Sumter District Schools

Webster Elementary School

2022-23 Schoolwide Improvement Plan

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Webster Elementary School

349 S MARKET BLVD, Webster, FL 33597

[no web address on file]

Demographics

Principal: Jessica Furlong

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: C (51%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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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Webster Elementary School

349 S MARKET BLVD, Webster, FL 33597

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

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

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SIP Authority

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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.

At Webster Elementary School, we work together with our community, students, and families to create a safe, friendly, and positive learning environment. We encourage continuous improvement in our students' academics and personal growth. We strive to build strong, respectful leaders who are preparing for a BRIGHT future.

Provide the school's vision statement.

At Webster Elementary, we ALL work together to S.H.I.N.E.!

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
Furlong, Jessica	Principal	
Smith, Christina	Teacher, K-12	
Ishee, Brie	Assistant Principal	
Strickland, Deanna	Assistant Principal	
Mears, Jennifer	Reading Coach	
Lovett, Jennifer	Teacher, K-12	
Piwowar, Jennifer	Teacher, K-12	
Moreland, Courtney	Teacher, K-12	
Ugur, Aysegul	Instructional Media	
Parker, Amanda	Math Coach	
Brannen, Christina	Staffing Specialist	
Mancini, Leslie	Instructional Coach	Masterminds Coordinator and MTSS Coordinator
Baker, Amanda	School Counselor	
Connor, Cindy	Teacher, ESE	
Ramos, Syliva	Teacher, K-12	
Hansen, Morgan	Teacher, K-12	
Moreland, Caleb	Teacher, K-12	

Demographic Information

Principal start date
Friday 7/1/2022, Jessica Furlong

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.*

3

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.*

7

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

674

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

5

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

8

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	80	108	125	97	88	105	0	0	0	0	0	0	0	603
Attendance below 90 percent	27	32	36	14	18	19	0	0	0	0	0	0	0	146
One or more suspensions	1	2	4	3	1	4	0	0	0	0	0	0	0	15
Course failure in ELA	16	12	13	14	7	6	0	0	0	0	0	0	0	68
Course failure in Math	8	7	8	21	2	8	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	17	18	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	13	20	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	101	63	47	46	39	0	0	0	0	0	0	0	296

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	10	9	11	7	15	10	0	0	0	0	0	0	0	62

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	13	16	11	5	0	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 9/7/2022

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	102	123	93	91	93	89	0	0	0	0	0	0	0	591
Attendance below 90 percent	18	35	12	11	13	15	0	0	0	0	0	0	0	104
One or more suspensions	2	1	2	0	3	9	0	0	0	0	0	0	0	17
Course failure in ELA	1	4	4	3	1	1	0	0	0	0	0	0	0	14
Course failure in Math	1	1	1	3	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	9	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	6	19	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	3	4	0	0	0	0	0	0	0	0	7

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	2	2	3	5	6	19	0	0	0	0	0	0	0	37

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	7	11	12	10	0	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	1	1	8	5	2	0	0	0	0	0	0	0	17

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	102	123	93	91	93	89	0	0	0	0	0	0	0	591
Attendance below 90 percent	18	35	12	11	13	15	0	0	0	0	0	0	0	104
One or more suspensions	2	1	2	0	3	9	0	0	0	0	0	0	0	17
Course failure in ELA	1	4	4	3	1	1	0	0	0	0	0	0	0	14
Course failure in Math	1	1	1	3	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	9	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	6	19	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	3	4	0	0	0	0	0	0	0	0	7

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	2	2	3	5	6	19	0	0	0	0	0	0	0	37

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	7	11	12	10	0	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	1	1	8	5	2	0	0	0	0	0	0	0	17

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	55%	63%	56%				45%	56%	57%
ELA Learning Gains	58%						49%	58%	58%
ELA Lowest 25th Percentile	60%						51%	51%	53%
Math Achievement	67%	55%	50%				47%	61%	63%
Math Learning Gains	53%						55%	68%	62%
Math Lowest 25th Percentile	38%						40%	55%	51%
Science Achievement	72%	66%	59%				72%	62%	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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	66%	-14%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	35%	62%	-27%	58%	-23%
Cohort Comparison		-52%				
05	2022					
	2019	50%	65%	-15%	56%	-6%
Cohort Comparison		-35%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	64%	-23%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	47%	72%	-25%	64%	-17%
Cohort Comparison		-41%				
05	2022					
	2019	50%	69%	-19%	60%	-10%
Cohort Comparison		-47%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	69%	66%	3%	53%	16%
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	41	46	40	41	27	20	41				
ELL	39	56	60	61	42		80				
BLK	40	47		68	58		60				
HSP	53	58	54	61	39	25	82				
MUL	40			90							
WHT	59	58	60	67	54	43	71				
FRL	51	53	60	61	51	36	71				

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	35	38		45	38		22				
ELL	31			57							
BLK	43			52							
HSP	47	50		64	80						
WHT	58	60		68	67	20	65				
FRL	50	44	58	59	62	41	49				

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	14	34	37	24	52	44	41				
ELL	43	48	50	43	52	40	75				
BLK	38	46		42	54						
HSP	44	51	60	44	57	45	68				
MUL	33	36		40	36						
WHT	47	49	48	48	55	43	75				
FRL	41	42	46	41	49	38	70				

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99%

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	55
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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	65
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	
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	59
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	53
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?

There was an increase in students meeting proficiency in SSA Science from 60% in the 2021 school year to 72% in the 2022 school year. FSA Math proficiency is higher at all grade levels than FSA ELA proficiency. 4th and 5th grades FSA ELA is the highest of the grade levels in proficiency with 57% , while 3rd grade FSA Math is the highest proficiency of the grade levels with 69%. Students with disabilities performed below their peers in both FSA ELA and FSA Math.

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

Grade 3 ELA instruction shows the greatest need for improvement with 48% of students scoring in the proficient range on the 2022 FSA. Grade 4 2022 Math FSA scores show 60% of students scoring in the proficient range on the 2022 FSA. Overall the Bottom Quartile Learning Gains in Math are the lowest at only 38%. I-Ready progress monitoring data shows the need for improvement in Phonological Awareness and Phonics for Grades K-2 in ELA and the need for improvement in Vocabulary for Grades 3-5. I-Ready progress monitoring data in Math show the need for improvement in Numbers and Operations for Grades K-5 with a focus on Vocabulary in Geometry in Grades 3-4.

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

Contributing factors including: (1) school closure Spring 2020 during which students were not learning at the same rate as in-class learning; (2) 2020-2021 class quarantines; (3)parents chose to enroll in TeamSumter for at least one quarter, the newness of this delivery system caused learning delays in Fall 2020; (4) an increased number of students missing more than 10% of school; (5) less parental involvement due to COVID procedures; (6) limited volunteers due to COVID procedures; (7) student and teacher quarantines in 2021-2022 school year. New action to address the need for improvement include:

(1) quarantines for 5 days for only those students COVID positive; (2) Attendance incentives with monthly competitions and weekly attendance incentives for targeted group of students with higher absentee rates; (3) grant funding used to supply an 8-hour school day as a means of providing more support and intervention; (4) Acceleration Team initiative allows administration, instructional coaches and interventionists to use data to identify and provide intervention and acceleration for students who are not scoring on-grade-level in I-Ready Diagnostics and Progress Monitoring; (5) Centering PLCs around grade-level and content specific focus: K-2 ELA in Phonemic Awareness and Phonics, 3-5 ELA in Vocabulary, K-5 Math in Numbers and Operations with a focus on Vocabulary in Geometry in 3-4; (6) grand funding used to hire additional staff: Math and ELA interventionists working with targeted lists of students in need of acceleration; (7) focus on MTSS with MTSS PLCs regularly held to monitor progress of students;

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

4th grade Math and 5th Grade Science showed the greatest improvement based on the 2022 state assessments. 4th grade Math increased from 51% proficiency in 2021 to 60% proficiency in 2022. 5th grade science increased proficiency from 60% proficiency in 2021 to 72% proficiency in 2022.

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

Contributing factors to improvement included: (1) PLCs focused on data-driven instruction and making adjustments based on real-time progress; (2) standards mastery assessments; (3) staffing adjustments to support student achievement; Masterminds program (21st Century Learning Grant) for a full school day; (4) fidelity to I-Ready program by meeting required instructional time scheduled into the master schedule; (5) iXL used in 3rd-5th grade to help with computational fluency
New Actions taken at WES in the 2021-2022 school year: (1) MTSS PLCs regular meetings to review student data and progress; (2) Acceleration Team initiative that allowed identification of students needing intervention and acceleration based on I-Ready diagnostics and regular monitoring of real-time data by the data scientist allowing for routine meetings to change the intervention and acceleration groups

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

Strategies to accelerate learning: (1) increased small-group instruction based on progress monitoring data in both reading and math; (2) small group instruction to focus heavily on previewing and scaffolding; (3) increased focus on phonics instruction in K-3 and Vocabulary instruction K-5 across all content areas; (4) increased focus on math fluency and focused implementation on Mathematical Thinking and Reasoning Standards; (5) ELA PLCs continue to focus on data driven instruction of BEST standards with the HMH series; (6) Math PLCs to focus on data driven instruction and increased use of technology; (7) State professional development on foundational reading skills throughout the year; (8) student academic goal setting through the Four Disciplines of Execution; (8) Four Disciplines of Execution Goal setting aligned to SIP goals.

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.

(1) B.E.S.T. standards training; (2) Reading Coach sharing strategies during PLCs; (3) identifying model classrooms for teachers to see best practices at work; (4) weekly professional development in PLCs based on the needs of that learning community; (5) school-based PD Day; (6) Learning Focused Solutions; (7) I-Ready trainings; (8) AVID Summer Institute; (9) Four Disciplines of Execution training and book study; (10) Professional Learning Communities.

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

Additional services to ensure sustainability are our (1) use of grant funding for an 8-hour school day to provide students with acceleration; (2) Acceleration Team including positions for interventionists and the focus of this team on identifying and meeting the needs of students working below grade-level; (3) use of grant funding for after school programs.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Proficiency on the FSA ELA is below district proficiency levels for grades 3-5. FSA ELA data shows 55% of students in grades 3-5 met proficiency. I-Ready data shows that our K-2 students lowest areas are Phonological Awareness and Phonics. In grades 3-5, Webster Elementary students scored lowest in Vocabulary.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA proficiency in grades 3-5 from 55% to 62%. Increase I-Ready outcomes to 62% of students on grade level in Reading. Increase K-2 Phonics instruction outcomes to 62% on grade level. Increase 3-5 Vocabulary instruction outcomes to 62% on grade level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Phonics in grades K-2 and Vocabulary in grades 3-5 will be monitored through classroom assessments, discussed during Professional Learning Community meetings, as well as I-Ready Diagnostic assessments. State FAST Progress Monitoring Assessments will be administered three times per year. Additionally, our Reading Coach and ELA interventionists will work with small groups of students to provide targeted instruction in these areas. School and district walkthroughs will be used to evaluate the quality of instruction in both Phonics (K-2) and Vocabulary (3-5). Webster Elementary will utilize a multi-tiered system of supports to provide targeted instruction and monitor individual student progress.
Person responsible for monitoring outcome:	Brie Ishee (brie.ishee@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small-group instruction is the main focus for Webster Elementary. Classroom teachers, interventionists, and our reading coach will provide small group interventions for students identified on our acceleration list. Instruction will focus on previewing and scaffolding the standards to be taught the next week as well as specific vocabulary pertinent to the standard or lesson. In grades K-2, small groups will focus on intervention in phonics.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	John Hattie's Influence on Student Achievement shows that small-group instruction improves students achievement by an effect size of .47.

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.

1. Include I-Ready time for each teacher in the master schedule.
2. Common planning time in the master schedule for all grade levels for weekly PLCs and Wildly Important Goal Sessions.
3. Participate in yearly I-Ready professional development.
4. Utilize grade level and content specific PLC time for data discussions as well as professional learning about best practices.
5. Teachers will work to meet students' needs based on data from I-Ready and State Progress Monitoring Assessments through the use of whole group and small group instruction.
6. Teachers will monitor I-Ready lessons and the percentage of lessons passed each week.
7. Focus on Tier 2 vocabulary. Utilize research based instructional routines to introduce new tier 2 vocabulary.
8. Continued use of WICOR strategies and writing across content areas.
9. Writing block built into the master schedule.
10. Literacy Coach and literacy paraprofessionals provide targeted small group instruction and support classroom teachers.
11. Monitor weekly lesson plans.
12. Targeted intervention groups.
13. Use of MyOn digital reading tool.
14. Continued use of Accelerated Reader.
15. Intervention in MasterMinds classes using Voyager Passport.
16. Monthly Acceleration Team Meetings.
17. Monthly MTSS Data Chats with individual teachers.
18. Teachers will utilize reading series HMH with fidelity for Tier 1 instruction.
19. Use of Heggerty for phonemic awareness interventions.
20. Admin and instructional coaches walkthroughs will be utilized to be sure instructional strategies are being implemented to increase proficiency in phonics and vocabulary.

Person Responsible	Brie Ishee (brie.ishee@sumter.k12.fl.us)

#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.	FSA Math proficiency data has Webster Elementary performing below the district average. Webster Elementary Schools' K-5 Math focus is Number and Operations with an additional focus on Vocabulary in Geometry in grades 4-5. These areas were identified using end-of-year I-Ready data and FSA Math assessment results.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase Math Proficiency from 67% to 73% in grades 3-5. By the end-of-year I-Ready Diagnostic, WES students in grades K-5 will show that 62% of our students are on grade level. By the end-of-year I-Ready Diagnostic, WES students in grades K-5 will show that 62% of our students are on grade level in Numbers and Operations.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Webster Elementary School Acceleration Team will use beginning-of-year, mid-year, and end-of-year I-Ready diagnostic and State Progress Monitoring Assessment data by student, class, and grade level to monitor progress and determine students for acceleration groups. Teachers will monitor student lessons and utilize formative assessments to anticipate needs and success. Data will be regularly discussed in Professional Learning Communities and Acceleration Team Meetings. School and district walkthroughs will be used to evaluate the quality of instruction.
Person responsible for monitoring outcome:	Deanna Strickland (deanna.strickland@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math interventionists will be utilizing small-group instruction with flexible grouping to preview and review skills for students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	John Hattie's Influence on Student Achievement shows that small-group instruction improves student achievement by an effect size of .47.

resources/ 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.

1. Include I-Ready time for each teacher in the master schedule.
2. Common planning time in the master schedule for all grade levels for weekly PLCs.
3. Participate in yearly I-Ready professional development.
4. Utilize grade-level and content specific PLC time for data discussions as well as professional learning about best practices.
5. Teachers will work to meet students' needs based on data through the use of whole group and small group instruction.
6. Teachers will monitor I-Ready lessons and the percentage of lessons passed each week.
7. Focus on domain specific vocabulary.
8. Continued use of WICOR strategies and writing across content areas.
9. Targeted intervention groups.
10. Purchase of iXL Math for 4th and 5th grade and some 3rd grade.
11. Increased intervention in MasterMinds classes using V-Math Live.
12. Monthly Acceleration Team Meetings.
13. Monthly MTSS Data Chats with individual teachers.
14. Utilize Savvas materials in math classroom.
15. Admin and instructional walkthroughs will be utilized to be sure instructional strategies are being implemented to increase proficiency in Numbers and Operations and Vocabulary in Geometry.

Person Responsible Deanna Strickland (deanna.strickland@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Webster Elementary will continue the trend to increase Science proficiency in grade 5.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase Science proficiency from 72% to 75% in grade 5.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will monitor student lessons to anticipate needs and success. Data from Progress Learning will be regularly discussed in Professional Learning Communities. School and district walkthroughs will be used to evaluate the quality of instruction.
Person responsible for monitoring outcome:	Jessica Furlong (jessica.furlong@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through the use of evidence-based science curriculum and ongoing progress monitoring of student assessment data through Progress Learning, teachers and administrators will work to integrate science text into reading where possible.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	Progress Learning is a digital tool that is engaging for students, is aligned to state standards, and tracks student performance. This data will help teachers make instructional decisions based on their achievement 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.

1. Progress Learning
2. Generation Genius
3. Science Labs
4. Writing across content areas
5. "Stop, Drop, Science" Program
6. Science Superstars Program
7. Administrative Walkthroughs
8. WICOR Strategies
9. Monthly science data discussion in PLCs
10. Lego League Jr. Club
11. STEAM Night
12. Science Fair
13. Opening MakerSpace for classes
14. Increased hands-on activities in 3rd and 4th grade

Person Responsible Jessica Furlong (jessica.furlong@sumter.k12.fl.us)

1. Progress Learning
2. Generation Genius
3. Science Labs
4. Writing across content areas

5. "Stop, Drop, Science" Program
6. Science Superstars Program
7. Administrative Walkthroughs
8. WICOR Strategies
9. Monthly science data discussion in PLCs
10. Lego League Jr. Club
11. STEAM Night
12. Science Fair
13. Opening MakerSpace for classes
14. Increased hands-on activities in 3rd and 4th grade
15. 5th grade 60 Science book challenge
16. Academic goal setting through the Four Disciplines of Execution

Person Responsible Jessica Furlong (jessica.furlong@sumter.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The ESSA Subgroup of Students with Disabilities has consistently performed lower than other ESSA Subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the ESSA federal index for the Subgroup Students with Disabilities from 37% in 2022 to 41% in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Phonics in grades K-2, vocabulary in grades 3-5, and Numbers and Operations in grades K-5 will be monitored through classroom assessments, discussed during Professional Learning Community meetings. I-Ready Diagnostic assessments and State Progress Monitoring Assessments will be administered three times per year. Additionally, our Reading and Math Coaches and interventionists will work with small groups of students to provide targeted instruction in the needed areas. They will discuss progress toward these goals at Acceleration Team Meetings. A schedule of inclusion support will be implemented with fidelity to provide students with disabilities extra support within their classrooms. School and district walkthroughs will be used to evaluate the quality of instruction.
Person responsible for monitoring outcome:	Jessica Furlong (jessica.furlong@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Small-group instruction by classroom teachers as well as interventionists for students identified on our acceleration list. Instruction will focus on previewing and scaffolding the standards to be taught the next week as well as specific vocabulary pertinent to the standard or lesson. Inclusion support with be given in a small group setting within the classroom.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	John Hattie's Influence on Student Achievement shows that small-group instruction improves students achievement by an effect size of .47.

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.

1. Include I-Ready time for each teacher in the master schedule.
2. Common planning time in the master schedule for all grade levels for weekly PLCs and Wildly Important Goal Sessions.
3. Participate in yearly I-Ready professional development.
4. Utilize grade level and content specific PLC time for data discussions as well as professional learning about best practices.
5. Teachers will work to meet students' needs based on data from I-Ready and State Progress Monitoring Assessments through the use of whole group and small group instruction.
6. Teachers will monitor I-Ready lessons and the percentage of lessons passed each week.
7. Focus on Tier 2 vocabulary. Utilize research based instructional routines to introduce new tier 2 vocabulary.
8. Continued use of WICOR strategies and writing across content areas.
9. Writing block built into the master schedule.
10. Coaches, interventionists and inclusion support provide targeted small group instruction and support classroom teachers.
11. Monitor weekly lesson plans.
12. Use of MyOn digital reading tool.
13. Continued use of Accelerated Reader.
14. Increased intervention in MasterMinds classes using Voyager Passport.
15. Monthly Acceleration Team Meetings.
16. Teachers will utilize reading series HMH and math Savvas series with fidelity for Tier 1 instruction.
17. Interventionists will use Heggerty for phonemic awareness interventions.
18. Admin and instructional coach walkthroughs will be utilized to be sure instructional strategies are being implemented to increase proficiency in phonics, vocabulary and numbers and operations.
19. Look at student data to ensure services are appropriate.

Person Responsible	Jessica Furlong (jessica.furlong@sumter.k12.fl.us)

#5. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Disruptive behavior interferes with the learning environment by preventing students from learning. Last school year, WES processed 86 long forms.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the number of long forms to 75 or less.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School administration will monitor the number of students and frequency of which students are assigned to the AE room. School administration will also monitor the number of long forms. Administrative walkthroughs will also be used to monitor student behavior and teacher implementation of grade-level classroom expectations and hierarchy of consequences.
Person responsible for monitoring outcome:	Deanna Strickland (deanna.strickland@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school-wide Positive Behavior Intervention System (PBIS) includes the student expectations represented by the acronym SHINES. Students recite the SHINES pledge daily, and the elements of the SHINES pledge are displayed prominently on the sidewalk. SHINES stands for Show Respect, Have a Positive Attitude, Inspire Others, Nurture my Education, Endeavor to do my Best, and Strive for Safety. Teachers worked together to develop grade level discipline plans. These plans are aligned with the school wide expectations (SHINES). Teachers reward students for exemplary SHINES behavior and assign consequences when SHINES behavior standards are not met.
Rationale for Evidence-based Strategy:	PBIS has shown to work to improve student behavior through the recognition of expected behaviors. John Hattie's Influences on Student Achievement shows that Classroom Management has an effect size of .35, which means it is likely to have a positive effect on student achievement, and Behavioral Intervention Program has an

Explain the rationale for selecting this specific strategy.	effect size of .62, which means that it has the potential to accelerate student achievement.
Describe the resources/ 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.

1. Students recite the SHINES pledge each morning.
2. School wide mentoring program.
3. Classroom guidance lessons.
4. PBIS team meets monthly to discuss and plan for the PBIS store and treat days where students spend their PBIS money.
5. Administrative walkthroughs.
6. Threat Assessment Team monthly meetings
7. Discipline Data Chats during Monthly Acceleration Team Meeting.
8. Weekly Sunshine Scholars.
9. Goal setting through the Four Disciplines of Execution

Person Responsible	Deanna Strickland (deanna.strickland@sumter.k12.fl.us)

#6. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with higher attendance achieve higher academic success. WES had an average daily attendance of 92.86 in the 2021-2022 school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase daily attendance average to 95%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor attendance, the attendance intern will review the weekly attendance report and call parents whose students have unexcused absences. Teachers are encouraged to call parents if the student is absent more than one day in a week, except where parents have notified the school that the student will be absent.
Person responsible for monitoring outcome:	Brie Ishee (brie.ishee@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	School administration will use tiered support interventions to increase student attendance.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Reducing the number of students who have missed more than 10% of school days has a positive correlation to increasing student achievement.

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.

1. Quarterly awards for high attendance.
2. Use of weekly attendance mentors for students that miss between 10-20% of school days.
3. Use of daily attendance mentors for students that miss more than 20% of school days.
4. Referral to Youth and Family Alternatives for mentoring and goal setting.
5. Use of school resource officer for home visits.
6. Weekly automated reports from Skyward to track data.
7. Monthly schoolwide attendance contests and incentives.
8. Goal setting through the Four Disciplines of Execution

Person Responsible	Brie Ishee (brie.ishee@sumter.k12.fl.us)

#7. Positive Culture and Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Parent Involvement has the potential to accelerate student achievement according to John Hattie's Influences on Student Achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teachers will communicate with each parent at least once per quarter.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Parental involvement will be monitored through the use of the parent and teacher communication logs that are stored by each teacher in the OneNote staff notebook. The assistant principal will collect this data each quarter.
Person responsible for monitoring outcome:	Deanna Strickland (deanna.strickland@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Planned teacher-parent communication regarding student's progress.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	John Hattie's research on effect size in education shows that parental involvement has an effect size of .50. Parental involvement can impact student learning in a positive manner and contribute to academic success.

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.

1. Teachers will complete communication logs to show how often and with who they are communicating each quarter.
2. The assistant principal will record information in a spreadsheet to show the percentages of parent communication for each class.
3. Use of the Remind communication system.
4. Monthly parent newsletters will go home to inform parents of school events.
5. Each child will use a daily planner that will serve as a form of communication for notes, student grades, goals that are set, data, etc.
6. Parent conference nights.
7. Open House.

Person Responsible Deanna Strickland (deanna.strickland@sumter.k12.fl.us)

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

I-Ready data shows that our K-2 students are scoring lowest in Phonological Awareness and Phonics.

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

ELA proficiency on the FSA is below district proficiency levels for grades 3-5. FSA ELA data shows 55% of students in grades 3-5 met proficiency. I-Ready data shows our 3-5 students are scoring lowest in Vocabulary.

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)

Increase I-Ready outcomes to 62% of students on grade level in Reading.
Increase K-2 Phonics instruction outcomes to 62% on grade level.

Grades 3-5: Measureable Outcome(s)

Increase ELA proficiency in grades 3-5 from 55% to 62%.
Increase I-Ready outcomes to 62% of students on grade level in Reading.
Increase 3-5 Vocabulary instruction outcomes to 62% on grade level.

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.

Phonics in grades K-2 and Vocabulary in grades 3-5 will be monitored through classroom assessments, discussed during Professional Learning Community meetings, as well as I-Ready Diagnostic assessments and State Progress Monitoring Assessments will be administered three times per year. Additionally, our Reading Coach and ELA interventionists will work with small groups of students to provide targeted instruction in the needed areas, and will discuss progress toward these goals at Acceleration Team Meetings. School and district walkthroughs will be used to evaluate the quality of instruction in both Phonics in grades K-2 and Vocabulary in grades 3-5. Webster will also utilize a multi-tiered system of supports to provide targeted instruction and monitor individual student progress.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Ishee, Brie, brie.ishee@sumter.k12.fl.us

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?

Small-group instruction by classroom teachers as well as interventionists will be provided for students identified on our acceleration list. Instruction will focus on previewing and scaffolding the standards to be taught the next week as well as specific vocabulary pertinent to the standard or lesson. In grades K-2, small groups will focus on intervention in phonics. The students will be identified according to data from I-Ready Diagnostics and State Progress Monitoring Assessments. The Acceleration Team will meet monthly to review data and identify students meeting with success and students that need 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?

John Hattie's Influence on Student Achievement shows that small-group instruction improves students achievement by an effect size of .47.

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
Literacy Leadership: The Acceleration Team and the Literacy Team will meet monthly to discuss progress in meeting the schoolwide goals for Reading/ELA. These teams will make recommendations for interventions and instructional practice based on I-Ready Diagnostic and State Progress Monitoring Assessment data.	Ishee, Brie, brie.ishee@sumter.k12.fl.us
Literacy Coaching: The school Literacy Coach will conduct mini trainings for areas of need according to data by grade level and class. The Literacy Coach will go on monthly Reading walkthroughs with District and School staff to assess the fidelity and success in which literacy strategies are being implemented in the classroom with a focus on foundational skills and phonics in K-2 and vocabulary in 3-5.	Ishee, Brie, brie.ishee@sumter.k12.fl.us
Assessment: Routine monitoring of student progress in the area of reading will occur three times a year with I-Ready Diagnostics and State FAST Progress Monitoring in order to ensure there is updated data for all students.	Ishee, Brie, brie.ishee@sumter.k12.fl.us
Professional Learning: Weekly Professional Learning Communities will meet to discuss student data and receive training in instructional literacy strategies based on the data from I-Ready diagnostics and State Progress Monitoring Assessments. School based professional development will concentrate implementing foundational skills/phonics instructional strategies in K-2 classrooms and vocabulary instructional strategies in 3-5 classrooms.	Ishee, Brie, brie.ishee@sumter.k12.fl.us

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.

Webster Elementary School encourages a positive school culture among students through (1) attendance education and incentives; (2) mentoring students through the use of: multi-year adult mentor relationship, reciting the SHINES pledge daily, modeling the correct use of planners and organizational strategies; (3) anti-bullying education; (4) explicit instruction of character education standards across curriculums; (5) Sunshine scholars weekly recognition of students who are demonstrating the traits of the SHINES pledge; (6) Positive Behavior Support plan which includes students earning Sunshine Dollars and spending those dollars for class incentives or monthly treat days; (7) daily Moment of Silence to encourage self-reflection; (8) First Friday Spirit wear days encouraging students to wear a school shirt of school colors to show we are all in the same school community. Webster Elementary encourages a positive school culture among faculty and staff through (1) our continued visions for collective efficacy among staff members; (2) goal setting using the Four Disciplines of Execution; (3) weekly Grade Level Chairs meetings to discuss topics of importance to all faculty as well as give teachers a voice in sharing concerns or ideas; and (4) monthly Sunshine Celebrations to celebrate special occasions, continued hard work and success, and engage in team building through fellowship.
Webster Elementary encourages a positive school culture in our community through our (1) School Advisory Council (SAC) that is comprised of teachers, parents, community partners, school board members, students and non-instructional staff members. The SAC meets quarterly and shares information about what is happening at the school. Members are encouraged to provide feedback and collaborate with the school. (2) WES extends positive school culture through utilization of social media to increase awareness of school programs and share our successes and sunshine moments with the community. (3) Engage family and community members through our Title I Parent and Family Engagement Plan.

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

All faculty and staff, students, parents, and community members are stakeholders in promoting a positive school culture. Every stakeholder should encourage the positivity of the culture in their interactions with students, parents, community partners, and fellow employees.