

Sumter District Schools

Webster Elementary School



2019-20 School Improvement Plan

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Webster Elementary School

349 S MARKET BLVD, Webster, FL 33597

[no web address on file]

Demographics

Principal: Teeter McMullen

Start Date for this Principal: 8/29/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Webster Elementary School, teachers, staff, students, parents and community work as a team to enable all children to reach their potential for future successes by instilling organizational foundations through rigorous based instruction by providing engaging experiences which will maximize the growth of each student and staff member in a safe, challenging environment necessary for college, careers, and life.

Provide the school's vision statement

Webster Elementary School is a place "Where Everyone Shines!"

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Ramputi, Michelle	Assistant Principal	
Osborne, Tina	Teacher, K-12	
Smith, Christina	Teacher, K-12	
Woodend, Theresa	Teacher, ESE	
Strickland, Joella	Instructional Media	
Christian, Helen	Principal	
Mears, Jennifer	Teacher, K-12	
Lovett, Jennifer	Teacher, K-12	
Brannen, Christina	Teacher, K-12	
Haugabrook, Melani	Teacher, K-12	
Collet, Becky	Teacher, K-12	
Nash, Cindy	Other	
Nave, Allison	Guidance Counselor	
Hart, Jacqueline	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	109	100	102	95	86	85	0	0	0	0	0	0	0	577
Attendance below 90 percent	19	19	11	16	7	15	0	0	0	0	0	0	0	87
One or more suspensions	0	2	0	6	4	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	6	17	3	8	6	7	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	19	25	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	0	6	9	13	0	0	0	0	0	0	0	34

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	14	5	9	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	1	4	2	0	0	0	0	0	0	0	0	7

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	15	23	17	9	16	0	0	0	0	0	0	0	112
One or more suspensions	0	7	1	7	3	9	0	0	0	0	0	0	0	27
Course failure in ELA or Math	5	12	10	11	5	8	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	24	18	44	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	5	6	13	6	19	0	0	0	0	0	0	0	52

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	32	15	23	17	9	16	0	0	0	0	0	0	0	112
One or more suspensions	0	7	1	7	3	9	0	0	0	0	0	0	0	27
Course failure in ELA or Math	5	12	10	11	5	8	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	24	18	44	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	5	6	13	6	19	0	0	0	0	0	0	0	52

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	56%	57%	57%	59%	56%
ELA Learning Gains	49%	58%	58%	56%	57%	55%
ELA Lowest 25th Percentile	51%	51%	53%	61%	48%	48%
Math Achievement	47%	61%	63%	56%	62%	62%
Math Learning Gains	55%	68%	62%	46%	53%	59%
Math Lowest 25th Percentile	40%	55%	51%	44%	45%	47%
Science Achievement	72%	62%	53%	65%	65%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	109 (0)	100 (0)	102 (0)	95 (0)	86 (0)	85 (0)	577 (0)
Attendance below 90 percent	19 (32)	19 (15)	11 (23)	16 (17)	7 (9)	15 (16)	87 (112)
One or more suspensions	0 (0)	2 (7)	0 (1)	6 (7)	4 (3)	7 (9)	19 (27)
Course failure in ELA or Math	6 (5)	17 (12)	3 (10)	8 (11)	6 (5)	7 (8)	47 (51)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (24)	19 (18)	25 (44)	44 (86)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	52%	66%	-14%	58%	-6%
	2018	51%	67%	-16%	57%	-6%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	35%	62%	-27%	58%	-23%
	2018	64%	71%	-7%	56%	8%
Same Grade Comparison		-29%				
Cohort Comparison		-16%				
05	2019	50%	65%	-15%	56%	-6%
	2018	49%	61%	-12%	55%	-6%
Same Grade Comparison		1%				
Cohort Comparison		-14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	64%	-23%	62%	-21%
	2018	60%	67%	-7%	62%	-2%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2019	47%	72%	-25%	64%	-17%
	2018	57%	71%	-14%	62%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		-13%				
05	2019	50%	69%	-19%	60%	-10%
	2018	40%	67%	-27%	61%	-21%
Same Grade Comparison		10%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	69%	66%	3%	53%	16%
	2018	58%	68%	-10%	55%	3%
Same Grade Comparison		11%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	34	37	24	52	44	41				
ELL	43	48	50	43	52	40	75				
BLK	38	46		42	54						
HSP	44	51	60	44	57	45	68				
MUL	33	36		40	36						
WHT	47	49	48	48	55	43	75				
FRL	41	42	46	41	49	38	70				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	34	54	44	37	46	57	63				
ELL	35	58	60	32	32	40					
BLK	42	44		48	47		50				
HSP	52	52	64	52	45	25	61				
MUL	59			53							
WHT	60	58	66	57	46	48	69				
FRL	54	55	60	52	44	44	63				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Webster Elementary School's lowest performance was grade 4 ELA. Only 35% of students scored proficient.

A contributing factor to last year's low performance was teacher absences. Additionally, our teachers needed more support and mentoring on test item specifications and grade level standards. Another contributing factors was some of our students entered fourth grade performing below grade level.

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

In 2017-2018 57% of Webster Elementary students were proficient in ELA. In 2018-2019 45% of Webster Elementary students were proficient in ELA.

Some contributing factors were teacher absence due to illness, which led to inconsistency of instruction in the classroom.

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

The Grade 4 ELA state average was 58% compared to Webster elementary School's average of 35%. This is a 23% gap.

In the year 2017-18 Webster Elementary School was 8% above the State average. Some contributing factors were teacher absence due to illness, which led to inconsistency of instruction in the classroom.

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

Math Learning Gains showed the most improvement. In 2017-18 44% of students demonstrated a learning gain in math. In 2018-19 55% of students showed a learning gain in Math.

The math teachers focused on state standards, test items specifications, and collaborative teaching methods. Teacher also used Study Island, Moby Max and small group instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is an area of concern at Webster Elementary School. Students who are not in attendance are not learning.

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

- 1) ELA achievement - showed a decrease of 12 points
- 2) Math achievement - showed a decrease of 9 points
- 3) ELA lowest 25th percent - showed a decrease of 10 points
- 4) Students With Disabilities ELA - showed a decrease of 20 points
- 5) Multi-Racial ELA achievement - showed a decrease of 26 points

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement in math
Rationale	Math proficiency on FSA is below the district and state average.
State the measureable outcome the school plans to achieve	The bottom quartile at Webster Elementary School demonstrates 40% proficiency in math. Webster Elementary School plans to: 1) Increase math proficiency from 47% to 57%. 2) Increase math learning gains from 55% to 60%. 3) Increase lower 25% from 40% to 50%.
Person responsible for monitoring outcome	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Evidence-based Strategy	Data will be collected throughtout the year to detemine progress towards math goals which will include pre, mid, and post i-Ready Assessemnts. Walkthroughs will be conducted by administration. Math plans will be monitored by administration. Administration and math resource teacher will monitor data from i-Ready.
Rationale for Evidence-based Strategy	I-Ready meets the critera for Every Student Succeeds Act (ESSA) Level 3: Promising evidence, with favorable effects. I-Ready diagnostic provides teachers with a detailed, customized evaluaton of every student. Diagnostic results help teachers better understand their students' individual needs. Teachers will submit lesson plans weekly into their OneNote notebook. Administration will monitor plans. Administraton will conduct walk-thoughts and provided feedback.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilze i-Ready for instructional practice forty-five minutes per week. 2. Continue the implementation of math professional learning communities to identify student learning trends. 3. Provide standard-based professional learning communities to help guide instruction. 4. Implement hands-on math learning centers using maipulatives. 5. Small group/individualize instructions and remediation during the day. 6. Math Coach and math volunteers to help in the classrooms. 7. Teachers will teach strategies and provide practice daily for math facts fluency. 8. Implementation of AVID WICOR strategies in grades K-5 9. Teach and assess vocabulary words. 10. 21st Century after school program. 11. Utilize P.E. waiver to provide additonal instruction.
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

#2	
Title	Increase student achievement in ELA
Rationale	We will increase students understanding of the Florida ELA Standards, thus increasing our students achievement in all areas of ELA on the 2020 Florida State Assessment.
State the measureable outcome the school plans to achieve	The bottom quartiel at Webster Elementary School demonstrates 51% proficiency ELA. 1) Increase ELA proficiency in grades 3-5 from 45% to 55%. 2) Increase ELA learning gains in grades 3-5 from 49% to 59%. 3) Increase ELA lowest 25th percentile in grades 4-5 from 51% to 61%.
Person responsible for monitoring outcome	Helen Christian (helen.christian@sumter.k12.fl.us)
Evidence-based Strategy	Teachers will use pre, mid and post i-Ready assessments, McGraw Hill weekly tests, and STAR data to montor progress towards goals with all students in grades K-5. Fidelity of all progress will be monitored weekly by administration.
Rationale for Evidence-based Strategy	I Ready meets the criteria for Every Student Succeeds Act (ESSA) Level 3: Promising Evidence, with favorable effects. I Ready diagnostic provides teachers with a detailed, customized evaluation of every student. Diagnostic results help teachers better understand their student's individual needs. Teachers will submit lesson plans weekly into their oneNote notebook. Administration will monitor plans. Administration will conduct walk-throughs and provide feedback to teachers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other literacy skills. 2. Teachers will utilize the LFS instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text. 3. Teachers will give explicit instruction on AVID Critical Reading Strategies and Academic Language Strategies to increase students' reading comprehension. 4. Teachers will be provided professional development in Core Connections. 5. ELA professional learning communities will meet biweekly to review standards, conduct data chats, and share best practices for instruction. 6. District staff will conduct professional data communities with teachers in grades 4-5. 7. Teachers will facilitate daily small group instruction using data from i-Ready for flexible grouping. 8. Utilize use of P.E. waiver for additional ELA instruction with reading coach. 9. Students who fall in the bottom quartile are paired with a 1:1 tutor to work on targeted reading skills. 10. Quarterly school-wide AR incentives. 11. Utilize MyOn reading program. 12. Fidelity to i-Ready reading program.

13. Utilization of Literacy Coach.

Person Responsible Helen Christian (helen.christian@sumter.k12.fl.us)

#3

Title Increase Student Achievement in Science
Rationale Webster Elementary School will increase student understanding of the Florida Science Standards, thus increasing our student achievement in all areas of Science on the 2020 Science FCAT.

State the measureable outcome the school plans to achieve Increase science proficient from 72% to 76%.

Person responsible for monitoring outcome Helen Christian (helen.christian@sumter.k12.fl.us)

Evidence-based Strategy Administrations will do weekly walk throughs in sciences classes. Administrations will monitor science progress with data provided by teachers. Teacher will conduct hands-on science experiments.

Rationale for Evidence-based Strategy According to the National Science Foundation "The notion that training teachers in the rigors of hands-on science will directly improve their students' academic performance".

Action Step

- Description**
1. Utilize our hands-on science labs.
 2. Utilize Study Island.
 3. Participate in "Science Superstars" program.
 4. 21st Century after-school Program
 5. Implementation of interactive notebooks.
 6. Administrative walk-throughs.
 7. Implementation of AVID WICOR strategies.
 8. Teach and assess vocabulary for each unit.
 9. District staff will conduct PLC with teachers in grades 4-5.

Person Responsible Helen Christian (helen.christian@sumter.k12.fl.us)

#4	
Title	Increase Student Attendance
Rationale	Students who attend school consistently achieve higher academic success.
State the measureable outcome the school plans to achieve	Decrease the number of students with ten or more unexcused absences to less than thirty.
Person responsible for monitoring outcome	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Evidence-based Strategy	Administration will meet with students and their family who become chronically absent and will provide them with intensive interventions. Conduct Child Study Team Meetings monthly.
Rationale for Evidence-based Strategy	Involving families in all program planning and implementation of attendance of an attendance plan. There must be mutual trust and communication for families and schools to work together to solve attendance problems and put interventions in place. Administration will keep track of parents who attend meetings by completing CST forms and other necessary documentation.
Action Step	
Description	<ol style="list-style-type: none"> 1. Constant Communication with parents regarding attendance. 2. Celebrating students with "Perfect Attendance". 3. Utilize Skyward attendance reports and letters. 4. Utilize School Resource Officer for home visits. 5. Tardies and absences posted on attendance board.
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

#5	
Title	Increase Parent Involvement
Rationale	When parents, teachers and students work together everyone wins. Parent involvement is considered one of the most important factors for student achievement.
State the measureable outcome the school plans to achieve	One hundred percent of parents communication at least once per quarter.
Person responsible for monitoring outcome	Natalie Simmons (natalie.simmons@sumter.k12.fl.us)
Evidence-based Strategy	Parental involvement will be monitored through Title I feedback forms, that parent complete when attending events. They will be able to indicate whether the scheduling of events was helpful.
Rationale for Evidence-based Strategy	According to Expanding Learning.org: Frequent and positive communication with family members is critical to effective family engagement. This means treating family members with respect; asking them about their own lives and interests, as well as those of the students in the program; and ensuring that interactions with family members are not solely in response to negative student behaviors or performance. Analyzing parent feedback forms will enable us to best meet their needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Parent Conference Night in October. 2. Scheduled STEAM Nights. 3. Scheduled Accelerated Reader Nights. 4. Other Scheduled events: Donuts for Dads, Literacy on the Lawn, Physical Education Nights, Chilli Bingo. 5. Remind App to communicate with parents.
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

#6	
Title	Decrease Discipline Incidents
Rationale	Discipline data will be shared during steering meetings to determine if there was a decrease in disciplinary incidents. Effective discipline is important for promoting a positive environment where all students can learn.

State the measureable outcome the school plans to achieve	Decrease long form discipline referrals by 5%.
Person responsible for monitoring outcome	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)
Evidence-based Strategy	Administrators will monitor progress towards goal by collecting bus conduct forms, Classroom Incident Reports, and long forms on montly basis. Each month will be compared to previous month to determine and increase of decrease in discipline incidents.
Rationale for Evidence-based Strategy	Webster Elementary School utilizes a Postive Behavior Intervention System. PBIS is an approach schools can use to improve school safety and promote positive behavior. It also helps schools decide how to respond to a child who misbehaves.

Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize discipline reports from Skyward 2. Implement pre-referral interventions 3. Character Counts Curriculum 4. Sanford Harmony Curriculum 5. The guidance counselor will postive behavior stratgies. 6. PBS store 7. WES school pledge 8. Mentoring Programs K-5 for targeted students
Person Responsible	Michelle Ramputi (michelle.ramputi@sumter.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our goal is to increase parent involvement in the school setting by 5%. In order to accomplish this goal, various parent activities will be scheduled throughout the school year and at varying times to accommodate parent schedules. In addition, teachers will schedule parent-teacher conferences to review student behavior and academic needs.

PFEP Link

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

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

WES ensures the social-emotional needs of all students are being met through the homeroom teacher with safety and personal issues, The CCOS (Children Clinical On-site Sevices), The Daily Tier 2 Check in and Check out system, and the Guidance Counselor provides guidance lessons individually and in groups. The Guidance Counselor also provides anti-bullying lessons for the students and the Help Box is posted in a general location for students. The Guidance Counselor also collaborates with other professional providers (Guardian ad litem, and case managers) to ensure that the student's needs are met. She also communicates the student's needs with the district Parent Education Specialist and utilizes community organizations to assist with the needs of the students. She also makes sure the homeless students are provided with the necessary benefits in which they are entitled. This ensures a smooth transition into the educational environment. For the 2018-2019 school year, WES will continue to implement the school-based "Big Brothers, Big Sisters" program to mentor students in need.

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

Voluntary Pre-Kindergarten is offered to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

The 4th and 5th grade teachers observe each others' classrooms and meet to discuss curriculum and expectations. Fifth grade students visit the middle school during their 5th grade school year to assist in the transition.

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

Universal screening Florida Standards Assessment, MTSS Tier I is conducted by school staff in core academic areas. This data is used to identify "at-risk" students by comparing individual student's performance and progress to their peer group. Throughout the MTSS process frequent assessments are given to identify small changes in student's performance. MTSS TIPS Team uses data to identify if changes to interventions or goals are needed.

Title I, Part A

All Title 1 schools in the Sumter County district have schoolwide programs. Title 1 funds are distributed to the schools and used to implement comprehensive strategies that address the needs of students and to improve educational programs for the entire school population with a direct focus on the most academically at-risk students. Funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.

Title II

WES is allotted Title II funds used for teacher training based on SIP goals.

Title III

ESOL is coordinated through district guidelines, district forms, and district meetings. Entrance and exit standards are based on state and county guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which help determine if student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with district homeless contact, work with parents to use district homeless resources to meet student and parent needs.

Violence Prevention Programs

All Webster Elementary students participate in the monthly "Character" program which teaches character education. This program is provided by local church through a grant by the Division of Juvenile Justice. District has a no tolerance policy for bullying. Teachers, students and parents are given training and documents on anti-Bullying. Fifth grade students are provided a survey during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Webster Elementary also implements a school-wide positive behavior support plan.

Nutrition Programs

Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

Voluntary Pre-Kindergarten

Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and print rich environment.

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

Webster Elementary is a K-5 school. However, the following strategies that promote academic, character, and career planning are used at WES including:

- Utilize business and professional individuals to share their experiences through programs presented throughout the year to demonstrate the transition from school to work.
- Utilize the Accelerated Reader Program to enhance life-long reading skills.
- Participate in the county Math Field Day competing with students at the secondary level and 4th and 5th grade attends Science Fair at the high school level.
- Continue the Safety Patrol to help students develop leadership roles, assume responsibility, and develop positive self-esteem.
- Character Education allows students to demonstrate characteristics required for leadership.
- Career Day at WES offers multiple opportunities for students to learn more about various careers from local volunteers.
- Positive Behavior Support helps students earn Sunshine Dollars when demonstrating Respect, Role Model, Positive and Safety. Dollars are earned on campus and school bus.

Webster Elementary teachers plan lessons based on district curriculum maps, state standards, and student needs. During the ELA and math block, teachers incorporate centers to allow differentiated instruction. Teachers provide selections for students to choose as an individualized method for completing an assignment. In addition, to accommodate to the learning styles, teachers utilize visual aids such as the Learning Focused Boards, AVID WICOR walls, graphic organizers, and other means that will provide a visual representation for student learning as part of the teaching component. Teachers also integrate technology to enhance learning through use of Gizmos, Brainpop and GoMath technology component. Technology is encompassed through use of document cameras, computer time, and use of Microsoft products including Sway, Word, Excel, One Note, and One Drive. Teachers share ideas through learning communities and teacher observation to obtain new ideas. Students in grades 1-5 have one-to-one laptop devices used daily.

Part V: Budget						
1	III.A	Areas of Focus: Increase student achievement in math				\$0.00
2	III.A	Areas of Focus: Increase student achievement in ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0051 - Webster Elementary School	School Improvement Funds		\$0.00
			<i>Notes: Flocabulary</i>			
3	III.A	Areas of Focus: Increase Student Achievement in Science				\$0.00
4	III.A	Areas of Focus: Increase Student Attendance				\$0.00
5	III.A	Areas of Focus: Increase Parent Involvement				\$0.00
6	III.A	Areas of Focus: Decrease Discipline Incidents				\$0.00

	Total: \$2,000.00
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