Webster Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Webster Elementary School

349 S MARKET BLVD, Webster, FL 33597

[no web address on file]

SIP Authority

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

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

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

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Furlong, Jessica	Principal	Oversee all aspects of school operation: instructional leadership, operations management, and parental involvement.
Strickland, Deanna	Assistant Principal	
Paulynice, Shelly	Assistant Principal	
Mears, Jennifer	Instructional Coach	
Moreland, Courtney	Instructional Coach	
Parker, Amanda	Other	
Mancini, Leslie	Instructional Coach	
Brannen, Christina	Staffing Specialist	
Ugur, Aysegul	Instructional Media	
Baker, Amanda	School Counselor	
Smith, Christina	Teacher, ESE	
Ayers, Jamie	Teacher, K-12	
Taylor, Celie	Teacher, K-12	
Dragneff, Caitlynd	Teacher, K-12	
Lanier, Morgan	Teacher, K-12	
Crall, Patricia	Teacher, K-12	
Grabowski, Alicia	Teacher, K-12	

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

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

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

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. 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. SIP Goals will be reviewed monthly at Faculty Meetings for reflection and improvement purposes.
Lastly, the District will monitor the implementation of the plan through monthly calls with the Bureau of School improvement.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	64	50	45	38	42	28	0	0	0	267
One or more suspensions	2	5	4	6	3	10	0	0	0	30
Course failure in English Language Arts (ELA)	4	14	4	5	4	1	0	0	0	32
Course failure in Math	5	7	2	6	0	9	0	0	0	29
Level 1 on statewide ELA assessment	2	15	15	23	20	16	0	0	0	91
Level 1 on statewide Math assessment	16	16	25	12	31	25	0	0	0	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	19	18	20	23	4	0	0	0	95

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	18	21	8	12	6	10	0	0	0	75
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	32	36	14	18	19	0	0	0	146
One or more suspensions	1	2	4	3	1	4	0	0	0	15
Course failure in ELA	16	12	13	14	7	6	0	0	0	68
Course failure in Math	8	7	8	21	2	8	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	0	17	18	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	13	20	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	101	63	47	46	39	0	0	0	296

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	10	9	11	7	15	10	0	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	16	11	5	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	32	36	14	18	19	0	0	0	146
One or more suspensions	1	2	4	3	1	4	0	0	0	15
Course failure in ELA	16	12	13	14	7	6	0	0	0	68
Course failure in Math	8	7	8	21	2	8	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	0	17	18	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	0	13	20	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	101	63	47	46	39	0	0	0	296

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	10	9	11	7	15	10	0	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	13	16	11	5	0	0	0	0	0	45
Students retained two or more times	0	0	0	1	0	2	0	0	0	3

II. Needs Assessment/Data Review

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

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

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	55	63	56	45	56	57
ELA Learning Gains	58	66	61	49	58	58
ELA Lowest 25th Percentile	60	60	52	51	51	53
Math Achievement*	67	67	60	47	61	63
Math Learning Gains	53	63	64	55	68	62
Math Lowest 25th Percentile	38	47	55	40	55	51
Science Achievement*	72	65	51	72	62	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	45			63		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	2	
ELL	55			
AMI				
ASN				
BLK	55			
HSP	52			
MUL	65			
PAC				
WHT	59			
FRL	53			

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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	55	58	60	67	53	38	72					45
SWD	41	46	40	41	27	20	41					
ELL	39	56	60	61	42		80					45
AMI												
ASN												
BLK	40	47		68	58		60					
HSP	53	58	54	61	39	25	82					47
MUL	40			90								
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT	59	58	60	67	54	43	71					
FRL	51	53	60	61	51	36	71					42

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	53	52	65	65	66	39	60					23
SWD	35	38		45	38		22					
ELL	31			57								23
AMI												
ASN												
BLK	43			52								
HSP	47	50		64	80							25
MUL												
PAC												
WHT	58	60		68	67	20	65					
FRL	50	44	58	59	62	41	49					24

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	45	49	51	47	55	40	72					63
SWD	14	34	37	24	52	44	41					
ELL	43	48	50	43	52	40	75					63
AMI												
ASN												
BLK	38	46		42	54							
HSP	44	51	60	44	57	45	68					57
MUL	33	36		40	36							
PAC												
WHT	47	49	48	48	55	43	75					
FRL	41	42	46	41	49	38	70					61

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	65%	-5%	54%	6%
04	2023 - Spring	47%	68%	-21%	58%	-11%
03	2023 - Spring	52%	61%	-9%	50%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	68%	1%	59%	10%
04	2023 - Spring	47%	72%	-25%	61%	-14%
05	2023 - Spring	58%	65%	-7%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	58%	0%	51%	7%

III. Planning for Improvement

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

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

Webster Elementary School's lowest area of performance was Grade 4 ELA. Grade 4 ELA showed the lowest performance on the 22-23 assessment data with 47% of students scoring in the proficient range. In the 2021-2022 year, this same cohort scored 48% of students in the proficient range on the Grade 3 ELA assessment. While the 2021-2022 years' Grade 4 assessment showed that 57% of students scored in the proficient range. The Grade 4 2022-2023 cohort students showed 45% of students scoring in the proficient range on the year-end assessment in 2020-2021.

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

Both Grade 4 ELA and Math showed large declines. Grade 4 Math dropped from 67% of students scoring in the proficient range in 2021-2022 to 48% of students scoring in the proficient range in 2022-2023. Grade 4 ELA dropped from 57% of students scoring in the proficient range in 2021-2022 to 47% of students scoring in the proficient range in 2022-2023.

Contributing factors to these declines are lower proficiency scores earned by this cohort in Grade 3 compared to previous cohorts, this cohort also contains 30% of our newly staffed ESE students for 2022-20233, and attendance data for Grade 4 in 2022-2023 shows that 25% of the Grade 4 students had an average daily attendance of 89%.

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 data component with the greatest gap when compared to the state average was in Grade 4 Math achievement. The state average was 58% of students scoring in the proficient range while Webster Elementary's Grade 4 students only managed to have 47% of students scoring in the proficient range.

Contributing factors to this gap are lower proficiency scores earned by this cohort in Grade 3, this cohort containing 30% of newly staffed ESE students for 2022-2023, and attendance data for Grade 4 in 2022-2023 shows that 25% of the Grade 4 students had an average daily attendance of 89%.

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

Grade 5 ELA showed a two-point improvement in the 2022-2023 school year from 57% of students scoring in the proficient range to 59% of students scoring in the proficient range. While one of our ELA teachers was a new teacher affecting 40% of the students, our other Grade 5 ELA teacher, who taught 60% of the students, has a long history of successful teaching of 4th and 5th grade ELA standards. She was able to share plans and advice with the new ELA teacher increasing her success as well. Additionally, our reading coach worked with small groups of students to increase their vocabulary knowledge three days a week in the classroom.

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

WES 2022-2023 attendance rate decreased by 1.68 percentage points from 92.86% to 91.18%. WES students scored in the Level 1 range on state assessments for Math (125 students) and ELA (91 students). [Previous years only accounted for students in Grades 3-5; current year accounts for Grades K-5.]

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

1. Increase Grades K-5 ELA proficiency from 56% to 62%.
2. Increase Grades K-5 Math proficiency from 64% to 70%.
3. Increase attendance rate schoolwide from 91.18% to 95%.

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

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 associated with ESE scheduling (Staffing Specialist, MTSS Coordinator, Inclusion teachers, Self-Contained teachers, Speech Pathologist, etc.) to create the Master Schedule based on providing services in a systematic way. 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.
Additionally, we are focusing on the 4th-grade cohort from 22-23 to ensure that they as well as our 23-24 4th-grade cohort are receiving push-in services from interventionists at the same time that inclusion groups are happening in the room. This allows every child to receive small-group individualized instruction. Additionally, this same scheduling process allowed us to ensure the smaller class sizes in our self-contained ESE classes.
Furthermore, we are carefully scrutinizing our pacing guides and instructional materials to determine which areas are lacking and in need of supplementation, additional teaching, or a different pace.

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

1. Increase Grades K-5 ELA proficiency from 56% to 62%.
2. Increase Grades K-5 Math proficiency from 64% to 70%.

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

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:

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

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

Evidence-based interventions:
Tier 1 intervention:
-K-2 ELA: additional instruction in Phonemic Awareness using the Heggerty program
-K-5 ELA additional instruction in Phonics using Magnetic Phonics from Curriculum Associates
Tier 2 intervention:
-K-5 ELA: Reading Coach pushes-in to classrooms for small-group instruction in Vocabulary
-K-5 Math: iReady toolbox Practice & Problem Solving Portion for small group instruction
Tier 3 intervention
-K-5 Math: iReady BEST Math Tools for Instruction small group instruction
-K-2 ELA: Ready BEST ELA Tools for Instruction used in small group instruction
-3-5 ELA: iReady BEST ELA Scaffolding for Comprehension used in small group instruction

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

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Include i-Ready time for each teacher in the master schedule.
2. Common planning time in the master schedule for all grade levels and twice-monthly content or grade-level PLCs as well as monthly professional learning at faculty meetings.
3. Participate in quarterly i-Ready training which includes training on and time to dissagregate data from mid-year assessments.
4. Teachers' monitor student use of computerized learning paths.
5. Teachers will work to meet studens' needs based on data through the use of whole group and small group instruction.
6. Interventionists will flood the classroom to ensure all students' individualized learning needs are being met.
7. Focus on domain specific vocabulary.
8. Purchase of iXL for all grade levels for additional practice with remediation and reteaching built in.
9. Targeted intervention groups.
10. Increased intervention in MasterMinds classes using V-Math Live and Voyager Passport.
11. Continued use of WICOR strategies and writing across content areas.
12. Monthly MTSS Data Chats with individual teachers, MTSS Coordinator, and adminstrator.

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

By When: May 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

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

Students with higher attendance achieve higher academic success. WES had an average daily attendance of 91.18% in the 2022-2023 school year.

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

Increase daily average attendance to 95%

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

To monitor attendance each teacher will lead students in tracking their own daily attendance in a grade appropriate way. For example, Kindergarteners will color the dates they attend school in green and dates that they did not attend school yellow, while Grade 5 students will track and calculate their own attendance percentage.
Additionally, the average daily attendance rate for each week will be calculated and displayed in the front office as well as shared via social media and our parent messaging platform, Remind. This information will be broken down by grade level and the total average for the week. Additionally, this information will be shared with students via the morning announcements.
Teachers are encouraged to call parents if the student is absent more than one day consecutively, except where parents have notified the school that the student will be absent.
Attendance reward events will be held each quarter for students who have met the attendance percentage goal.

Person responsible for monitoring outcome:
Shelly Paulynice (shelly.paulynice@sumter.k12.fl.us)

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

Positive Behavior Interventions and Supports (PBIS). Under our renerwed PBIS Plan WES will announce the weekly attendance rate by grade level, implement class rewards (PBIS Dollars), and reward students who earn 95% attendance each quarter with a PBIS event.

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

Reducing the number of students who have missed more than 10% of school days.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Daily attendance tracking by students.
2. Weekly attendance percentage advertised to all stakeholders.
3. Weekly attendance mentors for students that miss between 10-20% of school days.
4. Daily attendance mentors for student that miss more than 20% of school days.
5. Referral to Youth and Family Alternatives for mentoring and goal setting if more than 5 days are missed in a semester.
6. Use of school resource officer for home visits.
7. Weekly automated reports from Skyward to track data.

Person Responsible: Shelly Paulynice (shelly.paulynice@sumter.k12.fl.us)

By When: Ongoing until May 31, 2023

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

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.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

51% of our K-2 students scored "Mid or Above" grade level on the spring i-Ready assessment. i-Ready data shows that our K-2 students are scoring lowest in Phonics and Vocabulary. On the STAR Early Literacy and STAR Reading progress monitoring students in grades K-2 scored 55% and 64% "At or Above" benchmark.

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

FAST Progress Monitoring data shows that 51% of our grades 3-5 students scored "At or Above" benchmark.i-Ready data shows 38% of grades 3-5 students scoring "On or Above Grade Level". i-Ready data shows our grades 3-5 students are scoring lowest in Vocabulary.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Increase i-Ready outcomes from 51% to 62% on grade level in Reading.
Increase K-2 Phonics instruction outcomes from 51% to 62% on grade level.
Increase K-2 Vocabulary instruction outcomes from 29% to 62% on grade level.

Grades 3-5 Measurable Outcomes

Increase ELA proficiency ("At or Above Benchmark") in grades 3-5 from 51% to 62%.
Increase i-Ready outcomes to 62% of students on grade level in Reading.
Increase 3-5 Vocabulary instruction outcomes to 62% on grade level.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Paulynice, Shelly, shelly.paulynice@sumter.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

John Hatties; Influence on Student Achievement shows that small-group instruction improves student achievement by an effect size of 0.47.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: The Leadership Team and the Literacy Team will each meet monthly to discuss progress in meeting the schoolwide goals for REading/ELA. These teams will make recommendations for interventions and instructional practice based on i-Ready Diagnostic and State Progress Monitoring Assessment data.	Paulinyce, Shelly, shelly.paulinyce@sumter.k12.fl.us
Literacy Coaching: Webster Elementary has staffed two Literacy/Reading Coaches for the 2023-2024 school year; one will specialize in grades K-2 and the other will specialize in grades 3-5. Our Literacy Coaches will conduct mini trainings for areas of need according to data sorted by grade level and class. The Literacy Coaches will attend monthly Reading/ELA walkthroughs with the District and School staff to assess the fidelity and success in which literacy strategies are being implemented in the classroom with a focus on foundational skills and phonics in grades K-2 and vocabulary in grades K-5.	Paulinyce, Shelly, shelly.paulinyce@sumter.k12.fl.us
Assessment: Routine monitoring of student progress in the area of reading will occur through comparison of grade-level tests (classroom test) at twice-monthly Reading Professional Learning Community Meetings, and three times a year with i-Ready Diagnostics and State FAST Progress Monitoring in order to ensure there is updated data for all students.	Paulinyce, Shelly, shelly.paulinyce@sumter.k12.fl.us
Professional Learning: Weekly Professional Learning Communities will meet to discuss student data and receive professional learning in instructional literacy strategies based on the data from i-Ready diagnostics and State Progress Monitoring Assessments. School based professional development will concentrate on implementing foundational skills/phonics instructional strategies for K-2 classrooms and vocabulary instructional strategies for grades 3-5 classrooms.	Furlong, Jessica, jessica.furlong@sumter.k12.fl.us

Title I Requirements

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

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

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.

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

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.

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

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.

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

*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)

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

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

Our 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.

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

WES 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.

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

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.

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

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.

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

Each spring we offer 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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No