

Alachua County Public Schools

Joseph Williams Elementary School



2018-19 Schoolwide Improvement Plan

Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

<https://www.sbac.edu/williams>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	B	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 Alachua County School Board on 10/16/2018.

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>.

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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.

2018-19 DA Category and Statuses for Joseph Williams Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We are committed to the success of every student!

b. Provide the school's vision statement.

Williams Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.

2. School Environment

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

It is important at Williams Elementary for the faculty and staff to learn about students, their cultures, and relationships between teachers and students. Faculty and grade level meetings help support teachers building appropriate structures for students (e.g., culturally relevant teaching, etc.).

Weekly students and teachers meet as a grade level to identify a Wildcat of the Week. Students are recognized by their teachers and peers for exhibiting leadership qualities that are part of building a productive community within the classroom and grade level, and are honored on the morning announcements, receive an award, and parents are personally contacted by the principal.

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

School staff have assigned morning and afternoon duties to monitor students to ensure student safety throughout the campus.

Williams Elementary has a school resource officer that is visible on campus, he visits classrooms, teaches lessons on bullying, and school and home safety. The SRO develops relationships with students and they are comfortable talking to him.

The school counselor meets with small groups and teaches lessons. Curriculum may include Speak Up and Be Safe, Steps to Respect, and Second Step.

During pre-planning the school safety procedures are reviewed. They are also reviewed throughout the school term. All school staff participate and are certified in ALICE procedures.

The district protocol for reporting bullying is followed.

Administrative Team is available to talk to students privately if needed.

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.

School-wide rules and expectations are posted throughout the building and classrooms. The school wide discipline plan is shared with staff during preplanning, this plan describes the discipline levels, consequences and responses, as well as protocol for follow-up, and informal vs. formal referrals. Teachers implement school management plans. Teachers submit classroom management plans and procedures for administrative review. The clip system is used to provide a uniform system for addressing student misconduct. Class DOJO may be used to encourage positive behaviors. DOJO points are redeemable for classroom and school wide incentives. Williams utilizes the PBiS model schoolwide. The RTI behavior approach is utilized for behavior management. Tier 2 and Tier 3 includes use of Discipline with Dignity, behavior point sheets, individualized behavior plans and regular follow-up with administration. Ongoing professional development will occur during the school year through classroom coaching and modeling.

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.

All classroom teacher implement a social emotional learning curriculum daily.

A full-time school counselor is available to conduct small groups and see students individually.

There are several community organizations that mentor identified students.

The EDEP program provides mentors and assistance with homework for students.

School partners with school district to provide System of Care and additional wraparound services.

Parents are referred to community resources as needed.

A parent resource area is provided in school as a support.

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.

Attendance, discipline, and failing grades reports are monitored by the administrative team on a monthly basis.

Discussions focus on trends, individual students, support systems for students, parents and teachers, proactive strategies.

Throughout the school year, teachers meet with the FCIM Coordinator, Principal and/or Assistant Principal as a team and/or individually to review academic and behavior data as well as student progress.

The following early warning indicators are used:

Attendance - students with 5 or more unexcused absences in a 90 day period

Suspensions - 1 or more suspensions

Failing grades in ELA and/or mathematics

Students with Level I on standardized assessments in ELA and/or mathematics are identified.

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	5	29	27	29	17	15	0	0	0	0	0	0	0	122
One or more suspensions	0	2	6	16	9	15	0	0	0	0	0	0	0	48
Course failure in ELA or Math	1	12	7	14	13	9	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	14	13	9	0	0	0	0	0	0	0	36

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	5	33	32	41	45	46	0	0	0	0	0	0	0	202

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

Leadership team completes quarterly data reflection/analysis to monitor progress each nine weeks.

Intervention instruction for identified Level I and lowest quartile students is implemented during the instructional day by Title I teacher and instructional coach.

Educational Planning Team (EPT) meetings are conducted for identified students to address attendance, academic, and behavior concerns.

Designated staff meet at least monthly with the district truancy officer to monitor student attendance.

Differentiated instruction occurs within classrooms to ensure the academic needs of all students are being met.

The master schedule is created to provide a common planning time for grade levels to plan collaboratively.

Instructional coach supports teachers with developing effective lessons.
Teacher data chats are held monthly with leadership.

Extended Day Intervention is provided to targeted students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/656134>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school's efforts to increase student achievement. The involvement of community members through SAC plays a big role towards the attainment of the school's goals.

Williams has partnerships with the following community organizations:

Gainesville Regional Utilities (GRU) sponsors an annual golf tournament for Williams Elementary. GRU employees are allotted one hour per week to volunteer at Williams. The company provides food backpacks for identified families. GRU annually collects school supplies for the students. GRU also participates in Reading Buddies to support student achievement.

Altrusa participates in Pen Pal program with third grade class

Greenhouse Church provides mentors for identified students and volunteers at school sponsored events.

University of Florida Athletic Department provides mentors for 5th grade students through the SEC Mentoring program.

University of Florida College of Education implements the UFLI program for identified 1st and 2nd grade students.

Foster Grandparent Program - Kindergarten and 1st grade classrooms have foster grandparents in their classrooms.

Junior Achievement sponsors "A Day of Difference" for students in grades K-5 during the fall and spring. JA volunteers implement lessons for students that promote financial literacy and entrepreneurship.

University of Florida College of Dentistry partners with the school to implement the "Lunchbox Dental Program" which is designed to promote oral hygiene and healthy eating.

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
Stokes, Anyana	Principal
Wise, Atsuko	School Counselor
Beland, Chris	Assistant Principal
Melvin, Karen	Teacher, K-12
Ashford, Frederic	Dean

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making; Provide opportunities for teacher collaboration and knowledge building; Facilitate implementation of RTI; Provides or coordinates professional development; Attend EPT, IEP, 504 and RTI meetings; Conduct walk-throughs to monitor fidelity and integrity of core curriculum and intervention implementation; Monitor teacher effectiveness; Communicates with all shareholders information regarding school data and student achievement progress; Provides a common vision for student relationship building and behavior management

Assistant Principal: Provides instructional support and coordinate professional development/coaching support for instructors; Coordinate school wide assessments, conduct walk-throughs to monitor implementation of SIP strategies, monitors behavior intervention, monitors student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction; Attend EPT, IEP, 504 and RTI meetings.

School Counselor: Schedule and attend IEP, EPT, EP and RTI meetings; Maintain log of all students involved in EPT and RTI process; send parent invites; complete necessary EPT and RTI forms; Provide guidance on data collection, charting and graphing results and the use of technology in the collection of data; conducts small group and individual counseling sessions; conducts classroom lessons implementing "Speak Up and Be Safe" and "Student Success Skills"

Behavior Resource Teacher (BRT): Assists the Principal in development and implementation of preventive discipline plan for the school; Provides assistance to school leadership, teacher and staff for behavioral management; Advise students on appropriate school behavior and follow-up with parents and teachers on results; Participate in the implementation of a school-wide student Positive Behavior Support plan.

FCIM Facilitator/Instructional Coach: collect school-wide data for RTI team to use in determining at-risk students; facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; provides training and coaching in intervention program implementation and data analysis; conducts data chats. Provides coaching support and learning opportunities for all teachers; Provides teacher resources related to specific content areas and individual student needs; Maintains a confidential and professional growth relationship with teachers; Performs all duties as assigned by Principal.

The school based Leadership Team reviews school-wide data including FSA results, district assessments, school based assessments, discipline data, attendance data etc. Leadership uses this data to monitor and assist in the development of school, grade-level and individual class goals. In addition this data is used for progress monitoring, supporting and implementation of the schools MTSS program.

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.

The purpose of MTSS/RTI is to ensure high quality instruction/intervention matched to student needs and using student assessment data over time to make data-based decisions to guide instruction. School-wide data is used to address the progress of low-performing students and determine the

enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.).

The RTI team will meet monthly and use the problem solving process to: Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) Based on student data, recommend, coordinate and implement intervention support (Tiers 2 and 3) that match students' non-mastery of skills through:

- Small group pull-out tutoring
- Extended Learning Program after-school
- Mini assessments to determine validity of remediation and assess student growth
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade level.

Organize and support systematic data collection as needed to strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Use of school-based Scope and Sequence and Instructional Calendars, Mini-Lessons and Mini-Assessments
- Use of Balanced Assessments at the end of segments/chapters
- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- Work collaboratively with the PLCs in the implementation of FCIM (on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Language Arts Committee, which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas.

Title I, Part A : Services are provided to ensure students requiring additional remediation are assisted through remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III ensuring staff development needs are provided. The school utilizes a FCIM Facilitator to assist teachers.

Title I, Part C Migrant: Migrant Support Resource Advocates provides services and support to the school and families. The district liaison coordinates with Title I and other programs to ensure student needs are addressed and met.

Title I, Part D: Services are coordinated with district Drop-out Prevention programs.

Title II: District receives funds for improving basic education programs through the purchase of technology to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students. The implementation of new instructional software will enhance literacy and math skills of struggling students. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs: The school fully supports the district initiative to eliminate bullying from our school and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students. The school also offers Positive Behavior Support (PBS) to students.

A Kindergarten roundup is held each spring for all incoming kindergarten students.

Career and Technical Education: A Career Day is held in the Spring

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anyana Stokes	Principal
Tina Head	Education Support Employee
Torri Messer	Business/Community
Holly Lane	Business/Community
Veronkia Thiebach	Teacher
Dorothy Griggs	Parent
Dekoya Brown	Teacher
	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

Last year's school improvement plan was reviewed by the SAC. It was determined that the plan was implemented successfully. The review of the SIP is ongoing and occurs throughout the school year. Each member of the SAC receives a copy of the SIP and is encouraged to provide input and suggestions.

b. Development of this school improvement plan

School data was reviewed with SAC, as well as, School Committees. The review of the School Improvement Plan is ongoing and opportunities for input are provided throughout the year. The School Improvement Plan is reviewed at the first SAC meeting of the year and members are invited to review the plan and provide input. Adjustments to the plan are made based on suggestions from the SAC.

c. Preparation of the school's annual budget and plan

The annual budget is reviewed with SAC members for input. Projects funded through lottery funds are approved/denied by the SAC committee.

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

Instructional materials - \$3,000;

Substitutes for instructional planning days, state assessments and "as needed projects" - \$4,000;

Staff Development activities - \$1,000

K-2 Student Planners - \$2,000

Student Incentives - \$2,000

Spelling Bee Registration - \$160

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
Stokes, Anyana	Principal
Beland, Chris	Assistant Principal
Brown, Dekoya	Teacher, K-12
Thomas, Marco	Teacher, K-12
Brockman, Kristen	Teacher, K-12
McEwen, Brittany	Teacher, K-12
Friedrich, Blair	Teacher, K-12

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

Effective implementation of ELA Florida Standards, including supporting teachers with unwrapping the Florida ELA Standards and understanding of Test Item Specifications.

Supporting teachers use of data to guide instructional decisions and delivery. Support teachers with implementation of rigorous literacy workstations.

Implementation of effective research based strategies

Support school-wide efforts to implement effective strategies that promote language development.

Provide vocabulary strategies to parents during conferences or other parent involvement activities.

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.

Teachers in grades kindergarten through fifth grade receive 45 minutes daily of common planning time each day except for Wednesdays due to the shortened school day.

All instructional staff members participate in lesson study teams.

Grade level PLC's for instructional planning to provide each grade level an opportunity of instructional planning with their grade level members, the instructional coach and school leadership.

Grade level Data Chats are conducted monthly with the FCIM Coordinator and/or Principal and Assistant Principal.

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

District Induction Program for first year teachers.

District mentor coach provided for first year teachers.

Newly hired teachers provided opportunity to participate in district provided professional development.

School-based New Teacher Program (New to Williams) meetings held monthly at school.

Team Leaders provide guidance and support with all teacher required responsibilities .

School-based instructional coach provides instructional support through lesson planning, classroom modeling and professional development opportunities.

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

Identified Teachers will participate in District Induction Program for beginning teachers, participants attend monthly cohort meetings, are assigned to a district mentor coach and receive professional development in the areas of lesson planning and instructional delivery.

Identified teachers will participate in the school level mentoring program for new teachers at Williams, participants attend monthly meetings and are provided support from school based veteran teachers.

Rationale for Pairing: District and/or School Assigned, based on District New Teacher Program and School personnel.

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.

The state adopted curriculum is utilized

Teachers are provided the Florida Standards to use as their guide for instructional delivery

The district scope and sequence is used to ensure instructional validity

Professional development focused on unpacking Florida Standards for all instructional staff

Use of Webb's Depth of Knowledge to ensure the cognitive complexity levels of student activities, questioning and assignments.

Classroom Walkthroughs are conducted by Administrative Team

Administrative feedback is provided to teachers

Common board configurations include instructional objectives, Florida Standards in kid friendly statements, and checks for understanding

Lesson plans include Florida Standards

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.

Formative, Diagnostic and Summative data are used to drive instruction and increase student achievement

Data Analysis is supported through monthly data chats with grade level teams with the FCIM Coordinator

On-going Progress Monitoring of school data through google docs

Student data are used to determine student strengths and weakness. Data also used to determine instructional focuses and groupings for teacher led small groups

Diagnostic data used to determine student intervention needs to ensure appropriate placement within intervention programs

Administrative walkthrough data used to determine teacher professional development needs

Data used to identify Tier 2 and Tier 3 students in ELA

Formative and summative data used to determine students in need of remediation, enrichment and to target workstation activities.

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: Extended School Day

Minutes added to school year: 2,640

After-School Tutoring will be provided for identified students to provide additional academic instruction based on data analysis. On-going progress monitoring will be conducted by teacher; On-going progress monitoring will be reviewed by FCIM Facilitator, teacher and SBLT.

Strategy Rationale

Data Analysis of 2016-2017 AIMS quarterly assessments, FSA data and teacher input determined students identified for After-school tutoring

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Melvin, Karen, melvinkm@gm.sbac.edu

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

Data will be collected monthly; the data will be analyzed to determine student progress and identify skills needing remediation. Data chats will be conducted monthly with Extended School Day instructors.

Strategy: Extended School Day

Minutes added to school year:

Teacher instructional planning days

Strategy Rationale

Provide extended time for greater collaboration, data analysis and lesson planning for grade level teachers.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Teacher Lesson Plans collected by Lead Teacher

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School

Strategy Rationale

Increase student reading and math skills/proficiency through increased academic instruction

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data analysis of student reading and math proficiency.

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, Â§ 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.

The school conducts a Kindergarten Roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. During this event, the school conducts an afternoon session where parents receive information about kindergarten, have the opportunity to complete enrollment forms, meet school staff and ask questions concerning the transition to kindergarten. In addition, parents receive informational handouts to assist in preparing their child with essential skills needed for success in school.

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.

A Career Day is implemented once per year to provide student awareness of a variety of careers

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step

 S123456 = Quick Key


Strategic Goals Summary

- G1.** The number of out-of-school suspensions will decrease by 15% this school year.
- G2.** The percentage of students the lowest quartile for English Language Arts making learning gains will increase from 47% to 50%.
- G3.** The percentage of students in the lowest quartile for mathematics making learning gains will increase from 25% to 51%.

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. The number of out-of-school suspensions will decrease by 15% this school year. 1a

 G100685

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	138.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, school PLCs, instructional coach

Plan to Monitor Progress Toward G1. 8

Discipline referrals, suspensions, student behavior charts, RTI data

Person Responsible

Frederic Ashford


Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline referrals, suspensions

G2. The percentage of students the lowest quartile for English Language Arts making learning gains will increase from 47% to 50%. 1a

 G100686

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Limited amount of instructional time to remediate those students in the lowest quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School leadership team, alignment of instruction to Florida's Standards, and professional development. Students will be able to attend after school tutoring two times a week through Title 1 funds for an hour each day.

Plan to Monitor Progress Toward G2. 8

Quarterly AIMS, classroom assessments, ISIP

Person Responsible

Anyana Stokes


Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

G3. The percentage of students in the lowest quartile for mathematics making learning gains will increase from 25% to 51%. 1a

 G100687

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- Limited amount of instructional time to remediate those students in the lowest quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School leadership team, alignment of instruction to Florida's Standards, and professional development. Students will be able to attend after school tutoring two times a week through Title 1 funds for an hour each day.

Plan to Monitor Progress Toward G3. 8

Quarterly AIMS, classroom assessments, ISIP

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

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. The number of out-of-school suspensions will decrease by 15% this school year. **1**

 G100685

G1.B1 Professional development for teachers. **2**

 B271634

G1.B1.S1 We will have monthly PLCs and target student behavior and classroom management as a key area for professional development. **4**

 S287542

Strategy Rationale

School-based professional development allows us to focus on specific behavior areas and trends.

Action Step 1 **5**

Monthly Professional Learning Communities (PLCs) will include professional development geared towards improving student behavior at school and in the classroom, minimizing out-of-school suspensions for the students at Williams.

Person Responsible

Frederic Ashford

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline referrals, suspensions

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

The BRT and school administration will monitor disaggregated data (by gender, race, etc.) for school discipline referrals and out-of-school suspensions.

Person Responsible

Frederic Ashford

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline referrals, suspensions

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

PLCs will include research-based practices and data analysis.

Person Responsible

Frederic Ashford

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline referrals, suspensions

G2. The percentage of students the lowest quartile for English Language Arts making learning gains will increase from 47% to 50%. 1

G100686

G2.B1 Limited amount of instructional time to remediate those students in the lowest quartile. 2

B271635

G2.B1.S1 Identify and maintain accurate ELA lowest quartile information. 4

S287543

Strategy Rationale

Student identification and data chats ensure ongoing progress monitoring and adjustment of interventions.

Action Step 1 5

Teachers will analyze student data, record data in school wide data system (Google Doc) and participate in monthly data chats, in order to align instruction with student need.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Record of Data Chats, google docs

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

Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher instructional planning and pacing through the use of informal classroom snapshots and formal observations; Title I Documentation for intervention

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Principal and Assistant Principal informal and formal observations; Coaches logs; Title I Documentation

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

School administration and teachers will collaborate to discuss ELA lowest quartile students.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

G2.B1.S2 Extended Day Instruction 4

 S287544

Strategy Rationale

Additional opportunities for learning and remediation for targeted students.

Action Step 1 5

Teachers will offer EDI tutoring for targeted students.

Person Responsible

Anyana Stokes

Schedule

Weekly, from 10/1/2018 to 5/20/2019

Evidence of Completion

Increase the percentage of ELA lowest quartile learning gains

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

School leadership will collaborate with teachers on EDI lesson plans and data analysis

Person Responsible

Anyana Stokes

Schedule

Biweekly, from 10/1/2018 to 5/20/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

School leadership will meet with teachers to develop appropriate EDI lesson plans and data analysis.

Person Responsible

Anyana Stokes

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

G3. The percentage of students in the lowest quartile for mathematics making learning gains will increase from 25% to 51%. 1

G100687

G3.B1 Limited amount of instructional time to remediate those students in the lowest quartile. 2

B271636

G3.B1.S1 Identify and maintain accurate math lowest quartile information. 4

S287545

Strategy Rationale

Student identification and data chats ensure ongoing progress monitoring and adjustment of interventions.

Action Step 1 5

Teachers will analyze student data, record data in school wide data system (Google Doc) and participate in monthly data chats, in order to align instruction with student need.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Record of Data Chats, google docs

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

Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher instructional planning and pacing through the use of informal classroom snapshots and formal observations; Title I Documentation for intervention

Person Responsible

Anyana Stokes

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Principal and Assistant Principal informal and formal observations; Coaches logs; Title I Documentation

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

School administration and teachers will collaborate to discuss math lowest quartile students.

Person Responsible

Anyana Stokes

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

G3.B1.S2 Extended Day Instruction 4

 S287546

Strategy Rationale

Additional opportunities for learning and remediation for targeted students.

Action Step 1 5

Teachers will offer EDI tutoring for targeted students.

Person Responsible

Anyana Stokes

Schedule

Weekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

Increase the percentage of math lowest quartile learning gains

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

Quarterly AIMS, classroom assessments, ISIP

Person Responsible

Anyana Stokes

Schedule

Weekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

Increase the number of students in bottom quartile achieving learning gains on FSA

V. Professional Development Opportunities

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

G2. The percentage of students the lowest quartile for English Language Arts making learning gains will increase from 47% to 50%.

G2.B1 Limited amount of instructional time to remediate those students in the lowest quartile.

G2.B1.S2 Extended Day Instruction

PD Opportunity 1

Teachers will offer EDI tutoring for targeted students.

Facilitator

Karen Melvin

Participants

Instructional Staff

Schedule

Weekly, from 10/1/2018 to 5/20/2019

G3. The percentage of students in the lowest quartile for mathematics making learning gains will increase from 25% to 51%.

G3.B1 Limited amount of instructional time to remediate those students in the lowest quartile.

G3.B1.S1 Identify and maintain accurate math lowest quartile information.

PD Opportunity 1

Teachers will analyze student data, record data in school wide data system (Google Doc) and participate in monthly data chats, in order to align instruction with student need.

Facilitator

Williams School Leadership

Participants

Instructional Staff

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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	Monthly Professional Learning Communities (PLCs) will include professional development geared towards improving student behavior at school and in the classroom, minimizing out-of-school suspensions for the students at Williams.				\$0.00
2	G2.B1.S1.A1	Teachers will analyze student data, record data in school wide data system (Google Doc) and participate in monthly data chats, in order to align instruction with student need.				\$268,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide			\$0.00
			District-Wide	Title I, Part A		\$250,000.00
Notes: FCIM Coordinator, Title I Instructors						
			District-Wide	Title I, Part A		\$9,000.00
Notes: Extended Day Intervention						
			District-Wide	Title I, Part A		\$3,000.00
Notes: PLC						
			District-Wide	Title I, Part A		\$6,000.00
Notes: Professional Development - Calendar Math, Math Reads, Achieve 3000, Leader in Me, 7 Habits Student Planners, Waterford, My Sidewalks						
			District-Wide	Title I, Part A		\$500.00
Notes: FSA Parent Information Session						
			District-Wide	Title I, Part A		\$200.00
Notes: Reading Journals						
3	G2.B1.S2.A1	Teachers will offer EDI tutoring for targeted students.				\$0.00
4	G3.B1.S1.A1	Teachers will analyze student data, record data in school wide data system (Google Doc) and participate in monthly data chats, in order to align instruction with student need.				\$44,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	General Fund		\$2,000.00
Notes: Inquiry project materials						
			District-Wide	Other		\$40,000.00
Notes: Science Lab Instructor						
			District-Wide	Other		\$1,000.00
Notes: Robotics Resources						
			District-Wide	Title I, Part A		\$1,500.00

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			Notes: Science Night
5	G3.B1.S2.A1	Teachers will offer EDI tutoring for targeted students.	\$0.00
Total:			\$313,200.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B1.S2.MA1 M426280	School leadership will collaborate with teachers on EDI lesson plans and data analysis	Stokes, Anyana	10/1/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/20/2019 biweekly
G2.B1.S2.A1 A390062	Teachers will offer EDI tutoring for targeted students.	Stokes, Anyana	10/1/2018	Increase the percentage of ELA lowest quartile learning gains	5/20/2019 weekly
G1.MA1 M426276	Discipline referrals, suspensions, student behavior charts, RTI data	Ashford, Frederic	8/13/2018	Discipline referrals, suspensions	5/31/2019 monthly
G2.MA1 M426281	Quarterly AIMS, classroom assessments, ISIP	Stokes, Anyana	8/13/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/31/2019 monthly
G3.MA1 M426285	Quarterly AIMS, classroom assessments, ISIP	Stokes, Anyana	8/13/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/31/2019 monthly
G1.B1.S1.MA1 M426274	PLCs will include research-based practices and data analysis.	Ashford, Frederic	8/13/2018	Discipline referrals, suspensions	5/31/2019 monthly
G1.B1.S1.MA1 M426275	The BRT and school administration will monitor disaggregated data (by gender, race, etc.) for...	Ashford, Frederic	8/13/2018	Discipline referrals, suspensions	5/31/2019 monthly
G1.B1.S1.A1 A390060	Monthly Professional Learning Communities (PLCs) will include professional development geared...	Ashford, Frederic	8/13/2018	Discipline referrals, suspensions	5/31/2019 monthly
G2.B1.S1.MA1 M426277	School administration and teachers will collaborate to discuss ELA lowest quartile students.	Stokes, Anyana	8/13/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/31/2019 monthly
G2.B1.S1.MA1 M426278	Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher...	Stokes, Anyana	8/13/2018	Principal and Assistant Principal informal and formal observations; Coaches logs; Title I Documentation	5/31/2019 monthly
G2.B1.S1.A1 A390061	Teachers will analyze student data, record data in school wide data system (Google Doc) and...	Stokes, Anyana	8/13/2018	Record of Data Chats, google docs	5/31/2019 monthly
G3.B1.S1.MA1 M426282	School administration and teachers will collaborate to discuss math lowest quartile students.	Stokes, Anyana	8/13/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/31/2019 monthly
G3.B1.S1.MA1 M426283	Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher...	Stokes, Anyana	8/13/2018	Principal and Assistant Principal informal and formal observations; Coaches logs; Title I Documentation	5/31/2019 daily
G3.B1.S1.A1 A390063	Teachers will analyze student data, record data in school wide data system (Google Doc) and...	Stokes, Anyana	8/13/2018	Record of Data Chats, google docs	5/31/2019 monthly
G2.B1.S2.MA1 M426279	School leadership will meet with teachers to develop appropriate EDI lesson plans and data analysis.	Stokes, Anyana	8/13/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/31/2019 weekly
G3.B1.S2.MA1 M426284	Quarterly AIMS, classroom assessments, ISIP	Stokes, Anyana	10/1/2018	Increase the number of students in bottom quartile achieving learning gains on FSA	5/31/2019 weekly
G3.B1.S2.A1 A390064	Teachers will offer EDI tutoring for targeted students.	Stokes, Anyana	10/1/2018	Increase the percentage of math lowest quartile learning gains	5/31/2019 weekly