

School Board of Levy County

# Williston Elementary School



## 2022-23 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: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (48%) 2018-19: B (56%) 2017-18: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Levy County School Board on 10/25/2022.

## 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](http://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)	2021-22 Title I School	2021-22 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	49%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

### School Board Approval

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### SIP Authority

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<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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 involves 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.
Lutz, Tamara	Math Coach	Provide professional development for the whole school in math instruction. This involves whole group professional development, small group professional development, and modeling in the classroom for teachers. She works through the coaching model to 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.

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Rikki Richardson



**Number of teachers with a 2022 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 2022 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**

26

**Total number of students enrolled at the school**

499

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

4

## Demographic Data

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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	207	155	145	0	0	0	0	0	0	0	507
Attendance below 90 percent	0	0	0	41	32	38	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	27	12	8	0	0	0	0	0	0	0	47
Course failure in Math	0	0	0	34	16	23	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	27	40	0	0	0	0	0	0	0	106
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	32	58	0	0	0	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	34	18	26	0	0	0	0	0	0	0	78

**Using the table above, complete the table below with the number of students by current grade level who have 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	108	90	103	0	0	0	0	0	0	0	301

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	22	5	3	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 8/4/2022

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	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	

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	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	

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	50%	56%				54%	49%	57%
ELA Learning Gains	56%						51%	59%	58%
ELA Lowest 25th Percentile	45%						49%	55%	53%
Math Achievement	54%	49%	50%				68%	58%	63%
Math Learning Gains	43%						66%	64%	62%
Math Lowest 25th Percentile	37%						42%	42%	51%
Science Achievement	46%	52%	59%				62%	50%	53%

### 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	2022					
	2019	63%	52%	11%	58%	5%
Cohort Comparison						
04	2022					
	2019	47%	48%	-1%	58%	-11%
Cohort Comparison		-63%				
05	2022					
	2019	48%	44%	4%	56%	-8%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	69%	55%	14%	62%	7%
Cohort Comparison						
04	2022					
	2019	62%	59%	3%	64%	-2%
Cohort Comparison		-69%				
05	2022					
	2019	68%	53%	15%	60%	8%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	49%	11%	53%	7%
Cohort Comparison						

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	38	54	44	36	32	35	23				
ELL	38	47	30	51	34		45				
BLK	25	28	22	36	38	29	18				
HSP	43	45	24	51	45	44	48				
MUL	60	82		55	55						
WHT	61	65	69	59	41	34	54				
FRL	47	53	43	49	40	37	39				

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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
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	57
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	43
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	44
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	63
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	55
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

Williston Elementary saw a slight decrease in ELA and math proficiency as measured by the FSA. Fourth grade maintained or increased ELA and math proficiency, while 3rd and 5th decreased overall proficiency. Fifth grade science saw an increase of almost ten percent proficiency in science. While third grade decreased in math proficiency, it was still above the state average. Subgroup data showed an increase in SWD proficiency and learning gains. SWDs also increased in math learning gains and science achievement. Our black subgroup decreased in ELA and learning gains while math saw an increase in math proficiency as well as double digit increases in math learning gains.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 FSA, Williston Elementary still needs to increase overall proficiency in reading and math. Our greatest area of need comes from our subgroup data. Black students continue to work below school average for proficiency and learning gains in ELA and math. Special focus needs to be paid to SWDs and ELLs in those categories as well.

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

Historical data at Williston Elementary shows that students with disabilities and black students continue to be below White and Hispanic proficiency and learning gains in both ELA and math. Williston Elementary is working to professionally develop teachers in the area of culturally responsive teaching as well as differentiation in reading and math to close the gap for these students.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Using iReady data, students showed growth in ELA and math in third and fourth grades. Many students made typical growth in ELA on iReady, but stretch growth was limited to 42% in 3rd, 34% in 4th and 22% in 5th. iReady math shows that approximately 50% of students made typical growth in 3rd - 5th, but fewer than 34% made stretch growth in 3rd grade and only 19% of students made stretch growth in 4th and 5th. This shows an increase in ELA typical growth from the previous year but stretch growth continues to lag.

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

Williston Elementary was unable to differentiate intervention to the fullest extent in the 2020-2021 school year due to COVID. For the 2021-2022 school year, Williston Elementary was able to begin grouping students based on their individual needs. While this was not completely reflected in iReady data, the 2021-2022 learning gains for ELA and Math for the school and Black and SWD subgroups demonstrated an increase in ELA and math.

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

Williston Elementary will continue to build teachers professional development in the areas of AVID, differentiation, culturally responsive teaching, and small group instruction. Students will receive additional small group instruction in ELA and math to address learning gaps, prevent misconceptions, and promote scaffolded learning. In addition, math and reading coaches will increase their coaching cycles so that each new teacher is working through a minimum of two cycles. Model classrooms within the school for teachers to visit in order to implement instructional best practices.

**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 participate in weekly planning as a school that is guided by the reading and math coaches. Additional time has been carved out of the schedule to provide teachers with an additional 1 1/2 hours of planning time quarterly to review ELA and Math BEST benchmarks. Faculty meetings are used to review and refine AVID strategies with each grade level providing classroom examples in the form of videos or student artifacts. Finally, school improvement days are provided to teachers quarterly to review recent schoolwide data, map the curriculum for the quarter and allow teachers time to discuss "how" the benchmarks will be implemented within the classroom.

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

Williston Elementary is focused on increasing teacher efficacy within the classroom and around the school. Committees and subcommittees have been formed to increase the teachers input into school wide and broaden the level of teachers involvement in data analysis, problem solving cycles, and job embedded staff development led by instructional leaders both within and outside of the staff. Students are invited to participate in the after school ACHIEVE program to provide additional instruction in the benchmarks and assist students in small group tutoring. The ACHIEVE program invites students to attend the summer program to maintain learning gains and provide enrichment in the areas of math and science.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



## #1. ESSA Subgroup specifically relating to Black/African-American

### Area of Focus Description and Rationale:

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The area of focus in ELA was chosen because a significant decrease in ELA proficiency in our Black sub group is evident. Proficiency in ELA in our Black sub group dropped from 31% in 2021 on the FSA to 25% in 2022 on the FSA.

**Measurable Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In the 22-23 school year, Williston Elementary School will increase overall proficiency in ELA from 51% to 61% and proficiency by 10% (from 25% to 35%) in our black subgroup as measured by FAST.

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

Black subgroup ELA proficiency will be monitored through iReady diagnostic and FAST progress monitoring 3 times a year. Reports will show progress towards ELA proficiency.

**Person responsible for monitoring outcome:**

Emily Hancock (emily.hancock@levyk12.org)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

Intervention groups will be leveled for the 22-23 school year based on student differentiated reading needs, in addition teachers will plan small group differentiated lessons. Weekly planning will focus on small group instruction and use data to form small group based on students ELA needs. Data will also be analyzed for subgroup gaps to identify unique strengths and weaknesses. Instruction will focus on the use of AVID WICOR strategies incorporated with culturally responsive teaching throughout reading lessons.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Purposeful grouping of students based on their reading needs will allow for streamline instruction to target the students lowest area for challenge and area in need of enrichment. This rational is also extended into the small group instruction that will exist within the 120 minute ELA block. Teachers will conduct guided reading based on the student reading levels.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuous professional development will be provided monthly by the instructional coach on B.E.S.T standards as well as AVID strategies to promote student engagement. Continuous professional development for student engagement and best practices ensure 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 the black student subgroup that fell below the federal threshold of 31% this year.

**Person Responsible** Emily Hancock (emily.hancock@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 focusing on the black student subgroup while problem solving teams will assist in the realignment of intervention grouping based on summative assessments.

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

Professional development will be provided on closing the achievement gap with our black subgroup through a book study (Culturally Responsive Teaching and the Brain by Zaretta Hammond). 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:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The area of focus in Math was chosen because a one percent decrease in overall proficiency as compared to 21-22 FSA. Examining the 21-22 FSA, there was an increase in math proficiency for students with disabilities and black students. However, these subgroups will continue to be an area of focus. Fifth grade continues to perform below State average for math proficiency.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In the 22-23 school year, Williston Elementary School will increase math proficiency by 10% (from 51% to 61%) as measured by the F.A.S.T.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Student math proficiency will be monitored through iReady diagnostic and F.A.S.T. progress monitoring delivered 3 times a year. Reports will show progress towards average grade level progress.

**Person responsible for monitoring outcome:**

Emily Hancock (emily.hancock@levyk12.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

A math intervention group will be implemented for fourth and fifth grades by highly effective teachers. In addition teachers will plan small group differentiated math lessons. Weekly planning will focus on small group instruction in using data to form small group based on students' math needs.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/**

The school math data increased in learning gains but decreased slightly in proficiency. Students with disabilities and Black students continue to perform below their peer groups. Purposeful grouping of students based on their math needs will allow for streamlined instruction to target the students 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. Small group instruction will consist of remediation, previewing strategies, and use of manipulatives.

**criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Team planning will occur weekly for math and problem solving teams will meet monthly. Teacher planning 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 students math ability. Subgroup data will also be analyzed for subgroup strength and weaknesses.

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

The use of Williston Elementary School's new math coach will guide new and struggling math teachers through the coaching cycle. She will model, and monitor best teaching practices and whole group, and small differentiated instruction. The math coach will also provide job embedded professional development on the math B.E.S.T. benchmarks.

**Person Responsible** Tamara Lutz (tamara.lutz@levyk12.org)

AVID professional development will be provided to ensure all instructional teachers are implementing best practices throughout math lessons. Concepts taught during this professional development will be taught and reviewed throughout the school year.

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

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

## **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

## **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Based on the 2022 FSA, more than 50% of the 3rd and 4th grade students scored a level 3 or higher. Only 47% of the 5th grade students scored a level 3 or higher. Reviewing progress monitoring data for the 2021-2022 school year in addition to the current year's iReady data indicates that students in 5th grade are below level in vocabulary acquisition and comprehension. This trend is mirrored in 3rd and 4th grade iReady data with the vocabulary gap growing as the grade level increases.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

## **Grades K-2: Measureable Outcome(s)**

N/A

## **Grades 3-5: Measureable Outcome(s)**

The 5th grade cohort will maintain or increase their 4th grade proficiency of 55% for the 2022-2023 school year as measured by FAST. In addition, 3rd and 4th grade will achieve a 55% proficiency level as measured by FAST for the 2022-2023 school year.

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students will take the FAST and iReady at the beginning of the year, middle of the year and end of the year. During these three administrations, all students will be monitored for current proficiency levels and growth between testing administrations. Students performing below level will be analyzed for areas of deficiency and provided differentiation based on their area of need. Tier II and III students receiving explicit vocabulary and comprehension instruction will be monitored every five days.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Hancock, Emily, [emily.hancock@levyk12.org](mailto:emily.hancock@levyk12.org)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All Williston Elementary students will use the core curriculum of Benchmark and work in supplemental instruction from iReady. Tier assistance will be provided to each grade level in the form of Saddlier phonics, Saddlier vocabulary, Benchmark guided reading, and fluency practice. New this year, 5th grade students working below level in vocabulary as measured by iReady, will work specifically with Saddlier vocabulary during intervention.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on the Institute of Educational Services What Works Clearinghouse, recommendation number 1 in the improving adolescent literacy. This recommendation shows strong evidence of improving student learning when explicit vocabulary instruction is provided. This method of instruction is appropriate for students in 5th grade who are currently in or approaching adolescence.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The literacy coach will conduct coaching cycles with all ELA teachers. The cycle will include pre-meeting, teaching observations, and post-meeting. Teachers new to Williston Elementary and those identified by administration will work through a minimum of two coaching cycles. Coaching will explicitly include professional development in vocabulary development as job embedded professional development. In addition, highly effective ELA teachers will provide the school with model classrooms for teachers to observe instructional best practices in action.	Hancock, Emily, emily.hancock@levyk12.org
Assessment - Student progress to the RAISE goal will be monitored through progress monitoring and data analysis conducted with all faculty. Tier III progress will be monitored bi-weekly and all student progress will be monitored quarterly.	Hancock, Emily, emily.hancock@levy12.org

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### 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 September. Forming and building parent partnerships and reviewing student progress is an integral part of the parent conferences. Late parent conferences are held in late September and February. Throughout the year WES will host two Family Activity Nights with each having a different area of focus (STEAM & reading success) 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 at least 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 systems that recognize positive and inappropriate behaviors while 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 school culture and environment.**

Williston Elementary school stakeholders include community members, administrators, teachers, staff, students and parents (which are also encompassed in SAC).

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

Staff is an integral part of the culture 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.