Felix A Williams Elementary School

2017-18 Schoolwide Improvement Plan

Felix A Williams Elementary School

401 NW BAKER RD, Stuart, FL 34994

martinschools.org/o/fawes

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2016-17 Title I School

No

2016-17 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

37%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

24%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	C

*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 11/14/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Felix A Williams Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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

2. School Environment

a. 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.

b. 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 and character counts 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).

c. 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.

d. 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 to individual students exhibiting a need in this area as well as conducting Conflict Resolution/ Peer Mediation.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 social emotional support. Contracted mental health counselors visit students on campus for additional therapy sessions as another outlet. Conscious Discipline has been incorporated within the Related Arts Program, with specific emphasis on calming techniques and the use of "safe space". As well, trainers have been educating the school's parent community to the components of the Conscious Discipline Program.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	9	4	12	6	10	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	11	0	0	0	0	0	0	0	21

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

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

c. 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 social emotional support throughout the course of the school day.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Increase parent awareness of new curriculum initiatives.

2. 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, District App Notifications 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 fostering of a relationship with the Martin County Education Foundation provides resources (i.e. specialized guest speakers in classrooms and materials that support instruction). This relationship is reciprocated by ongoing communication related to how the resources have increased student achievement.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Riley, Deborah	Principal
Torounian, Eileen	Teacher, K-12
Smith, Jodi	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
McLeod, Michael	Assistant Principal
Thomas, Susan	Teacher, K-12
Porter, Amy	Instructional Coach
Weber, Vicki	School Counselor
Iuilucci, Theresa	Administrative Support
Posten, Loryn	Teacher, K-12

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Deborah Riley	Principal
Diane Gumbinner	Parent
Jacqueline Smail	Parent
Kaija Mayfield	Parent
Misty Moody	Business/Community
Lesa Tourond-Glasby	Parent
Casey Vasko	Parent
LaRhonda Brown	Teacher
Josephine Thiel	Business/Community
George Rivera	Parent
Christian Da Silva	Parent
Jason Dick	Parent
Holly Friberg	Parent
Colleen Dougherty	Teacher
Lynne Campbell	Parent
Elizabeth Appleton	Parent
Loryn Posten	Teacher
Robert Griggs	Business/Community
Adam Palas	Parent
Bobby Saylor	Parent
Amy Porter	Teacher
Naeemah Gary	Parent
Ashish Savighrajka	Parent
Guadalupe Tovar	Parent
Alison Shingary	Parent
Beena Thomas	Parent
Heather Gibson	Parent
Teri Andre	Parent
Sarah Burrowes	Parent
Raina Hoffman	Parent
Thomas Horton	Parent
Nora Saunders	Parent
Jeremy Croxton	Parent
Raj Chandra	Teacher
Jessica Urbay	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

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

Timez Attack computer program was funded for $1,500
Reading Eggs computer program was funded for $1,200
Ginny Luther Conscious Discipline Parent Training was funded for $600

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Riley, Deborah	Principal
Brown, Larhonda	Teacher, K-12
Roberts, Angela	Teacher, K-12
Figari, Anne	Teacher, K-12
Aboujja, Kristine	Teacher, K-12
Czerwinski, Amy	Teacher, K-12
Dailey, Karen	Teacher, ESE
Rees, Bethany	Teacher, K-12
Porter, Amy	Instructional Coach
Burgess, Marisette	Teacher, K-12
Berkely, Carissa	Teacher, K-12
Aylsworth, Valerie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Support the movement toward a balanced literacy approach through the online professional development Balanced Literacy Courses provided by the Martin County School District PD Department with the new Reading Units of Study ELA adoption, which will have an emphasis on the following components: Matching Readers to Text, Conducting a Mini Lesson, Vocabulary, and Word Study.

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 through iReady data.

Determine research based, literacy interventions for students in the MTSS process, and progress monitor regularly such as Leveled Literacy Intervention (LLI) systems, Comprehension Tool Kit, High Frequency Words Intervention (FCRR), and SPIRE.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 to ensure instructional practices are unified. The District Support Team provides the instructional staff the deliberate lesson planning around Standards. 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, Writing Workshop, Reading Workshop, Guided Math, Kagan Structures and Project Based Learning) 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.

2. 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.

3. 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.

Holley Lane mentored by Karen Jones
DeeAnn Cox mentored by Christina Vignone
Holly Friberg mentored by Christine Cline

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, Reading Units of Study, online STEMscopes) that align with the Florida Standards. Professional development and grade level collaborative lesson planning during CLT. Teachers are encouraged to attend the district professional development opportunities that support content area instruction and best practices.

b. Instructional Strategies

1. 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 to ensure 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 using the Reading Units of Study, 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.

2. 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
Posten, Loryn, postenl@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. 3-5 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
Riley, Deborah, rileyd@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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. 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.

Implemented a Volunteer Pre-K Program for 20 students that are zoned for Felix Williams Elementary School.

Fifth grade orientation for incoming grade 6 Stuart Middle School students.

Kindergarten Orientation, Kindergarten screenings, and Open House Night

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the domain of Numbers and Operations.

G3. Increase student mastery of the writing process, including text based writing.

G4. Improve students' proficiency in the strand of Life Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

🔍 G098960

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	61.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Modeling and coaching by Literacy Coach

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

- District ELA Framework

- District PLC Toolkit 2.0 Lesson Planning

- District Instructional Support Coach to assist in PLC Lesson Planning

- Lucy Calkins Reading Units of Study supported by the MCSD Balanced Literacy Courses

- i-Ready Teacher Toolbox

Plan to Monitor Progress Toward G1. 8

Teacher evaluation
Coaching conversations
Frequent grade level MTSS data review
Grade level common formative assessments
Fountas and Pinnell benchmark data review
Grade Level PLC Toolkit 2.0 Daily Lesson Plans
iReady Florida Standards Mastery asssessment

Person Responsible

Deborah Riley

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common formative assessments Fountas and Pinnell benchmark data review Grade Level PLC Toolkit 2.0 Daily Lesson Plans iReady Florida Standards Mastery data

G2. Increase student proficiency in the domain of Numbers and Operations. `1a`

🔑 G098961

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	76.0
Math Gains	67.0
Math Lowest 25% Gains	53.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Guided Math Professional Development

- District PLC Lesson Planning

- Support from Math Lead Teacher

Plan to Monitor Progress Toward G2. `8`

Data analysis on specific standards in the Numbers and Operations Domain

Person Responsible
Deborah Riley

Schedule
Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion
iReady data , grade level common formative assessments

G3. Increase student mastery of the writing process, including text based writing. 1a

🔑 G098962

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0

Targeted Barriers to Achieving the Goal 3

- Teacher's comfort level with teaching writing utilizing the workshop model with the Lucy Calkins Writing Units of Study and providing practice in text-based writing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lucy Calkins Writing Units of Study

- Professional development and modeling provided by Literacy Coach

Plan to Monitor Progress Toward G3. 8

Teacher evaluation
Coaching conversations
Frequent grade level MTSS data review
Grade level common writing assessments/writing samples per District norm writing timeline (grades 4 & 5)
Grade Level PLC Writing Units of Study Planning
FSA ELA Text Based Writing Scores

Person Responsible

Deborah Riley

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common writing assessments/writing samples Grade Level PLC Writing Units of Study Planning FSA ELA Text Based Writing Scores Balanced Literacy Course Completion on mini-lessons

G4. Improve students' proficiency in the strand of Life Science. `1a`

🔑 G098963

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher understanding of Life Science standards.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Inquiry flip charts from Science Fusion

- CPALMS

- Happy Scientist Website

- STEMScopes

Plan to Monitor Progress Toward G4. `8`

Evaluate the increase in understanding of the Life Science strand.

Person Responsible
Kim Higgins

Schedule
On 5/24/2018

Evidence of Completion
District Science benchmark data (Grades 3-5) and FSSSA Scores

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

🔑 G098960

G1.B1 Lack of teacher understanding of depth and complexity of standards. 2

🔑 B266450

G1.B1.S1 Using collaborative learning teams for intentional planning around targeted standards which include integration of knowledge and ideas. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of standards. 4

🔑 S282345

Strategy Rationale

Common planning to increase teachers' understanding of the targeted rigorous standards.

Action Step 1 5

Continued coaching sessions, planning, and modeling with Literacy Coach

Person Responsible

Amy Porter

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Progress monitoring through i-Ready Fountas and Pinnell benchmark data three times a year Grade level common formative assessment data Completion of MCSD Balanced Literacy Courses Participation in weekly CLT meeting

Action Step 2 5

Professional Development on implementation of Jennifer Saravallo Reading Strategies

Person Responsible

Amy Porter

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Participation in professional development provided by Lea Mercantini (Grades 3-5) Progress monitoring through i-Ready Fountas and Pinnell benchmark data three times a year Grade level common formative assessment data Completion of MCSD Balanced Literacy Courses Participation in weekly CLT meeting

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teacher evaluation
Coaching conversations
Frequent grade level MTSS data review
Grade level common formative assessments
Fountas and Pinnell benchmark data review
Grade Level Lesson Plans

Person Responsible

Deborah Riley

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common formative assessments data Fountas and Pinnell benchmark data review Grade Level Lesson Planning

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teacher evaluation
Coaching conversations
Frequent grade level MTSS data review
Grade level common formative assessments
Fountas and Pinnell benchmark data review
Grade Level Lesson Planning
iReady Florida Standards Mastery asssessment

Person Responsible

Deborah Riley

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common formative assessment data Fountas and Pinnell benchmark data review Grade Level Lesson Planning iReady Florida Standards Mastery data

G2. Increase student proficiency in the domain of Numbers and Operations. `1`

🔍 G098961

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

🔍 B266451

G2.B1.S1 Providing continuous professional development during Collaborative Team meetings and Multi-Tiered System of Support meetings regarding the targeted standards to increase teacher's understanding of the depth and complexity of grade level standards in the Numbers and Operations Domain. `4`

🔍 S282346

Strategy Rationale

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

Action Step 1 `5`

Using collaborative learning teams for intentional planning around targeted standards which include Numbers and Operations. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of standards.

Person Responsible

Michael McLeod

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Distict PLC Toolkit Lesson Planning Participation in weekly CLT meetings Teacher collaboration with Math Lead Teacher

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

Lesson plan review, data review, and observations

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher Observations Grade Level Lesson Planning Grade Level Common Formative Assessment Data iReady Math Data iStandards Mastery Assessments

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

Increase in student mastery of standards in the Numbers and Operations Domain.

Person Responsible

Deborah Riley

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

i-Ready Progress Monitoring Assessments Common Formative Assessments Florida Standard Assessment (FSA) Data

G3. Increase student mastery of the writing process, including text based writing. `1`

🔑 G098962

G3.B1 Teacher's comfort level with teaching writing utilizing the workshop model with the Lucy Calkins Writing Units of Study and providing practice in text-based writing. `2`

🔑 B266452

G3.B1.S1 Literacy Coach will assist teachers in implementing practice for text-based writing for grades 4 & 5. `4`

🔑 S282347

Strategy Rationale

Providing opportunities for students to practice text-based writing utilizing rubrics will help students to grow in this genre of writing.

Action Step 1 `5`

The Literacy Coach will conduct small group norming sessions and provide professional development on text based writing.

Person Responsible

Amy Porter

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

on-demand writing data and other student writing samples

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

Literacy Coach and ELA Teacher Lead will utilize the coaching model (modeling, co-teaching, observation with feedback)

Person Responsible

Amy Porter

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

On-Demand Writing data and other student writing samples

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

Grade Level teams will analyze student writing using the norming process

Person Responsible

Deborah Riley

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Student Writing Samples with Rubric Scoring; FSA ELA Writing Scores

G3.B1.S2 Literacy Coach will continue to support teaching writing through the writing workshop model grades K-5. 4

🔑 S282348

Strategy Rationale

By using the Literacy Coach to model and coach teachers using best practices for writing, teachers will become more familiar with using the Writing Units of Study.

Action Step 1 5

The Literacy Coach will conduct professional development to grade level teams on how to utilize the new writing units of study resources and meet to look at norming samples.

Person Responsible

Amy Porter

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson Plans; Norming scores of student writing

Action Step 2 5

Ongoing professional development will be provided during Grade Level CLT meetings and classroom modeling to support teachers in the implementation in the Writing Workshop Model.

Person Responsible

Amy Porter

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

CLT meeting notes Student writing samples Literacy Coach artifacts Completion of the Balanced Literacy Course

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Grade level teams will conduct norming of student writing utilizing the Lucy Caulkins Rubrics and/
or the FSA Text Based Writing Rubric with support from the Literacy Coach.

Person Responsible

Deborah Riley

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Student Writing Work Samples with Rubric Scoring; On-Demand Writing Data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Coaching discussions with grade level teams based upon review of student writing data using the
norming process

Person Responsible

Amy Porter

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Writing Student Samples and Rubrics; Lesson Plans

G4. Improve students' proficiency in the strand of Life Science. `1`

🔑 G098963

G4.B1 Lack of teacher understanding of Life Science standards. `2`

🔑 B266453

G4.B1.S1 Teachers will develop a better understanding of tested standards and vocabulary from test item specifications. `4`

🔑 S282349

Strategy Rationale

To better understand multiple facets of the progression of standards and vocabulary from grades 3-5.

Action Step 1 `5`

3rd - 5th grade teachers will teach science to a higher rigor (with focus on tested standards and vocabulary) through deliberate lesson planning.

Person Responsible

Kim Higgins

Schedule

Daily, from 8/15/2017 to 5/24/2018

Evidence of Completion

District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments

Action Step 2 `5`

3rd - 5th grade teachers will utilize STEMscopes resource to teach science concepts.

Person Responsible

Kim Higgins

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments

Action Step 3 `5`

STEAM Lab teacher will teach content specific vocabulary to 3rd - 5th grade students through the use of academic games (i.e. Science Vocabulary BINGO, etc.)

Person Responsible

Kim Higgins

Schedule

Daily, from 8/15/2017 to 5/24/2018

Evidence of Completion

District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

FSSSA Scores District Science Benchmark Data (Grades 3-5)

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Evaluate the increase in understanding of the Life Science strand.

Person Responsible

Kim Higgins

Schedule

On 5/24/2018

Evidence of Completion

District Science benchmark data (Grades 3-5) and FSSSA scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M413625	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level...	Riley, Deborah	8/15/2017	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common formative assessments Fountas and Pinnell benchmark data review Grade Level PLC Writing Toolkit 2.0 Daily Lesson Plans iReady Florida Standards Mastery data	5/24/2018 monthly
G2.MA1 🔑 M413628	Data analysis on specific standards in the Numbers and Operations Domain	Riley, Deborah	8/15/2017	iReady data , grade level common formative assessments	5/24/2018 monthly
G3.MA1 🔑 M413633	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level...	Riley, Deborah	8/15/2017	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common writing assessments/writing samples Grade Level PLC Writing Units of Study Planning FSA ELA Text Based Writing Scores Balanced Literacy Course Completion on mini-lessons	5/24/2018 monthly
G4.MA1 🔑 M413636	Evaluate the increase in understanding of the Life Science strand.	Higgins, Kim	8/15/2017	District Science benchmark data (Grades 3-5) and FSSSA Scores	5/24/2018 one-time
G1.B1.S1.MA1 🔑 M413623	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level...	Riley, Deborah	8/15/2017	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common formative assessment data Fountas and Pinnell benchmark data review Grade Level Lesson Planning iReady Florida Standards Mastery data	5/24/2018 monthly
G1.B1.S1.MA1 🔑 M413624	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level...	Riley, Deborah	8/15/2017	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common formative assessments data Fountas and Pinnell benchmark data review Grade Level Lesson Planning	5/24/2018 monthly
G1.B1.S1.A1 🔑 A381007	Continued coaching sessions, planning, and modeling with Literacy Coach	Porter, Amy	8/15/2017	Progress monitoring through i-Ready Fountas and Pinnell benchmark data three times a year Grade level common formative assessment data Completion of MCSD Balanced Literacy Courses Participation in weekly CLT meeting	5/24/2018 weekly
G1.B1.S1.A2 🔑 A381008	Professional Development on implementation of Jennifer Saravallo Reading Strategies	Porter, Amy	8/15/2017	Participation in professional development provided by Lea Mercantini (Grades 3-5) Progress monitoring through i-Ready Fountas and Pinnell benchmark data three times a year Grade level common formative assessment data Completion of MCSD Balanced Literacy Courses Participation in weekly CLT meeting	5/24/2018 weekly
G2.B1.S1.MA1 🔑 M413626	Increase in student mastery of standards in the Numbers and Operations Domain.	Riley, Deborah	8/15/2017	i-Ready Progress Monitoring Assessments Common Formative Assessments Florida Standard Assessment (FSA) Data	5/24/2018 monthly
G2.B1.S1.MA1 🔑 M413627	Lesson plan review, data review, and observations	McLeod, Michael	8/15/2017	Teacher Observations Grade Level Lesson Planning Grade Level Common Formative Assessment Data iReady Math Data iStandards Mastery Assessments	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A381009	Using collaborative learning teams for intentional planning around targeted standards which include...	McLeod, Michael	8/15/2017	Distict PLC Toolkit Lesson Planning Participation in weekly CLT meetings Teacher collaboration with Math Lead Teacher	5/24/2018 weekly
G3.B1.S1.MA1 M413629	Grade Level teams will analyze student writing using the norming process	Riley, Deborah	8/15/2017	Student Writing Samples with Rubric Scoring; FSA ELA Writing Scores	5/24/2018 monthly
G3.B1.S1.MA1 M413630	Literacy Coach and ELA Teacher Lead will utilize the coaching model (modeling, co-teaching,...	Porter, Amy	8/15/2017	On-Demand Writing data and other student writing samples	5/24/2018 monthly
G3.B1.S1.A1 A381010	The Literacy Coach will conduct small group norming sessions and provide professional development...	Porter, Amy	8/15/2017	on-demand writing data and other student writing samples	5/24/2018 quarterly
G4.B1.S1.MA1 M413634	Evaluate the increase in understanding of the Life Science strand.	Higgins, Kim	8/15/2017	District Science benchmark data (Grades 3-5) and FSSSA scores	5/24/2018 one-time
G4.B1.S1.MA1 M413635	District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments	McLeod, Michael	8/15/2017	FSSSA Scores District Science Benchmark Data (Grades 3-5)	5/24/2018 monthly
G4.B1.S1.A1 A381013	3rd - 5th grade teachers will teach science to a higher rigor (with focus on tested standards and...	Higgins, Kim	8/15/2017	District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments	5/24/2018 daily
G4.B1.S1.A2 A381014	3rd - 5th grade teachers will utilize STEMscopes resource to teach science concepts.	Higgins, Kim	8/15/2017	District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments	5/24/2018 weekly
G4.B1.S1.A3 A381015	STEAM Lab teacher will teach content specific vocabulary to 3rd - 5th grade students through the...	Higgins, Kim	8/15/2017	District Science Benchmark Assessments (Grades 3-5) and Common Formative Assessments	5/24/2018 daily
G3.B1.S2.MA1 M413631	Coaching discussions with grade level teams based upon review of student writing data using the...	Porter, Amy	8/15/2017	Writing Student Samples and Rubrics; Lesson Plans	5/24/2018 monthly
G3.B1.S2.MA1 M413632	Grade level teams will conduct norming of student writing utilizing the Lucy Caulkins Rubrics...	Riley, Deborah	8/15/2017	Student Writing Work Samples with Rubric Scoring; On-Demand Writing Data	5/24/2018 quarterly
G3.B1.S2.A1 A381011	The Literacy Coach will conduct professional development to grade level teams on how to utilize the...	Porter, Amy	8/15/2017	Lesson Plans; Norming scores of student writing	5/24/2018 quarterly
G3.B1.S2.A2 A381012	Ongoing professional development will be provided during Grade Level CLT meetings and classroom...	Porter, Amy	8/15/2017	CLT meeting notes Student writing samples Literacy Coach artifacts Completion of the Balanced Literacy Course	5/24/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Lack of teacher understanding of depth and complexity of standards.

G1.B1.S1 Using collaborative learning teams for intentional planning around targeted standards which include integration of knowledge and ideas. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of standards.

PD Opportunity 1

Continued coaching sessions, planning, and modeling with Literacy Coach

Facilitator

Amy Porter

Participants

Classroom teachers, Literacy Coach

Schedule

Weekly, from 8/15/2017 to 5/24/2018

PD Opportunity 2

Professional Development on implementation of Jennifer Saravallo Reading Strategies

Facilitator

Deborah Riley, Amy Porter

Participants

K-5 Teachers

Schedule

Weekly, from 8/15/2017 to 5/24/2018

G2. Increase student proficiency in the domain of Numbers and Operations.

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

G2.B1.S1 Providing continuous professional development during Collaborative Team meetings and Multi-Tiered System of Support meetings regarding the targeted standards to increase teacher's understanding of the depth and complexity of grade level standards in the Numbers and Operations Domain.

PD Opportunity 1

Using collaborative learning teams for intentional planning around targeted standards which include Numbers and Operations. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of standards.

Facilitator

Posten, Loryn

Participants

K-5 teachers

Schedule

Weekly, from 8/15/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Continued coaching sessions, planning, and modeling with Literacy Coach				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Felix A Williams Elem School			$600.00
			Notes: Substitutes for teachers to collaborate and plan using the new Reading Units of Study in conjunction with the Balanced Literacy PD Courses.			
2	G1.B1.S1.A2	Professional Development on implementation of Jennifer Saravallo Reading Strategies				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Felix A Williams Elem School	Other		$1,200.00
3	G2.B1.S1.A1	Using collaborative learning teams for intentional planning around targeted standards which include Numbers and Operations. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of standards.				$479.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Felix A Williams Elem School	Other		$479.00
			Notes: Math in Practice School Bundle Funding: Education Foundation Great Give Funds			
4	G3.B1.S1.A1	The Literacy Coach will conduct small group norming sessions and provide professional development on text based writing.				$0.00
5	G3.B1.S2.A1	The Literacy Coach will conduct professional development to grade level teams on how to utilize the new writing units of study resources and meet to look at norming samples.				$1,434.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Felix A Williams Elem School			$1,434.00
			Notes: One set of K-5 Writing Units of Study			
6	G3.B1.S2.A2	Ongoing professional development will be provided during Grade Level CLT meetings and classroom modeling to support teachers in the implementation in the Writing Workshop Model.				$0.00
7	G4.B1.S1.A1	3rd - 5th grade teachers will teach science to a higher rigor (with focus on tested standards and vocabulary) through deliberate lesson planning.				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			0341 - Felix A Williams Elem School	Other		$700.00
			Notes: STEAM Night- South Florida Museum/Planetarium Funding source: Education Foundation			
8	G4.B1.S1.A2	3rd - 5th grade teachers will utilize STEMscopes resource to teach science concepts.				$0.00
9	G4.B1.S1.A3	STEAM Lab teacher will teach content specific vocabulary to 3rd - 5th grade students through the use of academic games (i.e. Science Vocabulary BINGO, etc.)				$0.00
					Total:	$4,413.00