WEBSTER ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Jessica Furlong

Position Title
Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #2

Employee's Name
Shelly Paulinyce

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #3

Employee's Name
Jessica Hamilton

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Courtney Moreland

Position Title
Instructional Coach

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name
Amanda Baker

Position Title
School Counselor

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #6

Employee's Name
Christina Brannen

Position Title
Staffing Specialist

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #7

Employee's Name
Jaime Ayers

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Celie Taylor

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #9

Employee's Name

Brandon Cockayne

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #10

Employee's Name

Patricia Roush

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #11

Employee's Name

Leslie Mancini

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #12

Employee's Name

Delaney Howell

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #13

Employee's Name

Courtney Moreland

Position Title

GLC

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

The voting membership of our School Advisory Council is made up of a 10% representation of our school demographic in parents and community partners plus one teacher representative. Our SIP was developed with the input of the SAC via presentations, questions, and edits as necessary.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Our SIP will be monitored via our School Advisory Council. Those members that are parents and community partners will be presented with data for the beginning and mid-year test results. This information will also be reviewed at faculty meetings during our PLCs for immediate data reflection. Additionally, end-of-year results will be shared if our schedule for assessment agrees with the schedule of meetings. Furthermore, our teachers will be presented with grade-level data for all assessment periods and be coached in disaggregating their class data in order to create flexible groups for intervention and enrichment. Our instructional coaches will assist in designing instructional activities for these groups of students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**38.9%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**91.3%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	47	63	33	46	38	27				254
One or more suspensions	3	7	1	13	6	10				40
Course failure in English Language Arts (ELA)	8	10	1	2	1	4				26
Course failure in Math	8	4	3	2	3	2				22
Level 1 on statewide ELA assessment	11	1		24	25	18				79
Level 1 on statewide Math assessment	20	12	23	15	27	27				124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	21	35	16	23	25					120

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	9	14	4	14						41
Students retained two or more times				8						8

Prior Year (2023-24) As Last 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 school days	64	50	45	38	42	28				267
One or more suspensions	2	5	4	6	3	10				30
Course failure in ELA	4	14	4	5	4	1				32
Course failure in Math	5	7	2	6		9				29
Level 1 on statewide ELA assessment	2	15	15	23	20	16				91
Level 1 on statewide Math assessment	16	16	25	12	31	25				125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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	11	19	18	20	23	4				95

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	18	21	8	12	6	10				75
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55	61	57	52	55	53	55	63	56
ELA Grade 3 Achievement **	56	65	58	56	55	53			
ELA Learning Gains	55	63	60		60	58	58	60	55
ELA Learning Gains Lowest 25%	52	59	57		60	57	60	55	59
Math Achievement *	53	62	62	57	57	59	67	66	64
Math Learning Gains	49	60	62				53	64	50
Math Learning Gains Lowest 25%	43	51	52				38	65	52
Science Achievement *	66	59	57	59	49	54	72	66	59
Social Studies Achievement *							64	64	50
Middle School Acceleration								49	52
Graduation Rate								65	50
College and Career Readiness								52	80
ELP Progress	44	48	61	46	53	59	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	473
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
53%	55%	56%	53%		53%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 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%
Students With Disabilities	38%	Yes	4	
English Language Learners	40%	Yes	1	
Black/African American Students	52%	No		
Hispanic Students	47%	No		
White Students	56%	No		
Economically Disadvantaged Students	51%	No		
	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%
Students With Disabilities	37%	Yes	3	

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%
English Language Learners	46%	No		
Black/African American Students	39%	Yes	1	
Hispanic Students	48%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	No		

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%
Students With Disabilities	37%	Yes	2	
English Language Learners	55%	No		
Native American Students				

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%
Asian Students				
Black/African American Students	55%	No		
Hispanic Students	52%	No		
Multiracial Students	65%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	53%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%	56%	55%	52%	53%	49%	43%	66%					44%
Students With Disabilities	29%	42%	41%	40%	26%	37%	38%	50%					
English Language Learners	38%		45%		34%	40%							44%
Black/African American Students	57%	60%	69%		43%	31%							
Hispanic Students	49%	52%	50%	33%	51%	41%	46%	62%					41%
White Students	56%	57%	56%	56%	54%	54%	44%	68%					
Economically Disadvantaged Students	49%	52%	55%	52%	47%	46%	46%	65%					48%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	52%	56%			57%			59%					46%
Students With Disabilities	30%	33%			38%			45%					
English Language Learners	35%	50%			45%								52%
Black/African American Students	42%				35%			40%					
Hispanic Students	45%	57%			55%			37%					48%
White Students	55%	56%			60%			70%					
Economically Disadvantaged Students	50%	56%			55%			55%					50%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	55%		58%	60%	67%	53%	38%	72%					45%
English Language Learners	39%		56%	60%	61%	42%		80%					45%
Students With Disabilities	41%		46%	40%	41%	27%	20%	41%					
Native American Students													
Asian Students													
Black/African American Students	40%		47%		68%	58%		60%					
Hispanic Students	53%		58%	54%	61%	39%	25%	82%					47%
Multiracial Students	40%				90%								
Pacific Islander Students													
White Students	59%		58%	60%	67%	54%	43%	71%					
Economically Disadvantaged Students	51%		53%	60%	61%	51%	36%	71%					42%

E. 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.

			2023-24 SPRING			
SUBJECT	**GRADE**	**SCHOOL**	**DISTRICT**	**SCHOOL - DISTRICT**	**STATE**	**SCHOOL - STATE**
Ela	3	55%	65%	-10%	55%	0%
Ela	4	54%	65%	-11%	53%	1%
Ela	5	48%	64%	-16%	55%	-7%
Math	3	55%	71%	-16%	60%	-5%
Math	4	49%	66%	-17%	58%	-9%
Math	5	44%	67%	-23%	56%	-12%
Science	5	63%	63%	0%	53%	10%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Science showed the most improvement. Webster Elementary compartmentalized to one content area per teacher, with one teacher teaching all of 5th grade science. The reason for the increase in school grade was due to the content knowledge and expertise of the teacher as well as Science Superstars, Science AR, and Stop, Drop, Science being incorporated. Reading and testing on science AR books, as well as participating in quarterly Stop, Drop, Science placed an emphasis on science vocabulary and how to properly use it in contexts. Using the state vertical alignment, Webster was able to review standards, and maximize in areas needing extra reinforcement.

Lowest Performance

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

Webster Elementary' s lowest area of performance was 5th grade math. Contributing factors include lower proficiency scores earned by this cohort in 4th grade. This cohort is comprised of 27% of ESE students for the 2023-2024 school year.

Greatest Decline

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

Math showed the greatest decline from the prior year going from 57% proficient to 53%. Utilizing a newer curriculum with fewer formative assessments, required the use of outside resources. Another contributing factor to this decline is the teacher shortage and having to put newer or inexperienced teachers in tested grade levels and subjects. Webster Elementary has also seen an increase in English Language Learners and with this increase our proficiency has dropped from 46% in 2022-2023 to 40% in 2023-2024. The number of non-English speaking students continues to grow.

Greatest Gap

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.

5th grade math had the greatest gap when compared to the state average with a 12% deficit. This cohort has seen a continued decline within math over the last three years, and has seen an influx in ESE staffing resulting in 27% of the grade level receiving inclusion services. Newer math curriculum paired with staff that is new to teaching presented challenges pertaining to content and resources to use.

EWS Areas of Concern

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

Discipline at Webster Elementary has seen a 10% increase from the 2022-2023 school year to the 2023-2024. With more students missing core academic time due to discipline, this has played a key role in math proficiency dropping.

Highest Priorities

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

1.   Increase K-5 Math proficiency from 53% to 57%

2.   Increase attendance to 93%

3.   Decrease discipline incidents that require students to be removed from their academic settings to 750.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Webster Elementary will focus on increasing math in all grade levels through small group instruction, iReady curriculum, and maximizing our inclusion services to target key academic times for our students with disabilities. An intervention time has been added to 4th grade to target areas of need and increase proficiency. These same cohorts will be a part of our Master Minds program and will receive an hour additional assistance from a paraprofessional during math and reading four times a week. Webster received an additional 4th and 5th grade teacher to lower the number of students in each class.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Webster Elementary' s math has declined over the last three years. In 2022 the school proficiency was 67%, dropping to 57% in 2023, and declining once more in 2024 to 53%. For the 2024-2025 school year Webster Elementary will strive for 57% proficiency in math by implementing iReady curriculum including standards mastery checks, small group instruction, and an emphasis on inclusion services provided for our students with disabilities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The WES Leadership Team will use beginning-of-year, mid-year, and end-of-year diagnostics as well as beginning-of-year and mid-year Progress Monitoring to determine students for intervention groups and determine if ESE services (where applicable) are meeting the current needs of students. Teachers will monitor students' assessments in twice-monthly through Professional Learning Communities and make determinations regarding pacing and instructional materials with the

guidance of an administrator.

Person responsible for monitoring outcome
Jessica Hamilton

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Evidence-based interventions: Tier 1 intervention: -K-2 Math: small group instruction -K-5 Math: iReady Standards Mastery Tier 2 intervention: -K-5 Math: iReady toolbox Practice & Problem Solving Portion for small group instruction -3-5 Math: IXL instruction for reinforcement Tier 3 intervention -K-5 Math: iReady BEST Math Tools for Instruction small group instruction -3-5 Math: IXL instruction scaffolding used in small group instruction

Rationale:
The MTSS process is proven to identify effective strategies and eliminate ineffective strategies.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Steps to be taken

Person Monitoring:	**By When/Frequency:**
Jessica Hamilton	June 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Include iReady time for each teacher in the master schedule. 2. Common planning time in the master schedule for all grade levels 3. Wednesday PLC's with incorporated data chats 4. Teachers monitor student use of computerized learning paths 5. Teachers will meet student's needs through small group instruction based on gathered data 6. Inclusion services will be provided during appropriate academic time to students with special disabilities 7. IXL lessons will be assigned to provide scaffolding through small groups. 8. Quarterly MTSS data chats with individual teachers, MTSS Coordinator and Administrator.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Webster Elementary is always looking for ways to better serve our ESE population. Last spring, WES participated in training from Florida Diagnostic and Learning Resources System (FDLRS) to teach our leadership staff as well as all teachers and those associated with ESE (Staffing Specialist, MTSS Coordinator, Inclusion teachers, Self-Contained teachers, Speech Pathologist, etc.) to create an all inclusive environment. This training allowed us to organize the needs at each grade level, determine groupings of students, and then create classes and class schedules. This allows us to make room in our schedules for an increase in services where needed as the year progresses. FDLRS attended again this August, and Through this training staff was trained on how to gather attention from all students, bring them back to a community setting and have smoother transitions for all students.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1. Increase Students with Disabilities ELA proficiency from 29% to 34% for the 2024-2025 school year.
2. Increase Students with Disabilities Math proficiency from 26% to 31% for the 2024-2025 school year.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The WES Leadership Team will use beginning-of-year, mid-year, and end-of-year diagnostics as well as beginning-of-year and mid-year Progress Monitoring to determine students for intervention groups and determine if ESE services (where applicable) are meeting the current needs of students. Teachers will monitor students' assessments in twice-monthly Professional Learning Communities and make determinations regarding pacing and instructional materials with the guidance of an administrator.

Person responsible for monitoring outcome
Jessica Furlong, Shelly Paulinyce, Jessica Hamilton

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Evidence-based interventions: Tier 1 intervention: -K-2 Math: small group instruction -K-5 Math: iReady Standards Mastery Tier 2 intervention: -K-5 Math: iReady toolbox Practice & Problem Solving Portion for small group instruction -3-5 Math: IXL instruction for reinforcement Tier 3 intervention -K-5 Math: iReady BEST Math Tools for Instruction small group instruction -3-5 Math: IXL instruction scaffolding used in small group instruction

Rationale:
The MTSS process is proven to identify effective strategies and eliminate ineffective strategies.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Steps to be taken

Person Monitoring:	By When/Frequency:
Jessica Furlong, Shelly Paulinyce, Jessica Hamilton	June 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Include iReady time for each teacher in the master schedule. 2. Common planning time in the master schedule for all grade levels 3. Wednesday PLC's with incorporated data chats 4. Teachers monitor student use of computerized learning paths 5. Teachers will meet student's needs through small group instruction based on gathered data 6. Inclusion services will be provided during appropriate academic time to students with special disabilities 7. IXL lessons will be assigned to provide scaffolding through small groups. 8. Quarterly MTSS data chats with individual teachers, MTSS Coordinator and Administrator.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Webster Elementary will focus on increasing math in all grade levels through small group instruction, iReady curriculum, and maximizing our inclusion services to target key academic times for our students with disabilities. An intervention time has been added to 4th grade to target areas of need and increase proficiency. These same cohorts will be a part of our Master Minds program and will receive an hour additional assistance from a paraprofessional during math and reading four times a week. Webster received an additional 4th and 5th grade teacher to lower the number of students in each class.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Webster Elementary' s math has declined over the last three years. In 2022 the school proficiency was 67%, dropping to 57% in 2023, and declining once more in 2024 to 53%. For the 2024-2025 school year Webster Elementary will strive for 57% proficiency in math by implementing iReady curriculum including standards mastery checks, small group instruction, and an emphasis on inclusion services provided for our students with disabilities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The WES Leadership Team will use beginning-of-year, mid-year, and end-of-year diagnostics as well as beginning-of-year and mid-year Progress Monitoring to determine students for intervention groups and determine if ESE services (where applicable) are meeting the current needs of students. Teachers will monitor students' assessments in twice-monthly through Professional Learning Communities and make determinations regarding pacing and instructional materials with the guidance of an administrator.

Person responsible for monitoring outcome
Jessica Hamilton

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Evidence-based interventions: Tier 1 intervention: -K-2 Math: small group instruction -K-5 Math: iReady Standards Mastery Tier 2 intervention: -K-5 Math: iReady toolbox Practice & Problem Solving

Portion for small group instruction -3-5 Math: IXL instruction for reinforcement Tier 3 intervention -K-5 Math: iReady BEST Math Tools for Instruction small group instruction -3-5 Math: IXL instruction scaffolding used in small group instruction

Rationale:
The MTSS process is proven to identify effective strategies and eliminate ineffective strategies

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Steps to be taken

Person Monitoring:	**By When/Frequency:**
Jessica Hamilton	June 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Include iReady time for each teacher in the master schedule. 2. Common planning time in the master schedule for all grade levels 3. Wednesday PLC's with incorporated data chats 4. Teachers monitor student use of computerized learning paths 5. Teachers will meet student's needs through small group instruction based on gathered data 6. Inclusion services will be provided during appropriate academic time to students with special disabilities 7. IXL lessons will be assigned to provide scaffolding through small groups. 8. Quarterly MTSS data chats with individual teachers, MTSS Coordinator and Administrator.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

This SIP will be disseminated via presentation to the School Advisory Council, the School Board of Sumter County, and display on the school board website and the school website.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

WES collaborates with parents and families to ensure success for every student. Parents and families have the opportunity to attend or serve as active members of our school Advisory Council and Title I committee. The SAC will also serve as our Title I Committee, which will meet at least four times per year. These dates are published and shared with parents and families throughout the school year ther the Title I Family News, monthly calendar, and school website. WES also utilizes multiple forms of social media to give additional opportunities for parent outreach. As the first SAC/ Title I Committee, parents have the opportunity to review, give input and approve the Title I Part A: Parent and Family Engagement Plan and budget, along with the school Improvement Plan and WES School Wide Title I Plan. Once approved, all plans will be submitted to the district office for publishing on the district Title I Part A webpage, along with our school website. This committee will continue to meet quarterly, where Title I parent involvement will be a regularly discussed agenda item.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

After receiving professional development on scheduling to meet the needs of Students With Disabilities, our Leadership Team created a new Master Schedule that will allow all students who receive services to receive those in the least complicated manner. Interventionists (Reading and Math Coaches and MTSS and MasterMinds/21st Century Learning Grant Coordinators) will provide push-in services in the classroom to increase the usefulness of small-group learning time.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

*Completion of the Title I Comprehensive Needs Assessment (School Leadership Team)
*Annual Meeting - Title I Open House in September:
-Invite local youth organizations (sports leagues, 4-H, Scouting organizations) and Adult Ed representatives for parent opportunities
-Parent-friendly version of the Title I /SIP plan is shared with parents
*Parent Communication Folders and Student Planners purchased with Title I funds and used to communicate important school information as well as receive parent communication to the school
*Parent Advisory Council (PAC) meetings each Fall and Spring
*Title I survey- Spring
* Year-long coordination with Pre-K programs (VPK)

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Our school guidance counselor works in conjunction with our District Mental Health Therapist to provide services for students that have been referred by parents or teachers as well as the Threat Assessment/Mental Health Problem Solving Team. Additionally, the TAT/MHPST coordinates services with outside therapy agencies where applicable.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

WES holds an annual Career Day during our district's AVID week. AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society. During this week we focus on the skills that are necessary to be college and career ready such as writing, organization, collaboration, inquiry, and reading skills. Holding Career Day within this week allows students to ask questions about different careers and find out what schooling is necessary to each career. Additionally, students are encouraged to ask about the AVID skills use in each career.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Our school utilizes Multi-Tiered Systems of Support (MTSS) to provide a tiered model of behavioral expectations and address problem behavior. This system has been utilized for several years; however, we have implemented improvements over the past two years that have allowed for improved use of charting for Tier 2 and 3 behavior students. We have also successfully decreased the number of students in Tier 3 Behavior from 8 to 4.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

Yearly we send a team of five to eight teachers plus administrators, to AVID Summer Institute where teachers receive professional learning in high-yield, evidence-based instructional strategies.
Four times per year our teachers receive training from Curriculum Associates, and at least one of these training focuses on disaggregating their mid-year assessment data for the use of modifying instruction and creating instructional groupings.
Our district provides two days of professional learning for each teacher during the school year and each school is provided with one day during the school year in which to provide professional learning. Additionally, online professional development modules are available to teachers and paraprofessionals to ensure that state requirements are met regarding teacher certification and ESE paraprofessional requirements.

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

Each spring we coordinate the opportunity for our PreK students to visit Kindergarten classrooms to tour the classrooms, meet the teachers, and observe the routines. We also open enrollment for our summer "Kindergarten JumpStart" program that allows students to participate in eight half-days of learning in a Kindergarten classroom with a Kindergarten teacher during the summer. This allows students to transition to understanding the procedures for arrival and dismissal as well as utilizing the cafeteria and other school areas as well as an opportunity to experience classwork in a real Kindergarten class.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The School Advisory Council will approve all funding allocations and each allocation will additionally be approved by the Title I Coordinator, the Principal, and the Director of Elementary Education.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

HMH Into Reading (K-5) - Demonstrates a Rationale

HMH Into Reading is a comprehensive English language arts solution grounded in science-based reading methods that have proven how students acquire reading skills. *HMH Into Reading* provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a sequence that provides students with a foundation to become confident, independent readers and writers. *HMH Into Reading* provides explicit instructional foundations in the following categories:

· Phonemic and Phonological Awareness
· Phonics and Word Analysis
· Fluency
· Language Comprehension
· Vocabulary
· Reading Comprehension
· Writing

HMH Into Reading is founded in meeting the needs of all students in diverse classrooms. Opportunities for differentiation are built into the curriculum in the following ways:

· Explicit instruction and practice on foundational reading skills
· Targeted, whole-class reading or writing instruction in a teacher-led lesson
· Small group instruction
· A variety of interactive and independent reading and writing activities

HMH Into Reading:

· Maximizes growth through data-driven differentiation and targeted scaffolds;
· Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;
· Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of

views;

·   Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;

·   Whole group learning (direct instruction and modeling); and

·   Small group learning (collaboration and guided practice).

i-Ready will be used as a Tier 2 intervention.
ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

·   Next Steps

·   Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks,* teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in bet practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

·   Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;

·   Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;

·   Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and

·   Reading comprehension instruction that is designed to motivate learners of all ages as they

grow accustomed to reading independently.

i-Ready will be used as a Tier 3 intervention.
ESSA Level 2 (Moderate)
All students take the i-Ready Diagnostic which produces:
·   Next Steps
·   Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks,* teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in bet practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

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·   Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;
·   Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;
·   Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and
Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00