

Williston Elementary School



2014-15 School Improvement Plan

Williston Elementary School

801 S MAIN ST, Williston, FL 32696

<http://wes.levyschools.org/r/home>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

45%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

C

B

School Board Approval

This plan was approved by the Levy County School Board on 10/21/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a wealth of opportunities for an enriching environment that promotes successful experiences for all students through quality instruction and collaboration of teachers, parents, students and community.

Provide the school's vision statement

Our mission is to provide a wealth of opportunities for an enriching environment that promotes successful experiences for all students through quality instruction and collaboration of teachers, parents, students and community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

W.E.S. learns about student's cultures and builds relationships between teachers and students by utilizing information provided to us from our partner school (Joyce Bullock grades PreK- 2) at cross grade level meetings, through information in cum folders, through "Meet the Teacher/Open House" event, by reviewing the Beginning of Year Student Emergency Card information, and by student and parent surveys. We also learn about their cultures through Family Literacy Night, SAC and through "Coffee with the Principal" meetings.

Describe how the school creates an environment where students feel safe and respected before, during and after school

W.E.S. continuously practices Safety Drills and Emergency Procedure drills, implements the PBS program, explicitly teaches lessons in Character Education through our Guidance Department, in addition all classrooms are required to explicitly teach and post school wide expectation posters, as well as their own classroom discipline procedures (which state consequences as well as rewards). Bus safety drills are also practiced and the school uses the local police department as needed in planning and executing the car drop off and pick up procedures.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- 1) Student Attendance
- 2) Suspensions: Out of School Suspensions only: In-School Suspension is non-academic time only
- 3) Courses of failure: ELA, Math, Science
- 4) Level 1 and Level 2 FCAT for reading, math and science from 2013-2014 school year. For the 2014-2015 FSA scores will be used.
- 5) Teacher attendance
- 6) Tracking parent participation with IEP's, 504's, parent conferences and training
- 7) Skyward Grade Book (reviewing progress reports, report cards, weekly grades)

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	26	18	24	68
One or more suspensions	16	13	25	54
Course failure in ELA or Math	24	8	1	33
Level 1 on statewide assessment	47	31	48	126

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	52	32	17	101

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- 1) Student Attendance:
 - Discussed at Problem Solving Team meetings
 - Phone calls home made by Administration and teachers
 - Automatic Skyward attendance letters
 - Certificates, trophies, dinners for perfect nine-week attendance
 - Student of the month
 - Social worker makes home visits
 - Attendance contracts
- 2) Suspensions: Out of School Suspensions only: In-School Suspension is non-academic time only
 - ISS takes place during students' lunch, recess, and special area times, keeping them in the classroom for all instruction
 - ISS time is spent on academic computer programs, fluency drills, or grade level assignments.
 - Suspensions are limited to severe behavior only.
- 3) Courses of failure: ELA, Math, Science
 - Before and after school tutoring
 - Breakfast Club twenty minutes before school started
 - Problem Solving Team meetings weekly to discuss grades, benchmarks
 - Special Area Team and paraprofessionals push into classrooms to support students needing extra assistance.
 - Resources and schedules frequently adjusted to meet the grade level needs
 - Conduct Student Lead Data Chats, two Extended Parent Conferences, parent training, monthly Literacy Nights

- Administrative classroom walk-throughs with feedback, lesson plan reviews with feedback
 - Formal Classroom observations with feedback using the Danielson Rubric
 - Monthly professional development at the school and district levels
 - Positive incentives through quarterly recognition assemblies
 - One point of the Rtl triangulation of data
 - Content Mastery as an extra layer of support for ESE students and strugglers
- 4) Level 1 and Level 2 FCAT for reading, math and science from 2013-2014 school year.
- Before and after school tutoring
 - Breakfast Club twenty minutes before school started
 - Problem Solving Team meetings weekly to discuss grades, benchmarks
 - Special Area Team and paraprofessionals push into classrooms to support students needing extra assistance.
 - Resources and schedules frequently adjusted to meet the grade level needs
 - Conduct Student Lead Data Chats, two Extended Parent Conferences, parent training, monthly Literacy Nights
 - Administrative classroom walk-throughs with feedback, lesson plan reviews with feedback
 - Formal Classroom observations with feedback using the Danielson Rubric
 - Monthly professional development at the school and district levels
 - Positive incentives through quarterly recognition assemblies
 - One point of the Rtl triangulation of data
 - Content Mastery as an extra layer of support for ESE students and strugglers
- 5) Teacher attendance:
- Incentives offered for perfect attendance
 - PD offered showing the correlation between academic success and teacher attendance
- 6) Tracking parent participation with IEP's, 504's, parent conferences and trainings:
- Input from parents during meetings and on parent surveys
 - Using SAC and PTO meetings to distribute information and share ideas
 - Both Extended Conferences and all parent training are offered at flexible times for parent convenience
- 7) Skyward Grade Book (reviewing progress reports, report cards, weekly grades):
- Available to parents to monitor student progress
 - Administrative review and monitoring of student progress for all students
 - Grades reviewed at weekly Problem Solving Team meetings

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Priority: Please see Parent Involvement Plan @ <https://app1.fldoe.org/bsa/parentinvolvementPlan/>

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Members of the school meet with various businesses and organizations in the community to establish "Business Partners". The school partners with various agency such as: The Williston Woman's Club, The Williston Junior Woman's Club, Verizon, The Corner Drug Store, The Kiwanis Club, NEFEC, various local churches, The University Of Florida, Food4Kids backpack program, and Williston Police Department to name a few. These groups provide additional support and services in the school by providing assistance in the classroom or through providing funding for incentives or materials.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hiers, Marla	Principal
Gabriel, Chloe	Assistant Principal
Guinsler, Mary	SAC Member
Hoyt, Barbara	Instructional Coach
Cribbs, Hillary	Teacher, K-12
Hiter, Cindy	Teacher, K-12
Stevenson, Jessica	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Identify the school-based MTSS leadership team.

Principal - Marla Hiers

Assistant Principal – Chloe Gabriel

Reading Coach - Barbara Hoyt

Rtl Teacher – Dana Farleo

Guidance Counselor - Celeste Greenlee

Classroom Teachers

The purpose of the Rtl/ Leadership team is to provide high quality instruction/intervention matched to student need and analyze performance and learning rate over time to make decisions and to guide instruction. The team also educates parents about Rtl practices and criteria. The Rtl/ leadership team will meet once every three weeks with every teacher individually to engage in one or more of the following activities:

*Review and interpret student data, at the grade level and classroom level, through Performance Matters, grades, observations (Academic and Behavior) to make instructional decisions; identify students who are meeting and/or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; identify needs for professional development; create and communicate intervention plans and progress to all personnel involved; understand criteria for knowing when to increase and decrease intensity of a student's interventions.

All team members were involved with disaggregating, reviewing and reflecting on the prior year's

data. The team provided data on Tier I, II and III targets and academic areas needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (gradual release, essential questions, research-based strategies and resources, higher order questioning); acceleration (including advance organizers, activating prior knowledge, previewing learning strategies, reviewing prerequisite content, and providing vocabulary that students will need in order to be successful during a lesson); and aligned processes and procedures.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

-Collect Baseline data: FAIR, FCAT 2013-2014 data, Beg. Math assessment, Fluency Timings.
iReady data

-Progress Monitoring:, FAIR, common assessments (Math, Reading, Science) , FAIR, iReady data

-End of year: FAIR, FSA, iReady data, EOC, End of year Math/Reading assessments

-Frequency of data chats: Every 6-8 weeks, which include parent, teacher and student. Tier II and Tier III research-based common assessments, monthly fluency tracking sheets

-Professional Development sessions will occur during grade level meetings and early release days throughout the school year by the RtI teacher, Dana Farleo.

- Preplanning- Data Days, Florida Standards training, team planning

-Daily- 30 minute reading and math intervention with differentiated instruction, Content Mastery for additional support for Lowest Quartile, Rosetta Stone, Reading Assistant for ELL, Success Maker, X-tra Math, iReady, and behavior guidance support built into campus schedule.

Based on data, students in the RTI process are placed in specific intervention groups. Teachers work with research based materials on specific areas of deficiency. Students are continuously monitored on progress and the Problem Solving Team (PST) including the RTI specialist, meets to discuss progress on a monthly basis (3 week rotation).

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs. The school ensures that the use of Title I, Part A funds are used in school-wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process in the spring to determine the needs and budget for the upcoming year. Once FSA scores are released, the administration and staff review the decisions made in the spring to determine what changes, if any, need to be made to assist students' academic levels.

Title I, Part C: A migrant liaison provides services and support to students and parents. The liaison coordinates with Title I, district, school administration and other programs to ensure student needs are met.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. An ESOL paraprofessional is provided once the school has reached 15 ESOL/LY students.

Title X: The district homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act, to eliminate barriers for a free and appropriate education. Our school social worker provides transportation and collaborates with local social services to provide support.

VIOLENCE PREVENTION PROGRAMS: The Levy County Sheriff's Office provides a Safe and Drug Free school unit. We have a bullying prevention program and a curriculum that addresses character education and conflict resolution. CDS also provides a full time counselor to meet with each class once a week implementing a program called, "Too Good for Drug, Too Good for Violence". Our school is a PBS school, focusing on rewards for positive behaviors.

NUTRITION PROGRAMS: Every classroom teacher provides at least five hours of documented

nutrition instruction.

CAREER and TECHNICAL EDUCATION: Various careers are shared and demonstrated for students through a "Career Day" sponsored by the guidance counselor and special area team. Guest speakers are also brought in throughout the year to speak to the children on curriculum-related topics.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mary Guinsler	Teacher
Erika Folsom	Parent
Marla Hiers	Principal
Diana Hagan	Parent
Charon Benton	Parent
Don Hoffman	Parent
Mika Vuto	Parent
Donna Bennett	Parent
Heather Phillips	Parent
Veronica Rivera	Parent
Jackie Owen	Parent
Candace Hildebrandt	Parent
Steve Van Zwienen 5th grade	Teacher
Erin Owens Special Area	Teacher
Hillary Cribbs 4th grade	Teacher
Bernita Hawkins ESP	Education Support Employee
CDS Family and Behavioral Health Services, INC.	Business/Community
University of Florida	Business/Community
Various Students	Student
Kathy Brewington 3rd grade	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan is evaluated at the end of the year to identify areas of concern ESP areas that need to be changed. Teacher committees are developed and meet to review plan and make suggestions to the faculty for revisions and modifications. The School Advisory Committee also revisits the plan on a regular basis and discusses areas of need as well. This plan is continuously reviewed to check for fidelity and effectiveness. Based on the previous year's evaluation, the current plan is devised.

Development of this school improvement plan

The SAC committee works with the school staff, administration, and parents to develop the SIP plan based on data and the needs of the student body. The committee acts in an advisory capacity. Based on the previous year's evaluation and survey results the current plan is devised and reviewed before sending to the county office. This plan is continuously reviewed to check for fidelity and effectiveness.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We receive no funding at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hiers, Marla	Principal
Gabriel, Chloe	Assistant Principal
Guinsler, Mary	SAC Member
Hoyt, Barbara	Instructional Coach
Cribbs, Hillary	Teacher, K-12
Hiter, Cindy	Teacher, K-12
Stevenson, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives this year will include working together across grade levels and using every resource possible to create a better intervention schedule that moves our bottom quartile and subgroups up: every child making a minimum of one year's growth through whole group instruction, differentiated small groups within the 120-minute ELA block, ability grouped intervention teams, manipulatives, resources, technology, acceleration, Learning Focused strategies. Other major initiatives include implementation of the Florida Standards, student engagement and parent involvement.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The teachers are provided with common grade level planning time and teachers are encouraged, but not required, to team teach. All teachers are required to attend professional development at the school site, as well as at various sites in the district.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Representatives attended recruitment fairs at the University of Florida, Florida State University, Florida Agriculture and Mechanical University, Valdosta State University, Florida Southern University, North Florida University, Central Florida University, and the Minority Recruitment Job Fair; Marla Hiers; On-going.
2. Relationships have been developed with St. Leo University and the University of Florida, as well as, Central Florida Community College. Opportunities for mock interviews are provided for prospective teachers; Marla Hiers and Chloe Gabriel; On-going
3. Applitrack, an on-line application that principals and other administrators may view directly, is in use. Applicants may complete a user friendly, on-line application. Principals may use this as a screening mechanism. Marla Hiers and Chloe Gabriel; On-going
4. Opportunities and assistance will be provided for paraprofessionals to attend ESE workshops and other professional development opportunities.; Marla Hiers and Chloe Gabriel; On-going
5. Bi-weekly meetings are held with paraprofessionals, teachers, and the reading coach to examine current needs and concerns associated with working with children across grade levels; Marla Hiers and Chloe Gabriel; On-going
6. Weekly collaborative planning meetings provide support and interaction among team members in planning for Florida Standards; Marla Hiers and Chloe Gabriel; On-going

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A mentoring program is provided for first and second year teachers. They are provided with a highly qualified, experienced teacher with Clinical Educator training to assist and guide them in the area of instruction, planning, discipline, and other activities. Individual and small group meetings will include: regular face-to-face meetings, workshops, in-services, and team meetings. Pre and post observations are documented for beginning teachers: peer teachers keep a file and check off required competencies, as well as, report to the principal. Deficiencies are noted and assistance is provided. A checklist and the completed packet of the above standards are used for evaluation purposes. The principal, mentor and teacher sign-off on achieved competencies and then forward to the District Personnel Office at the end of the year.

The rationale of the chosen pairings, is to partner new teachers with exemplary teachers who display qualities as a campus leader and community member. These mentors attend professional development, embed new strategies within instruction, serve on district committees and implement Learning Focus Strategies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures alignment of the Florida Standards through the use of: district curriculum maps, team collaboration, lesson plans, and the use of research based, district adopted curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The instructional plan, at W.E.S., is driven by student data. The PST, Problem Solving Team, meets regularly with classroom teachers to discuss current data.

- Collect Baseline data: Beginning of the Year Assessments for ELA and Math, FAIR, Previous Year's FCAT results
 - Progress Monitoring: Classroom and Intervention Assessments, FAIR, Beginning, Middle, End math assesement.
 - End of year: FAIR, Classroom and Intervention Assessments, FSA (Florida Standards Assessment)
 - Frequency of data chats: Every 6-8 weeks, which include parent, teacher and student. Tier II and Tier III research-based common assessments, Monthly Fluency Tracking Sheets
 - Professional Development sessions will occur during grade level meetings and early release days throughout the school year by the RtI teacher, Dana Farleo. Preplanning- Data Days, Florida Standards training, team planning; Early Release Days
- Reading and Math intervention with differentiated instruction, Rosetta Stone, Reading Assistant for ELL, Success Maker, Xtra Math, iReady, and Behavior guidance support built into campus schedule.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,280

WES will provide research based instruction in core academic areas that students are weak in.

Strategy Rationale

This strategy is being implemented in order to improve proficiency in both Reading and Math scores.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Hiers, Marla, marla.hiers@levy.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed through a progress goal monitoring form which is signed by Teacher/Parent/ Student. Pre and Post tests are used to provide baseline and mastery data.

Strategy: Summer Program

Minutes added to school year: 6,720

Third Grade students who do not pass the FSA or who are a level 2 are invited to attend this program. Research based materials are provided by the district.

Strategy Rationale

This program is provided in order to further develop skills students are lacking.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Hiers, Marla, marla.hiers@levy.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The SAT 10 test is given at the end of the program to determine if student is able to move forward to the next grade level or if the student needs to be retained.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Cross grade-level meetings are held between W.E.S and J.B.E.S, as well as between W.E.S and W.M.S in order to make the transitions smooth. W.E.S also holds a "Sneak Peek" day for incoming Third Graders (Second Graders from J.B.E.S), where they can preview our campus and several of our programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each year our Guidance Department hosts Career Day. Our instruction is based on the Florida Standards which promotes College and Career Awareness, by making connections to real world situations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We are integrating career and technical education, through the use of technology in all subject areas.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If our school follows the core curriculum with fidelity and implements high yield strategies for instruction, then we will demonstrate proficiency on the FSA in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If our school follows the core curriculum with fidelity and implements high yield strategies for instruction, then we will demonstrate proficiency on the FSA in all content areas. 1a

G044556

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- 1. Reading Coach 2. Textbooks for reading, math and science(Reading Street and Go Math) 3. Online versions and resources that go along with textbooks 4. District maps that are aligned with curriculum 5. Collaborative planning time 6. Upcoming training with Reading Street textbook representative 7. Teachers attended training for Go Math with textbook representative 8. School Data to see where we are at 9. Have a writing workshop scheduled 10. Help is available to ensure fidelity (extra support—volunteers, interns, paras) 11. Parents can access core curriculum on web and Flexible Parent Trainings 12. Detailed lesson plan template 13. Updated college and career readiness assessments for Reading Street 14. Staff members have resources and trainings to share out and help each other 15. PST Meetings (Allows teachers to have time to discuss each child in depth) 16. Phenomenal library 17. Fantastic staff that helps kids 18. Have community involvement/parents are encouraged to be involved (Local Businesses, police dept, etc.) School is trying new ways to increase parental involvement (sustained and academic focused) 19. 4 member team that has been assigned by district who engages in walk through, lesson plans, brainstorming and provides feedback 20. Outsiders do not have attachments to staff (Objective) 21. Gifted teacher can enrich higher level students in math and science using the same curriculum 22. RTI teacher is working with LPQ students to remediate using the same curriculum 23. Students are exposed to more complex text 24. 4 computers available in each classroom with many programs available for students to use (AR, Successmaker, Moby Math, Rosetta Stone, Xtra Math) 25. Extra support being provided to 3rd grade retained students 26. Project based learning for 4th grade advanced students 27. Dr. Gross—More rigorous math 28. Have ISS with para who works with students so that there is minimal loss of instruction time 29. Incorporated Reading Street terminology into centers 30. We have great students and families 31. Free breakfast, lunch and snacks provided to all students 32. All centers will be focused on a skill of the week and based on student data 33. Have Title I funds available for tutoring (SIG) 34. Have rubrics that are visible in every class (consistent) 35. Good physical space (lots of room, clean, etc) 36. Oral reading fluency and math fluency check each month 37. Reading and math intervention block 38. M &M math for rigorous math 39. Reading Street books are all on AR 40. Team teaching—allows teachers to teach to their strengths 41. Sharing teacher data so teachers can interact with data and learn from each other 42. Work closely with feeder schools 43. Progress reports sent home that communicates possible concerns to parents 44. RTI embedded within core curriculum 45. Teachers have two 45 minute planning periods each day 46. iReady 47. PBS

Targeted Barriers to Achieving the Goal 3

- Curriculum—Lack of common definition for fidelity and uneven implementation of high yield strategies in regards to the core programs and their “non-negotiable” components including the selection of appropriate supplemental materials aligned to FL Standards.

Plan to Monitor Progress Toward G1. 8

FSA Results/Academic Performance Outcomes

Person Responsible

Marla Hiers

Schedule

Evidence of Completion

Demonstrate proficiency on FSA

Plan to Monitor Progress Toward G1. 8

Math Progress Monitoring

Go Math Beg, Middle and End assessment

Person Responsible

Marla Hiers

Schedule

Every 2 Months, from 9/9/2014 to 5/15/2015

Evidence of Completion

Plan to Monitor Progress Toward G1. 8

Reading Progress Monitoring

FAIR FS Assessment (Reading Comprehension Ability score)

Person Responsible

Marla Hiers

Schedule

Every 2 Months, from 9/9/2014 to 5/15/2015

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. If our school follows the core curriculum with fidelity and implements high yield strategies for instruction, then we will demonstrate proficiency on the FSA in all content areas. **1**

 **G044556**

G1.B3 Curriculum—Lack of common definition for fidelity and uneven implementation of high yield strategies in regards to the core programs and their “non-negotiable” components including the selection of appropriate supplemental materials aligned to FL Standards. **2**

 **B118512**

G1.B3.S1 Develop a definition of fidelity for teacher implementation in core classroom instruction. **4**

 **S130266**

Strategy Rationale

District mandate for core curriculum fidelity and the uncertainty of what fidelity really means

Action Step 1 **5**

Meet with Reading Street and Go Math representative to discuss critical components of program

Person Responsible

Marla Hiers

Schedule

Evidence of Completion

Meeting notes including list of non-negotiables and suggested time frames for each non-negotiable component

Action Step 2 5

Meet to define fidelity, establish non-negotiables and place them into structures and time frames

Person Responsible

Marla Hiers

Schedule

On 10/3/2014

Evidence of Completion

Meeting notes and published document

Action Step 3 5

Share and get feedback from teachers on fidelity and SIP Committee on proposed plan

Person Responsible

Marla Hiers

Schedule

On 10/10/2014

Evidence of Completion

Meeting Notes

Action Step 4 5

Visit classrooms to observe and monitor the implementation of core curriculum and high yield strategies and provide feedback to teachers

Person Responsible

Marla Hiers

Schedule

Weekly, from 10/20/2014 to 6/5/2015

Evidence of Completion

IPAD doc/post its

Action Step 5

Meet with SIP committee to share data and plan next steps based on observation data

Person Responsible

Marla Hiers

Schedule

On 11/17/2014

Evidence of Completion

Meeting notes with next steps

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Will contact Carol at the district to speak with Reading Street Rep about information about meeting on 9-24-14

Person Responsible

Barbara Hoyt

Schedule

On 9/19/2014

Evidence of Completion

Notes from phone call

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Check with Jessica to make sure she has contacted Go Math representative

Person Responsible

Hillary Cribbs

Schedule

On 9/25/2014

Evidence of Completion

Any support requested

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Send invite to SIP committee meeting and establish meeting location

Person Responsible

Chloe Gabriel

Schedule

On 9/19/2014

Evidence of Completion

Calendar invite

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Check in with each team facilitator to provide support and attend all team meetings

Person Responsible

Marla Hiers

Schedule

On 10/3/2014

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Check in with Marla to see if she needs any support in scheduling the meeting with district

Person Responsible

Chloe Gabriel

Schedule

On 10/10/2014

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators attend “roll out” meeting

Person Responsible

Marla Hiers

Schedule

On 10/17/2014

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Send out calendar invite and establish meeting space for SIP committee meeting

Person Responsible

Chloe Gabriel

Schedule

On 9/19/2014

Evidence of Completion

Calendar invite

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze observation data gathered during walk through

Person Responsible

Marla Hiers

Schedule

On 11/17/2014

Evidence of Completion

50% of teachers will be implementing the plan with fidelity

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze observation data gathered during walk through

Person Responsible

Marla Hiers

Schedule

On 1/15/2015

Evidence of Completion

100% of teachers will be implementing the plan with fidelity

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Meet with Reading Street and Go Math representative to discuss critical components of program	Hiers, Marla	9/24/2014	Meeting notes including list of non-negotiables and suggested time frames for each non-negotiable component	one-time
G1.B3.S1.A2	Meet to define fidelity, establish non-negotiables and place them into structures and time frames	Hiers, Marla	Meeting notes and published document	10/3/2014 one-time	
G1.B3.S1.A3	Share and get feedback from teachers on fidelity and SIP Committee on proposed plan	Hiers, Marla	Meeting Notes	10/10/2014 one-time	
G1.B3.S1.A4	Visit classrooms to observe and monitor the implementation of core curriculum and high yield strategies and provide feedback to teachers	Hiers, Marla	10/20/2014	IPAD doc/post its	6/5/2015 weekly
G1.B3.S1.A5	Meet with SIP committee to share data and plan next steps based on observation data	Hiers, Marla	11/17/2014	Meeting notes with next steps	11/17/2014 one-time
G1.MA1	FSA Results/Academic Performance Outcomes	Hiers, Marla	6/6/2015	Demonstrate proficiency on FSA	one-time
G1.MA2	Math Progress Monitoring Go Math Beg, Middle and End assessment	Hiers, Marla	9/9/2014		5/15/2015 every-2-months
G1.MA3	Reading Progress Monitoring FAIR FS Assessment (Reading Comprehension Ability score)	Hiers, Marla	9/9/2014		5/15/2015 every-2-months
G1.B3.S1.MA1	Analyze observation data gathered during walk through	Hiers, Marla	50% of teachers will be implementing the plan with fidelity	11/17/2014 one-time	
G1.B3.S1.MA9	Analyze observation data gathered during walk through	Hiers, Marla	100% of teachers will be implementing the plan with fidelity	1/15/2015 one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Will contact Carol at the district to speak with Reading Street Rep about information about meeting on 9-24-14	Hoyt, Barbara	Notes from phone call	9/19/2014 one-time	
G1.B3.S1.MA2	Check with Jessica to make sure she has contacted Go Math representative	Cribbs, Hillary	Any support requested	9/25/2014 one-time	
G1.B3.S1.MA3	Send invite to SIP committee meeting and establish meeting location	Gabriel, Chloe	Calendar invite	9/19/2014 one-time	
G1.B3.S1.MA4	Check in with each team facilitator to provide support and attend all team meetings	Hiers, Marla	Meeting notes	10/3/2014 one-time	
G1.B3.S1.MA5	Check in with Marla to see if she needs any support in scheduling the meeting with district	Gabriel, Chloe	Email	10/10/2014 one-time	
G1.B3.S1.MA6	Administrators attend "roll out" meeting	Hiers, Marla	Meeting notes	10/17/2014 one-time	
G1.B3.S1.MA7	Send out calendar invite and establish meeting space for SIP committee meeting	Gabriel, Chloe	Calendar invite	9/19/2014 one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If our school follows the core curriculum with fidelity and implements high yield strategies for instruction, then we will demonstrate proficiency on the FSA in all content areas.

G1.B3 Curriculum—Lack of common definition for fidelity and uneven implementation of high yield strategies in regards to the core programs and their “non-negotiable” components including the selection of appropriate supplemental materials aligned to FL Standards.

G1.B3.S1 Develop a definition of fidelity for teacher implementation in core classroom instruction.

PD Opportunity 1

Meet with Reading Street and Go Math representative to discuss critical components of program

Facilitator

Reading Street

Participants

Instructional Staff; SIP Team

Schedule