains in math dropped from the 2019 school year from 66% to 28%. The lowest quartile gains dropped from 42% to 19%. Proficiency in math decreased from the 2019 level of 68% to 40%.
Measurable Outcome:	In the 2021-2022 school year, Williston Elementary school will increase math learning gains 25% overall and 15% for the lowest quartile as measured by the FSA. In addition, math proficiency will increase 20% overall.
Monitoring:	Student math proficiency will be monitored through iReady diagnostics delivered three times a year. Reports will show progress toward average grade level progress and stretch growth. In addition, students will take the APMs administered through TIDE.
Person responsible for monitoring outcome:	Emily Hancock (emily.hancock@levyk12.org)
Evidence-based Strategy:	A math intervention group will be implemented for 4th and 5th grades by a highly effective math teacher. In addition, teachers will plan small group differentiated math lessons. Weekly planning will focus on small group instruction and using data to form small groups based on student's math needs.
Rationale for Evidence-based Strategy:	For the 2020-2021 limited small group instruction occurred for math small groups due to COVID protocols. Purposeful grouping of students based on their math needs will allow for streamlined instruction to target the student's lowest areas or challenge an area in need of enrichment. In addition, the lowest quartile math students will receive intervention instruction by a highly qualified math teacher.

Action Steps to Implement

Team planning will occur weekly for math and problem solving teams will meet monthly. Teacher planning time will allow for weekly reflection on formative assessments while problem solving teams will assist in the realignment of intervention groupings based on summative assessments. The intervention groups will be differentiated based on student's math ability. Subgroup data will also be analyzed for subgroup strengths and weaknesses.

Person Responsible Emily Hancock (emily.hancock@levyk12.org)

Staff will participate in a book study. Math Fact Fluency by Jennifer Bay Williams will be read and discussed over three months at an afterschool book study. The activities and lessons included in the book will be used at a parent education night that will be held in February.

Person Responsible Emily Hancock (emily.hancock@levyk12.org)

AVID professional development will be provided on fostering an equitable and engaging culture in classrooms to assist in closing the achievement gap for SWD and black subgroups during preplanning. In addition, an AVID course strand on mathematical discourse will provide professional development in mathematical critical thinking for below, on level, and advanced learners. Concepts taught during this professional development will be reviewed and implemented throughout the school year.

Person Responsible Rikki Richardson (rikki.richardson@levyk12.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Williston Elementary falls into the moderate category using lag data from 2019 - 2020. There were zero reported incidents for property or drug incidents. There were three reported incidents for physical attack and bullying. Suspension rates were negligible and unable to report a number. Overall, WES ranked 798 out of 1395. Discipline data will continue to be monitored for trends in physical aggression and bullying as well as disproportionality. Williston Elementary will continue to instruct students in the area of social emotional learning to ensure students are equipped with the necessary skills to resolve conflicts peacefully, recognize bullying behaviors, and necessary social and emotional skills needed for success. These lessons are taught each Monday during special area classes for 45 minutes. Students are also taught these skills through the guidance special area rotation. All teachers on campus are trained in AVID (Advancement Via Individual Determination) strategies. AVID embeds college and career readiness into all aspects of the curriculum and promotes individual goal setting.

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.

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 at the end of that month. Forming and building parent partnerships and reviewing student progress is an integral part of the parent conferences. Late parent conferences are held in late August and February. Throughout the year WES will host two Family Activity Nights with each having a different area of focus (STEAM & Math Fluency) 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. Field Day is a student behavior reward at the end of the school year where parents are encouraged to attend, volunteer, and participate. 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 teachers use behavior management clip

charts; recognizing positive and correcting inappropriate behaviors; and utilizing rewards and consequences

that correlate with the behaviors. School cash 'Devil Dollars' are given to students as classroom incentives by teachers and other staff members for good behavior. 'Devil Dollars' are to be used to buy reward coupons for the classroom; special seat, use of a pen, wear a hat for the day. Compliment Coins are a school-wide incentive 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 reports are earned by students who show exemplary citizenship. Additionally, AVID supports school culture by encouraging students to own their individual learning and set personal goals to attain their desired college or career success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers make positive phone calls home or text through our remind app when students are exhibiting exceptional behaviors, which are documented on teachers class call logs and through the app. 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. Staff and students are spot lighted on different social media outlets for fun and engaging lessons, activities, and accomplishments. 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. Teachers volunteer to demonstrate exemplar lessons and teaching strategies live and by previous recordings. These lessons are used to showcase highly effective teaching strategies so that others may improve their implementation.

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
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00