Felix A Williams Elementary School

2015-16 School Improvement Plan

Felix A Williams Elementary School

401 NW BAKER RD, Stuart, FL 34994

fawe.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	40%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Martin County School Board on 11/17/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Felix A. Williams Elementary School is to provide its students with the educational tools and skills necessary to become productive and responsible citizens in a global society by setting high standards in academic performance and student behavior.

Provide the school's vision statement

We envision a school...
- That provides an academically/technologically challenging curriculum
- That provides safety and security for the student
- Where teachers and staff are high performing, well trained, and care about the whole child
- That works collaboratively and cooperatively with the community
- That is aesthetically appealing, adequately equipped, and meets the demand for a high quality program
- Where students are motivated to learn and value themselves

School Environment

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

The home school connection is a vital element related to student success. Faculty and staff establish a rapport with parents and children that is continually fostered throughout the school year. Providing welcoming environments and opportunities for parent involvement also establish and develop relationships. Valuing cultural differences, notifications are often sent home in native languages to continue ongoing communication. Literature with varied cultural representations is infused into instruction across content areas so that children's varied cultural backgrounds are represented and celebrated. A Student Council has been created to represent the student population for the purpose of participating in community and school events, as well as to give student input into student concerns.

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

A campus wide Positive Behavioral Intervention and Supports systematic approach is utilized for proactive school-wide behavior based on the MTSS model. Students are explicitly taught campus wide expectations for behavior in order to foster a safe environment at all times. These expectations are in effect before, during, and after school. All staff members participate in rewarding students through varying incentives for their positive behavioral choices. In addition, our guidance counselor provides explicit instruction on bullying prevention in classrooms across grade levels throughout the year. Teachers celebrate student success throughout the year in a variety of ways to help create a safe and respectful classroom learning environment. Frequent safety drill practices occur so all faculty, staff, and students are taught proper protocol in the event of an emergency such as fire, tornado, lock down, etc. Our school is committed to continually improving safety measures on campus as needs arise (i.e. perimeter fencing and single point entry system).

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

A campus wide Positive Behavioral Intervention and Supports systematic approach is utilized for proactive school-wide behavior. Students are explicitly taught campus wide expectations for behavior in order to foster a safe environment at all times. Each instructional teacher introduces the SAIL classroom expectations in the first few weeks of school to establish behavioral expectations that will minimize classroom distractions so that students are fully engaged during instructional time . (SAIL stands for Safe, Always Respectful, Incredibly Responsible, and Learn and Lead by example). In addition, there are behavioral expectations outside of the classroom. For example, the cafeteria, hallways, and recess areas reinforce these same behavioral expectations so that disciplinary incidents are decreased due to clear behavioral expectations.

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

A student's social emotional health is paramount. The guidance counselor provides social-emotional support groups to students exhibiting need in this area.The counselor and other available staff members participate in a "check in/ check out" system so children have opportunities to connect at the beginning and end of their day for encouragement and support. In addition, the school has a mentor/mentee program where teachers connect frequently with students to support them. Contracted mental health counselors visit students on campus for additional therapy sessions as another outlet.

Early Warning Systems

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

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

The school administrators make phone calls to the home of students showing frequent absences and tardies before they become chronic. A truancy officer is also utilized for home visits when absences and tardies become excessive, as well as attendance letters are sent home informing parents of the total number of absences. The MTSS team conducts an attendance meeting with the parent/guardian to help assist families in improving attendance and tardies. Students with one or more suspensions are carefully monitored through the MTSS process to problem solve strategies and supports that may need to be established or revised. The RtIB database system is used to track student behaviors by incident, time, and location to assist in the MTSS process to problem solve strategies and supports that may need to be established or revised. Students not meeting grade level expectations within the standards are closely monitored through the MTSS process and targeted academic supports are put in place and monitored frequently.

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

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

Indicator	Grade Level					Total
	K	**1**	**2**	**3**	**4**	
Attendance below 90 percent	1	2	2	1	2	8
One or more suspensions	0	0	0	1	2	3
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level 4	Total
Students exhibiting two or more indicators	1	1

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

The school administrators make phone calls to the home of students showing frequent absences and tardies before they become chronic. A truancy officer is also utilized for home visits when absences and tardies become excessive, as well as attendance letters are sent home informing parents of the total number of absences. The MTSS team conducts an attendance meeting with the parent/guardian to help assist families in improving attendance and tardies. Students with one or more suspensions are carefully monitored through the MTSS process to problem solve strategies and supports that may need to be established or revised. The RtIB database system is used to track student behaviors by incident, time, and location to assist in the MTSS process to problem solve strategies and supports that may need to be established or revised. Students not meeting grade level expectations within the standards are closely monitored through the MTSS process and targeted academic supports are put in place and monitored frequently. Students with deficiencies in Reading and Math who attend the after school Extended Day program receive extra support through the use of the iReady Online Instruction twice a week. The counselor and other available staff members participate in a "check in/check out" system so children have opportunities to connect for encouragement and support throughout the course of the school day.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase parent awareness of new curriculum initiatives.

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

The home school connection is a vital element related to student success. Faculty and staff establish a rapport with parents and children that is continually fostered throughout the school year. Providing welcoming environments and opportunities for parent involvement also establish and develop relationships (PTA, SAC, Watchdogs, Parent Workshop, etc.). The school builds partnerships through updating news and information on the school website, VoiceBlasts, and School Newsletters to help secure resources to support the school and student achievement. Valuing cultural differences, notifications are often sent home in native languages to continue ongoing communication. The school has a valued partnership with the Education Foundation. This partnership allows community members to contribute to the school's needs as related to student achievement. This relationship is reciprocated by ongoing communication related to how the resources have increased student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Chevalier, Jennifer	Teacher, K-12
Torounian, Eileen	Teacher, K-12
Smith, Jodi	Teacher, K-12
Hammock, Deborah	Teacher, K-12
Robinson, Donna	Teacher, K-12
Recchiuti, Marissa	Teacher, K-12
Soviero, Kerry	Teacher, K-12
Higgins, Kim	Teacher, K-12
Cline, Christine	Instructional Coach
Gifford, Lauren	Instructional Coach
Marder, Howard	Principal
Pecci, Rengin	Psychologist
Riley, Deborah	Assistant Principal

Duties

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

Intervention Problem Solving Coach-Facilitate and monitor effectiveness of school based Multi-Tiered System of Supports to include guiding the problem solving process analyzing school wide data, small group data and individual student data, conduct evaluations of intervention design validity and integrity.
Literacy Coach-Aid in monitoring effectiveness of Literacy based intervention; aid in the problem solving process around school wide, grade level and individual student data, conduct modeling/ evaluations of literacy intervention design to ensure validity/integrity.
Math Teacher Lead- Aid in monitoring effectiveness of Math based intervention; aid in the problem

solving process around school wide, grade level and individual student data, conduct modeling of math best practices.

School Psychologist-Aid in problem solving around individual student lack of growth, gather additional information/data to continue problem solving process and to evaluate students if suspected of a disability.

Team Leaders- Problem solve around school wide grade level data frequently to align instructional practices at the grade level.

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

MTSS Leadership Team will meet at least monthly to stay abreast of school wide intervention and support implementation effectiveness.

MTSS Grade Level Teams will meet every 4-6 weeks to progress monitor and evaluate intervention design effectiveness, student academic and behavioral growth, and the need to tweak design change or support core

instruction effectiveness with teachers.

MTSS Team meetings will be held to additionally problem solve around individual students who are not showing adequate growth towards set intervention and grade level goals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Howard Marder	Principal
Diane Gumbinner	Parent
Kelly Ellis	Parent
Melissa Kindig	Parent
Jacqueline Smail	Parent
Kaija Mayfield	Parent
Daryn Schwartz	Parent
Tracy Hardaway	Parent
Karla Preissman	Parent
Sue Maccio	Business/Community
Misty Moody	Business/Community
Christie Mayer	Parent
Lesa Tourond-Glasby	Parent
Andrea Pearson	Parent
Natasha Concepcion	Education Support Employee
Bobbi Saylor	Parent
Kimberly Schwerdtfeger	Parent
Casey Vasko	Parent
Jac McManus	Parent
Cathy Ellis	Business/Community
Angela Hayes	Parent
Janet Marley	Parent
Erin Jenkins	Parent
Ashish Sanghrajka	Parent
LaRhonda Brown	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviewed the former school improvement plan and provided feedback before submission as well as provided financial support to help implement the strategies and interventions outlined. Student achievement data is examined when available to help inform future needs or improvements.

Development of this school improvement plan

SAC will review the plan and offer feedback before submission as well as provide financial support to help implement the strategies and interventions. Stakeholders are invited to participate in all aspects of problem identification and improvement planning.

Preparation of the school's annual budget and plan

A portion of the SIP funds will be reserved for professional development and initiatives across content areas in order to increase student achievement.

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

SAC allocated $2000 of the budget. to assist with subs for K-2 professional development day to support balanced literacy interventions.
Reading Eggs computer program was funded for $1,500
Timez Attack computer program was funded for $ 1,500

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gifford, Lauren	Instructional Coach
Brown, Larhonda	Teacher, K-12
Smith, Jodi	Teacher, K-12
Hammock, Deborah	Teacher, K-12
Boggs, Joni	Teacher, K-12
Roberts, Angela	Teacher, K-12
Figari, Anne	Teacher, K-12
Aboujja, Kristine	Teacher, K-12
Livings, Carolyn	Teacher, ESE
Ostbye, Sylvia	Teacher, PreK
Tucker, Christa	Teacher, K-12
Hollinger, Kelly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Support the movement toward a balanced literacy approach with an emphasis on Words Their Way, interactive read aloud, reading workshop, guided reading, and writer's workshop.
Continue to develop teachers' understanding and importance of the Fountas and Pinnell Reading Records to determine instructional practices.
Monitor student achievement through data analysis using i-Ready K-5, Common Formative Assessments, and Summative Assessments.
Monitor subgroups for academic growth.
Determine research based, literacy interventions for students in the MTSS process, and progress monitor regularly such as L.L.I. systems for grades K-3 and the Comprehension Tool Kit.

Public and Collaborative Teaching

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

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

The school affords grade levels time to collaborate on a weekly basis for planning and instruction . This collaboration time is designated as the C.L.T. (Collaborative Learning Team). Grade levels utilize multiple data sources to look for grade level patterns for instructional focal points. This time also allows team building and sharing as collaboration for instructional practices are unified. School-wide Professional Learning Communities are ongoing throughout the year with a focus on student achievement and instructional strategies through a variety of professional development studies (i.e. Number Talks, Motion Leadership, Guided Math,) and other professional communities.
The support facilitation model also affords collaborative planning and instruction as support facilitators and classroom teachers co-plan, co-teach, etc.

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

Conduct targeted selection of new teachers, including the use of interview teams comprised of stakeholders. Professional development is provided to develop and retain highly qualified teachers and the district provides opportunities for teachers to maintain and/or acquire in-field certification.

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

Seasoned teachers are partnered with new hires, beginning teachers, and teachers in new grade level assignments to train, support and help them acclimate to the school environment. Literacy Coach and Content Area Lead Teachers also work with new hires, beginning teachers, and teachers in new grade level assignments to train, coach, and develop research based instructional practices in the classroom.
Jessica Urbay mentored by Jennifer Chevalier
Karen Dailey mentored by Christine Cline
Karen Jones mentored by Jodi Smith
Carissa Berkely mentored by Eileen Torounian
Amy Eden mentored by Debra Hammock
Marisette Burgess mentored by Jodi Smith
Kelly Hollinger mentored by Angela Roberts
Nicole Howard mentored by Debra Hammock
Stacy Jole mentored by Kerry Soviero
Nancy Ross mentored by Christine Cline
Loryn Black (Posten) mentored by Donna Robinson

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers were provided instructional frameworks for ELA, Math, and Science. Ongoing professional development was provided to all instructional staff centered around the frameworks and available resources (i.e CPALMS, ELFAS, iReady Teacher Toolkit, online STEMscopes) that align with the new Florida Standards. Professional development and grade level conversations in CLT's will be ongoing

this year. Teachers are encouraged to attend the district professional development opportunities that support content area instruction and best practices.

Instructional Strategies

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

The school affords grade levels time to collaborate weekly for planning and instruction . This collaboration time is designated as the C.L.T. (Collaborative Learning Team). Grade levels utilize multiple data sources to look for grade level patterns for instructional focal points. This time also allows team building and sharing as collaboration for instructional practices are unified. Data sources such as i-Ready, Fountas and Pinnell, science benchmarks, Words Their Way, common formative assessments, and summative assessments are reviewed during these CLT's.
Individual student data is also analyzed in order to drive differentiated instructional practices in the classroom. Some of these instructional practices are guided reading, Leveled Literacy Intervention, Comprehension Toolkit, MONDO Oral Language Intervention, strategy lessons, enrichment lessons, Number Sense with Ten Frames, Number Sense with Hundreds Charts, Battista Math Intervention Series, iReady Online Instruction, iReady Teacher Toolbox, Timez Attack for math fact foundations, etc. Formative assessment data is collected on each student periodically after explicit instruction has occurred to drive next instructional steps before summative assessments are administered.

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

Strategy: Summer Program

Minutes added to school year: 1,800

Camp Invention - Science Inquiry-based national program that services elementary school students.

Strategy Rationale

Promote hands- on, real world problem solving application integrating STEM.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Baldwin, Valerie, baldwiv@martin.k12.fl.us

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

FSA Results and classroom summative assessments and periodic i-Ready diagnostics for STEM. Student Evaluation Sheets

Strategy: After School Program

Minutes added to school year: 1,200

Perennial Math Competition

Strategy Rationale

Students participate on the Perennial Math Team to solve develop problem solving skills in math to solve real world problems applying math practices.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Chevalier, Jennifer, chevalj@martin.k12.fl.us

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

FSA Results and iReady Diagnostic

Strategy: After School Program

Minutes added to school year: 360

Science Fair

Strategy Rationale

Strengthens the science process skills and knowledge of the scientific method

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Higgins, Kim, higgink@martin.k12.fl.us

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

Gr. 5 Science FCAT 2.0 ; Gr. 5 Science District Progress Monitoring; Common Formative Assessments; Standards Based Report Cards

Strategy: Summer Program

Minutes added to school year: 640

iReady Online Reading and Math Instruction

Strategy Rationale

Enrich and accelerate student learning in reading and math instruction based on individual student's learning path on iReady online instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Marder, Howard, marderh@martin.k12.fl.us

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

iReady Response to Instruction Report and Individual Student Profile Report

Strategy: After School Program

Minutes added to school year: 1,080

Book Bowl - Students read passages and compete in teams regarding comprehension.

Strategy Rationale

Foster within, beyond, and about the text strategic thinking actions as related to comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Baldwin, Valerie, baldwiv@martin.k12.fl.us

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

FSA Results and classroom summative assessments and periodic i-Ready diagnostics for STEM.

Strategy: Before School Program

Minutes added to school year: 2,400

Tutoring by high school students for math grades 4-5 in areas showing remediation based on prior year's FSA data as well as current i-Ready diagnostic results.

Strategy Rationale

Strengthen math foundational skills for students whose data demonstrates a need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Marder, Howard, marderh@martin.k12.fl.us

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

FSA Results and classroom summative assessments and periodic i-Ready diagnostics.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pre-K ESE class for early intervention.
Pre-Kindergarten tours of facility and curriculum for students and parents for incoming Kindergarten and transfer students.
Fifth grade orientation for incoming grade 6 Stuart Middle School students.

Kindergarten Orientation, screenings, and Curriculum Night

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.

G2.   Increase student proficiency in Operations and Algebraic Thinking.

G3.   Increase student mastery of the writing process.

G4.   Increase students' proficiency in the strand of Nature of Science.

Strategic Goals Detail

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

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach. 1a

🔑 G072770

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	84.0

Resources Available to Support the Goal 2

- Modeling and coaching by Literacy Coach

- Resource room with guided reading materials, big books, exemplar texts

- Acquire reading workshop instructional materials

- District ELA Framework

Targeted Barriers to Achieving the Goal 3

- Lack of resources

Plan to Monitor Progress Toward G1. 8

Teacher evaluation
Coaching conversations
Frequent grade level MTSS data review
Grade level common summative assessments
Fountas and Pinnell benchmark data review
Grade Level Collaborative Learning Team Meeting Notes

Person Responsible
Deborah Riley

Schedule
On 6/3/2016

Evidence of Completion
Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes

G2. Increase student proficiency in Operations and Algebraic Thinking. `1a`

🔍 G072771

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- Guided Math PD

- Number Talks school-wide book study

- Number Sense Training

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher understanding of depth and complexity of new standards.

Plan to Monitor Progress Toward G2. `8`

Data analysis

Person Responsible
Howard Marder

Schedule
On 6/3/2016

Evidence of Completion
Data analysis reports, grade level summative common assessments

G3. Increase student mastery of the writing process. `1a`

G072772

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- School-Wide Writing Fundamentals Program

- Lucy Calkins Writing Units of Study

- Professional development and modeling provided by Literacy Coach

Targeted Barriers to Achieving the Goal `3`

- Lack of professional development

Plan to Monitor Progress Toward G3. `8`

Teacher evaluation
Coaching conversations
Frequent grade level MTSS data review
Grade level common writing assessments/writing samples
Grade Level Collaborative Learning Team Meeting Notes
Review of reading responses in Reader's Notebooks

Person Responsible

Howard Marder

Schedule

On 6/3/2016

Evidence of Completion

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common writing assessments/writing samples Grade Level Collaborative Learning Team Meeting Notes Review of reading responses in Reader's Notebooks

G4. Increase students' proficiency in the strand of Nature of Science. `1a`

🔍 G072773

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Inquiry flip charts from Science Fusion
- CPALMS
- Happy Scientist Website

Targeted Barriers to Achieving the Goal `3`

- Lack of student understanding of the Nature of Science.

Plan to Monitor Progress Toward G4. `8`

Evaluate the increase in understanding of the Nature of Science strand.

Person Responsible

Kim Higgins

Schedule

On 6/3/2016

Evidence of Completion

District Science benchmark data, Science FCAT 2.0

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach. `1`

🔍 G072770

G1.B4 Lack of resources `2`

🔍 B189857

G1.B4.S2 A portion of Boosterthon proceeds and Education Foundation "Great Give" funds will be utilized for balanced literacy resources. `4`

🔍 S201250

Strategy Rationale

Increase teacher access to materials that support best practices in a balanced-literacy classroom.

Action Step 1 `5`

The Literacy Coach will evaluate existing materials in the school's resource room to identify the types of resources still needed to support the work of a balanced-literacy classroom across grades K-5.

Person Responsible

Lauren Gifford

Schedule

On 10/1/2015

Evidence of Completion

A written inventory of current materials and needed materials

Plan to Monitor Fidelity of Implementation of G1.B4.S2 `6`

School Administrators will worked collaboratively with the Literacy Coach to review results of the inventory.

Person Responsible

Deborah Riley

Schedule

On 10/9/2015

Evidence of Completion

Notes regarding the review of the inventory and a list of next steps for ordering needed materials.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Literacy Coach will monitor teacher use of acquired materials.

Person Responsible

Lauren Gifford

Schedule

On 6/3/2016

Evidence of Completion

Professional Development, ongoing coaching conversations, grade level CLT conversations

G2. Increase student proficiency in Operations and Algebraic Thinking. `1`

`G072771`

G2.B1 Lack of teacher understanding of depth and complexity of new standards. `2`

`B189858`

G2.B1.S1 Provide continuous professional development during Grade Level Collaborative Learning Team Meetings to increase teacher's understanding of the depth and complexity of grade level standards in the Operations and Algebraic Thinking domain. `4`

`S201251`

Strategy Rationale

To increase teacher knowledge and understanding of grade level standards to increase instruction and student learning.

Action Step 1 `5`

Provide training on Operations and Algebraic Thinking standards through Collaborative Learning Teams

Person Responsible

Jennifer Chevalier

Schedule

On 6/3/2016

Evidence of Completion

Training attendance lists and evaluations

Action Step 2 `5`

Observe during formal and informal evaluations

Person Responsible

Howard Marder

Schedule

On 4/29/2016

Evidence of Completion

Evaluation outcomes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Lesson plan review, data review, and observations

Person Responsible

Deborah Riley

Schedule

On 4/29/2016

Evidence of Completion

Completed Professional Development sessions Teacher Observations Collaborative
Learning Team Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Increase in student mastery of standards in the Operations and Algebraic Thinking domain.

Person Responsible

Howard Marder

Schedule

On 6/3/2016

Evidence of Completion

i-Ready progress monitoring assessments, common summative assessments, FSA

G3. Increase student mastery of the writing process. 1

G072772

G3.B1 Lack of professional development 2

B189861

G3.B1.S1 School-wide strategy to familiarize and implement the Writer's Workshop model, through dedicated professional development days and continued discussion through CLT meetings. 4

S201253

Strategy Rationale

Increase implementation of balanced literacy approach to improve student achievement in the area of writing.

Action Step 1 5

Ongoing professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop. model.

Person Responsible

Lauren Gifford

Schedule

On 6/3/2016

Evidence of Completion

Online in-service registration and grade level student samples of all writing types.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Formal and informal observations
Coaching conversations
Data review in CLT's

Person Responsible

Howard Marder

Schedule

On 6/3/2016

Evidence of Completion

Completed Professional Development sessions Teacher Observations Grade Level Collaborative Learning Team Meeting Notes Student samples of all writing types

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Monitoring the implementation of Writer's Workshop in classrooms.

Person Responsible

Lauren Gifford

Schedule

On 6/3/2016

Evidence of Completion

Writing samples through pre- and post- on-demands for all writing types

G4. Increase students' proficiency in the strand of Nature of Science. `1`

`G072773`

G4.B1 Lack of student understanding of the Nature of Science. `2`

`B189864`

G4.B1.S1 Participation in classroom science projects. `4`

`S201254`

Strategy Rationale

To better understand multiple facets of the Nature of Science.

Action Step 1 `5`

Science project overview and practicing the process.

Person Responsible

Kim Higgins

Schedule

On 12/18/2015

Evidence of Completion

Science projects

<div style="background-color:#C19A3B">**Plan to Monitor Fidelity of Implementation of G4.B1.S1** `6`</div>

School-wide display of class science projects

Person Responsible

Kim Higgins

Schedule

On 11/11/2015

Evidence of Completion

Checklist of participating classes

<div style="background-color:#C19A3B">**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** `7`</div>

Evaluate the increase in understanding of the Nature of Science strand.

Person Responsible

Kim Higgins

Schedule

On 6/3/2016

Evidence of Completion

District Science benchmark data, Science FCAT 2.0

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.A1	The Literacy Coach will evaluate existing materials in the school's resource room to identify the types of resources still needed to support the work of a balanced-literacy classroom across grades K-5.	Gifford, Lauren	8/31/2015	A written inventory of current materials and needed materials	10/1/2015 one-time
G2.B1.S1.A1	Provide training on Operations and Algebraic Thinking standards through Collaborative Learning Teams	Chevalier, Jennifer	8/31/2015	Training attendance lists and evaluations	6/3/2016 one-time
G3.B1.S1.A1	Ongoing professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop. model.	Gifford, Lauren	8/31/2015	Online in-service registration and grade level student samples of all writing types.	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Science project overview and practicing the process.	Higgins, Kim	9/21/2015	Science projects	12/18/2015 one-time
G2.B1.S1.A2	Observe during formal and informal evaluations	Marder, Howard	9/18/2015	Evaluation outcomes	4/29/2016 one-time
G1.MA1	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	Riley, Deborah	10/2/2015	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	6/3/2016 one-time
G1.B4.S2.MA1	Literacy Coach will monitor teacher use of acquired materials.	Gifford, Lauren	11/16/2015	Professional Development, ongoing coaching conversations, grade level CLT conversations	6/3/2016 one-time
G1.B4.S2.MA1	School Administrators will worked collaboratively with the Literacy Coach to review results of the inventory.	Riley, Deborah	10/2/2015	Notes regarding the review of the inventory and a list of next steps for ordering needed materials.	10/9/2015 one-time
G2.MA1	Data analysis	Marder, Howard	9/25/2015	Data analysis reports, grade level summative common assessments	6/3/2016 one-time
G2.B1.S1.MA1	Increase in student mastery of standards in the Operations and Algebraic Thinking domain.	Marder, Howard	9/25/2015	i-Ready progress monitoring assessments, common summative assessments, FSA	6/3/2016 one-time
G2.B1.S1.MA1	Lesson plan review, data review, and observations	Riley, Deborah	9/25/2015	Completed Professional Development sessions Teacher Observations Collaborative Learning Team Meeting Notes	4/29/2016 one-time
G3.MA1	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common writing assessments/writing samples Grade Level Collaborative Learning Team Meeting Notes Review of reading responses in Reader's Notebooks	Marder, Howard	8/31/2015	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common writing assessments/writing samples Grade Level Collaborative Learning Team Meeting Notes Review of reading responses in Reader's Notebooks	6/3/2016 one-time
G3.B1.S1.MA1	Monitoring the implementation of Writer's Workshop in classrooms.	Gifford, Lauren	8/31/2015	Writing samples through pre- and post-on-demands for all writing types	6/3/2016 one-time
G3.B1.S1.MA1	Formal and informal observations Coaching conversations Data review in CLT's	Marder, Howard	8/31/2015	Completed Professional Development sessions Teacher Observations Grade Level Collaborative Learning Team Meeting Notes Student samples of all writing types	6/3/2016 one-time
G4.MA1	Evaluate the increase in understanding of the Nature of Science strand.	Higgins, Kim	8/31/2015	District Science benchmark data, Science FCAT 2.0	6/3/2016 one-time
G4.B1.S1.MA1	Evaluate the increase in understanding of the Nature of Science strand.	Higgins, Kim	8/31/2015	District Science benchmark data, Science FCAT 2.0	6/3/2016 one-time
G4.B1.S1.MA1	School-wide display of class science projects	Higgins, Kim	11/11/2015	Checklist of participating classes	11/11/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase student proficiency in Operations and Algebraic Thinking.

G2.B1 Lack of teacher understanding of depth and complexity of new standards.

G2.B1.S1 Provide continuous professional development during Grade Level Collaborative Learning Team Meetings to increase teacher's understanding of the depth and complexity of grade level standards in the Operations and Algebraic Thinking domain.

PD Opportunity 1

Provide training on Operations and Algebraic Thinking standards through Collaborative Learning Teams

Facilitator

Chevalier, Jennifer

Participants

K-5 teachers

Schedule

On 6/3/2016

G3. Increase student mastery of the writing process.

G3.B1 Lack of professional development

G3.B1.S1 School-wide strategy to familiarize and implement the Writer's Workshop model, through dedicated professional development days and continued discussion through CLT meetings.

PD Opportunity 1

Ongoing professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop. model.

Facilitator

Literacy Coach

Participants

All teachers K-5

Schedule

On 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B4.S2.A1	The Literacy Coach will evaluate existing materials in the school's resource room to identify the types of resources still needed to support the work of a balanced-literacy classroom across grades K-5.				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Felix A Williams Elem School	Other		$3,500.00
			Notes: Education Foundation monies through the "Great Give"			
2	G2.B1.S1.A1	Provide training on Operations and Algebraic Thinking standards through Collaborative Learning Teams				$0.00
3	G2.B1.S1.A2	Observe during formal and informal evaluations				$0.00
4	G3.B1.S1.A1	Ongoing professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop. model.				$0.00
5	G4.B1.S1.A1	Science project overview and practicing the process.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0341 - Felix A Williams Elem School	Other		$2,000.00
			Notes: STEM Scopes Funding source: Education Foundation			
					Total:	$5,500.00