Williston Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Williston Elementary School

801 S MAIN ST, Williston, FL 32696

http://www.levyk12.org/schools

School Board Approval

This plan was approved by the Levy County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Richardson, Rikki	Principal	The primary responsibility 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.
Smith, Cecilie	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.
Olson, Kathleen	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.
Thomas, Jennifer	Teacher, K-12	AVID Site Coordinator- Leads the implementation of AVID professional learning and runs AVID site team meetings.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

WES gathers input for the SIP development process through monthly SAC (parents and families/ business and community leaders), Lead Team (school leadership team), and Faculty/Staff meetings (teachers and school staff). During these meetings, SIP goals and plans are reviewed and verbal/written feedback is collected.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

WES will monitor our SIP through monthly Problem-Solving Team (PST) meetings with teachers and the leadership team, monthly SAC meetings with parents, families, and business/community leaders, classroom walkthroughs, student progress monitoring, weekly common planning with teachers and leadership team, and staff feedback in faculty/staff monthly meetings. Data will be shared and discussed during these times. We will monitor our SIP goal through our CNA data which is done quarterly. We will use data to measure progress toward our goals and make adjustments accordingly for continuous improvement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	11	18	15	0	0	0	44
One or more suspensions	0	0	0	5	4	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	32	4	12	0	0	0	48
Course failure in Math	0	0	0	3	3	12	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	56	44	41	0	0	0	141
Level 1 on statewide Math assessment	0	0	0	65	60	55	0	0	0	180
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	56	44	41	0	0	0	141
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	108	80	74	0	0	0	262

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	12	1	5	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	41	32	38	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	27	12	8	0	0	0	47
Course failure in Math	0	0	0	34	16	23	0	0	0	73
Level 1 on statewide ELA assessment	0	0	0	39	27	40	0	0	0	106
Level 1 on statewide Math assessment	0	0	0	28	32	58	0	0	0	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	34	18	26	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	108	90	103	0	0	0	301

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	41	32	38	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	27	12	8	0	0	0	47
Course failure in Math	0	0	0	34	16	23	0	0	0	73
Level 1 on statewide ELA assessment	0	0	0	39	27	40	0	0	0	106
Level 1 on statewide Math assessment	0	0	0	28	32	58	0	0	0	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	34	18	26	0	0	0	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	108	90	103	0	0	0	301

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	48	53	52	50	56	54		
ELA Learning Gains				56			43		
ELA Lowest 25th Percentile				45			26		
Math Achievement*	53	52	59	54	49	50	55		
Math Learning Gains				43			28		
Math Lowest 25th Percentile				37			19		
Science Achievement*	39	41	54	46	52	59	40		
Social Studies Achievement*					51	64			
Middle School Acceleration					47	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	50	48	59	57			45		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	4	
ELL	35	Yes	1	
AMI				
ASN				
BLK	38	Yes	4	
HSP	43			
MUL	52			
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	43			
AMI				
ASN				
BLK	28	Yes	3	1
HSP	44			
MUL	63			
PAC				
WHT	55			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			53			39					50
SWD	36			39			40				4	
ELL	31			39			22				5	50
AMI												
ASN												
BLK	36			39			26				4	
HSP	40			48			24				5	52
MUL	52			52							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	56			60			50				4	
FRL	43			49			34				5	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	56	45	54	43	37	46					57
SWD	38	54	44	36	32	35	23					
ELL	38	47	30	51	34		45					57
AMI												
ASN												
BLK	25	28	22	36	38	29	18					
HSP	43	45	24	51	45	44	48					55
MUL	60	82		55	55							
PAC												
WHT	61	65	69	59	41	34	54					
FRL	47	53	43	49	40	37	39					53

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	43	26	55	28	19	40					45
SWD	23	21	18	30	7	0	12					
ELL	49	36		55	36		27					45
AMI												
ASN												
BLK	31	31	20	29	4	8	8					
HSP	53	25		60	26		38					45
MUL	60			53								
PAC												
WHT	60	51	46	60	32	13	48					
FRL	48	39	21	48	22	19	30					47

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	49%	1%	54%	-4%
04	2023 - Spring	48%	51%	-3%	58%	-10%
03	2023 - Spring	51%	50%	1%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	59%	0%	59%	0%
04	2023 - Spring	55%	53%	2%	61%	-6%
05	2023 - Spring	52%	53%	-1%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	42%	-5%	51%	-14%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science proficiency for 22-23 school year is at 37%, (a 9% point decrease from the previous year at 46%). Teachers not making Science a focus, lack of instructional time given to science and fewer hands-on activities. FAST/ ELA fell to 50% (from the previous year 51% according to 21-22 FSA). Lack of a Reading Coach, realignment of ELA curriculum and assessments.

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

Science proficiency for 22-23 school year is at 37%, (a 9% point decrease from the previous year at 46%). Teachers not making Science a focus, lack of instructional time given to science and fewer hands-on activities. 4th grade ELA FAST 22-23 = 48% a 7% point decrease from 21-22 FSA of 55%. Loss of Reading Coach after Q1.

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

Science State Average = 51% / WES State Average = 37% (14% points) Teachers not making Science a focus, lack of instructional time given to science, and fewer hands-on activities. ELA State Average overall = 54% / WES State Average = 50% (4% points) Loss of reading coach ELA State Average overall 4th = 58% / WES State Average 4th = 48% (10% points) a classroom with inconsistent instruction due to personnel absences.

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

Math 22-23 = 56% a 4% point gain. WES addition of math coach along with new math curriculum.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

4th grade attendance has the highest % which is reflected in their scores.

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

Black subgroup
SWD subgroup
5th grade Science proficiency

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency at WES decreased 1% point from the previous year. ELA State Average was 54%, while WES averaged 50%.

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

For the 2023-2024 school year, WES will increase ELA proficiency from 50% to 57% and will increase our Black subgroup by 9% from 33% to 42% as evidenced by the state ELA assessment (FAST).

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

FAST progress monitoring 3 times per year reports will show student progress towards proficiency.

Person responsible for monitoring outcome:

Rikki Richardson (rikki.richardson@levyk12.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ELA- Differentiated small group using explicit instruction and embedded AVID WICOR strategies: Saddlier, Benchmark, iReady magnetic learning, quick reads.
In addition, teachers will plan small-group differentiated lessons. Weekly planning will focus on small group instruction and use data to form small groups 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 and explicit teaching throughout reading lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on Hattie's research, small-group learning has an effect size of 0.47 and explicit teaching has an effect size of 0.57, giving these strategies the potential to accelerate student achievement. Purposeful grouping of students and providing explicit, differentiated, small-group instruction based on their reading needs will allow for streamlined instruction to target the students' lowest area for challenge and area in need of enrichment. This rationale 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, incorporating AVID WICOR strategies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The use of Williston Elementary School's reading coach will guide new and struggling reading teachers through the coaching cycle. She will model, and monitor best teaching practices and whole-group/small-group differentiated instruction. The reading coach will also provide continuous job-embedded professional learning (PL) on the ELA B.E.S.T. benchmarks as well as AVID strategies to promote student engagement. Continuous PL for student engagement and best practices will ensure that teachers are receiving job-embedded PL that will be immediately applied to their daily instructional practices. The staff will also receive PL on 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: Kathleen Olson (kathleen.olson@levyk12.org)

By When: December 2023

Team planning will occur weekly for ELA and problem-solving teams meeting 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: Rikki Richardson (rikki.richardson@levyk12.org)

By When: Ongoing through May

Teachers have received professional learning (PL) on explicit instruction based on data collected during learning walks by the District Instructional Team. The school leadership team will conduct learning walks on campus to collect data to determine next steps for more personalized PL in this area. This will support the use of explicit instruction in the classroom.

Person Responsible: Cecilie Smith (cecilie.smith@levyk12.org)

By When: December 2023

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math proficiency at WES increased by 2% points from the previous year. However, WES Math Average was 56% which is 2% points below state average evidenced by the Math state assessment (FAST).

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

For the 2023-2024 school year, WES will increase math proficiency from 56% to 63% and will increase our Black subgroup by 8% from 42% to 50%.

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

FAST progress monitoring 3 times per year reports will show student progress towards proficiency.

Person responsible for monitoring outcome:

Rikki Richardson (rikki.richardson@levyk12.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intervention groups will be leveled for the 23-24 school year based on students' differentiated math needs. In addition, teachers will plan small-group differentiated lessons using explicit instruction and embedded AVID WICOR strategies. Weekly planning will focus on small group instruction and use data to form small groups based on students' math 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 and explicit teaching throughout math lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on Hattie's research, small-group learning has an effect size of 0.47 and explicit teaching has an effect size of 0.57, giving these strategies the potential to accelerate student achievement. Purposeful grouping of students and providing explicit, differentiated, small-group instruction based on their math needs will allow for streamlined instruction to target the students' lowest area for challenge and area in need of enrichment. This rationale is also extended into the small group instruction that will exist within the 90-minute block. Teachers will conduct guided math based on the student math levels, incorporating AVID WICOR strategies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 needs. Subgroup data will also be analyzed for subgroup strengths and weaknesses.

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

By When: Ongoing through May 2024

The use of Williston Elementary School's math coach will guide new and struggling math teachers through the coaching cycle. She will model, and monitor best teaching practices and whole-group/small-group 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)

By When: Ongoing through April 2024

AVID professional learning in culturally responsive teaching with AVID content will be provided to ensure all instructional teachers are implementing best practices throughout math lessons. Concepts taught during this professional learning will be reviewed throughout the school year.

Person Responsible: Jennifer Thomas (jennifer.thomas@levyk12.org)

By When: December 2023

Teachers have received professional learning (PL) on explicit instruction based on data collected during learning walks by the District Instructional Team. The school leadership team will conduct learning walks on campus to collect data to determine next steps for more personalized PL in this area. This will support the use of explicit instruction in the classroom.

Person Responsible: Cecilie Smith (cecilie.smith@levyk12.org)

By When: November 2023

#3. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a positive culture and environment will help WES recruit and retain effective and highly effective teachers. WES lost 17% of its faculty at the end of the 22-23 school year, 100% of that group being effective or highly effective teachers.

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

For the 2023-2024 school year, WES will retain 90% of our teachers (up from 83%) and 90% of them will be effective/highly effective based on final evaluations.

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

Classroom walk-throughs, formal observations, student climate surveys, evaluations, coaching cycle feedback, teacher climate surveys, new teacher cadre attendance, site-based mentor feedback, district mentor feedback, BEST in CLASS mentor feedback, NEFEC New Teacher Network attendance.

Person responsible for monitoring outcome:

Rikki Richardson (rikki.richardson@levyk12.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional development programs to improve collective teacher efficacy and micro-teaching/video review of lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on Hattie's research, professional development programs have an effect size of 0.41, collective teacher efficacy has an effect size of 1.57, and micro-teaching/video review of lessons has an effect size of 0.88, giving these strategies the potential to accelerate or considerably accelerate student achievement. Accelerating student achievement will boost teacher morale and the likelihood of recruiting and retaining effective and highly effective teachers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

WES will partner with local colleges to place interns in classrooms. This will assist with teacher recruitment by creating a relationship between intern and school early on. It will also grow our pool of eligible applicants.

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

By When: ongoing

WES will send out, collect, and analyze data from culture surveys to make positive changes that will promote teacher retention.

Person Responsible: Cecilie Smith (cecilie.smith@levyk12.org)

By When: December 2023

Continuous professional development will be provided monthly through faculty meetings that will focus on classroom management. Specifically, WES will partner with UF to teach and assist faculty in using BEST in CLASS for classroom management.

Person Responsible: Kathleen Olson (kathleen.olson@levyk12.org)

By When: ongoing

New teachers will attend NEFEC New Teacher Network professional learning sessions to learn about classroom management, higher-order thinking, deepening and enriching content, and using data.

Person Responsible: Cecilie Smith (cecilie.smith@levyk12.org)

By When: ongoing

Coaching cycles with reading and/or math coaches to assist with teacher efficacy through modeling, co-teaching, observing, micro-teaching/video review of lessons, and providing actionable feedback.

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

By When: ongoing

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In order to ensure resources and funding is allocated appropriately and to the areas in which meet the needs of all students including identified ESSA subgroups, our school works with district support staff to identify what is available. This is done with staffing, through staffing allocation meetings where student enrollment and unit allotment for our school is discussed to determine if we have sufficient staff to educate students and run the school. In addition, the finance department works with our school to allot school house budget funds so we can plan and budget for the whole school needs. And finally, the Coordinator of Federal Programs works with our school as we analyze the title one funds used the previous year and plan for the new year through a Title One needs assessment. Our school uses the data compiled in our Comprehensive Needs Assessment to determine the subjects and students who need targeting for funding and resources to further increase student achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related to Reading/ELA

The Area of Focus for WES grades 4 & 5 is differentiated reading intervention. Hattie's research demonstrates a 1.29 effect size for response to intervention, deeming this a strategy with the potential to considerably accelerate student achievement. Based on 22-23 FAST ELA state standardized testing data, 52% of 4th grade students scored below a Level 3 (proficient), and 50% of 5th grade students scored below a Level 3 (proficient). This demonstrates a need for more differentiated support in the area of ELA.

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 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 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

WES will increase 22-23 school year ELA proficiency by 7% for 4th and 5th grades in the 23-24 school year as demonstrated by FAST ELA state standardized test scores.

Monitoring

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 impact student achievement outcomes.

WES uses the data compiled in our Comprehensive Needs Assessment to determine the subjects and students in grades 4 & 5 who need targeting to further increase student achievement. Students are closely monitored through iReady Standards Mastery assessments, unit assessments, FAST Progress Monitoring data, and iReady diagnostic data. Problem Solving Teams discuss student achievement during monthly meetings and determine if any adjustments need to be made.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

OSteen, Debra, debra.osteen@levyk12.org

Evidence-based Practices/Programs

Description:
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. §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?

The evidence-based practice for WES grades 4 & 5 is differentiated reading intervention. Based upon FAST ELA state standardized testing data and iReady Diagnostic testing data, students will be grouped by area of need. They will work on this area of need for 30 minutes 4 times weekly using differentiated ELA materials.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Hattie's research demonstrates a 1.29 effect size for response to intervention, deeming this a strategy with the potential to considerably accelerate student achievement. Based on 22-23 FAST ELA state standardized testing data, 52% of 4th grade students scored below a Level 3 (proficient), and 50% of 5th grade students scored below a Level 3 (proficient). This demonstrates a need for more differentiated support in the area of ELA.

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 Levy district literacy coach will provide professional learning (PL) to school literacy coaches 4 times throughout the school year.	Rawlins, Heather, heather.rawlins@stjohns.k12.fl.us
The WES school literacy coach will participate in PL throughout the 23-24 school year to receive literacy coaching credentials.	Olson, Kathleen, kathleen.olson@levyk12.org
Assessment data will be reviewed monthly during Problem Solving Team meetings to monitor progress of targeted students and determine any changes that need to be made.	OSteen, Debra, debra.osteen@levyk12.org
By September 29th, 2023, our school literacy coach will attend the RAISE webinar, "Writing in the Intermediate Classroom." Following the webinar, the coach will provide in-house training to teachers in grades 3-5 (heavy focus on grades 4 & 5) on the information covered in the webinar no later than December 21st, 2023.	Olson, Kathleen, kathleen.olson@levyk12.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The progress of the SIP goals and actions are shared throughout the year on a consistent basis with all stakeholders. Parents and families are updated in person via monthly SAC meetings. Faculty and staff are updated monthly at staff meetings. All parties are updated throughout the year with information shared on the School Board of Levy County web page.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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. Because WES is a Positive Behavioral Interventions and Supports (PBIS) school, classroom teachers use behavior management systems that recognize positive and inappropriate behaviors while utilizing rewards and consequences that correlate with the behaviors. The focus on positive behaviors makes for better relationship-building with students and families. 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. The school's Family Engagement Plan is made publicly available on the School Board of Levy County website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

WES will train and support teachers in the use of BEST in CLASS strategies to promote effective classroom management. This will increase the amount and quality of learning time. Professional learning on benchmarks and use of AVID strategies will help strengthen the academic program by promoting highly engaging classroom activities. In addition, there are enrichment and acceleration opportunities for high-performing students through the Enrichment Learning Program (ELP).

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is created after seeking input from all stakeholders via SAC and faculty meetings. Federal Title I, Title II (for teacher professional learning), Title III (for ELL support), McKinney Vento (for students experiencing homelessness), Levy County Prevention Coalition, Levy County Schools Foundation, as well as School House Budget funding is used to support our SIP goals.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our Tier 1 mental health support is delivered through resiliency education to all students one day per week for 45 minutes. Our Tier 2 mental health support is delivered through our school counselor to small groups and individual students as needed. Our Tier 3 mental health support is delivered through our psychologist to individual students as needed. We also have outside counseling available contracted through the School Board of Levy County. Our campus also has the ACHIEVE program on site through the Levy County Prevention Coalition which assists with mentoring and providing personal enrichment to students. Finally, we partner with Unity for mentors for students.
In preparing teachers, you may also add teacher cadres, district mentors and coaching cycles for teachers.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

WES is an AVID school. We educate students about college and career readiness through our AVID initiatives.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

WES is a PBIS school. We also utilize BEST in CLASS strategies to support all 3 tiers of behavior. With regard to preventing and addressing problem behaviors, the MTSS process is used and student needs, interventions, and support and monitoring are identified with parent support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers recently participated in professional learning provided by the district surrounding explicit instruction. They also completed a data reflection activity to prepare for instruction in the upcoming school year. Teachers also participate in monthly PST meetings to review data and make necessary adjustments to instruction based on student needs. Teacher mentoring, culture surveys, as well as partnerships with colleges to place interns in classrooms promotes teacher recruitment and retention. Paraprofessionals and other school personnel are offered online training modules as well as being invited to participate in any professional learning that takes place on campus. School and district mentors support new teachers and instructional coaches implement coaching cycles to support and retain teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

WES does not serve preschool-aged students.