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Felix A Williams Elementary School

401 NW BAKER RD, Stuart, FL 34994

martinschools.org/o/fawes

Demographics

Principal: Sarah Tuthill

Start Date for this Principal: 9/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: A (64%) 2015-16: B (56%) 2014-15: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">44%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">25%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	A	B

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Felix A. Williams Elementary School is Every Student, Every Day.

Provide the school's vision statement.

The vision of Felix A. Williams Elementary School is Empowerment Through Community.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Riley, Deborah	Principal	
Torounian, Eileen	Teacher, K-12	
Smith, Jodi	Teacher, K-12	
Robinson, Donna	Teacher, K-12	
Soviero, Kerry	Teacher, K-12	
Higgins, Kim	Teacher, K-12	
McLeod, Michael	Assistant Principal	
Thomas, Susan	Teacher, K-12	
Weber, Vicki	School Counselor	
Boogaart, Linda	Teacher, K-12	
Cox, Dee Ann	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	92	90	110	109	102	0	0	0	0	0	0	0	597
Attendance below 90 percent	0	9	9	5	5	7	0	0	0	0	0	0	0	35
One or more suspensions	0	5	5	5	5	3	0	0	0	0	0	0	0	23
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	5	19	20	0	0	0	0	0	0	0	44

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	5	6	0	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

29

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - As Reported

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	13	13	12	15	0	0	0	0	0	0	0	62
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	9	15	18	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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	13	13	12	15	0	0	0	0	0	0	0	62
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	9	15	18	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	58%	57%	68%	59%	55%
ELA Learning Gains	60%	59%	58%	67%	61%	57%
ELA Lowest 25th Percentile	46%	56%	53%	59%	54%	52%
Math Achievement	72%	65%	63%	74%	67%	61%
Math Learning Gains	58%	65%	62%	65%	67%	61%
Math Lowest 25th Percentile	42%	53%	51%	51%	55%	51%
Science Achievement	67%	58%	53%	63%	55%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	94 (0)	92 (0)	90 (0)	110 (0)	109 (0)	102 (0)	597 (0)
Attendance below 90 percent	0 (0)	9 (9)	9 (13)	5 (13)	5 (12)	7 (15)	35 (62)
One or more suspensions	0 (0)	5 (0)	5 (0)	5 (0)	5 (0)	3 (0)	23 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (9)	19 (15)	20 (18)	44 (42)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	58%	5%
	2018	64%	57%	7%	57%	7%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	65%	57%	8%	58%	7%
	2018	60%	55%	5%	56%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison		1%				
05	2019	60%	55%	5%	56%	4%
	2018	75%	58%	17%	55%	20%
Same Grade Comparison		-15%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	58%	16%	62%	12%
	2018	72%	63%	9%	62%	10%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	71%	67%	4%	64%	7%
	2018	71%	64%	7%	62%	9%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
05	2019	68%	64%	4%	60%	8%
	2018	74%	64%	10%	61%	13%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	53%	12%	53%	12%
	2018	70%	54%	16%	55%	15%
Same Grade Comparison		-5%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	43	35	46	55	46	44				
ELL	46			77							
BLK	69	60		69	70						
HSP	47	68	57	61	59	38	60				
MUL	73			55							
WHT	67	59	44	75	57	44	73				
FRL	44	54	42	55	51	44	44				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	51	42	44	47	21	35				
ELL	50	60		61	40						
BLK	45	56		50	38		36				
HSP	64	55	50	66	60		71				
WHT	69	59	45	77	66	39	72				
FRL	48	49	42	56	52	41	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	40	53	52	48	58	43	33				
ELL	33			67							
BLK	50	44		62	61						
HSP	62	67		74	79						
WHT	71	69	63	76	61	47	67				
FRL	49	52	49	63	58	53	52				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math L25 Learning gains showed the lowest performance out of all the school grade data points. SWD subgroup ELA all components (proficiency, learning gains, learning gains L25) was also the lowest performance out of all subgroups. Trends noticed last year was an increase in the number of students in the SWD subgroup due to new transfer of identified students and/or newly identified students, with majority of the students in receiving high level of support in the area of systematic explicit multi-sensory phonics/decoding. Data trends also indicate Language and Editing is one of the lowest strands which correlates into the Text-based Writing domain.

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

Gr. 5 ELA Proficiency showed the greatest decline with a 15% decrease from the previous year. The grade level had a high number of students receiving ESE support and/or Tier 3 support in the area of systematic explicit multi-sensory phonics/decoding. Data trends also indicate Language and Editing is one of the lowest strands which correlates into the Text-based Writing domain.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All data components were above the state average.

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

MATH Learning Gains L25 had a 2% increase. SIP focus last year school wide was in the area of Numbers and Operations through intentional lesson planning with a focus on common vocabulary terms.

ELA Learning Gains L25 had a 1% increase. Focus on balanced literacy with emphasis in the area of building stamina through independent reading with 1:1 teacher conferring.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance below 90% and Level 1 FSA (Reading/Math)

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

1. ELA (all components)- SWD Subgroup
2. Attendance
3. Science
4. Math Learning Gains L25
5. Social Emotional Learning

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student mastery of the writing process, including text-based writing
Rationale	Text-based writing factors into students' overall FSA ELA score. Providing opportunities for students to practice text-based writing utilizing rubrics and learning progressions will help students to grow in the genre of writing. When students receive guided feedback based on learning progressions, they continue to evolve as writers. Additionally, when students are involved in the process of evaluating their own writing, they become stronger writers. Emphasis on the writing process builds student stamina to prepare them to write for longer periods of time focusing on the whole piece of writing.

State the measurable outcome the school plans to achieve	Grades 4 and 5 will achieve 70% proficiency on FSA ELA.
Person responsible for monitoring outcome	Deborah Riley (rileyd@martin.k12.fl.us)
Evidence-based Strategy	Collaborative Learning Teams (CLT), small group instruction
Rationale for Evidence-based Strategy	Students will strengthen core writing skills as they practice through text-based writing opportunities. Teachers will work across grade-level groups to evaluate writing samples using learning progressions/student checklist in order to have a common language of writing expectations. Teachers will offer differentiated instruction through iReady Toolbox Language lessons and Jennifer Seravallo's Reading and Writing Strategies books to strengthen core writing skills.

Action Step	
Description	<ol style="list-style-type: none"> 1. Norm student writing using Lucy Caulkins learning progressions and FSA Text Based Writing rubric. 2. Monitor student growth across multiple on-demand writing opportunities. 3. Frequent grade level MTSS data review and teacher to student coaching conversations 4. Deliver targeted instruction using iReady Toolbox Language lessons and Jennifer Seravallo's Reading and Writing Strategies books to strengthen core skills. 5. Learning Walkthroughs and administration observation rounds to monitor effectiveness.
Person Responsible	Deborah Riley (rileyd@martin.k12.fl.us)

#2	
Title	Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.
Rationale	Using collaborative learning teams for intentional planning around targeted standards using exemplar texts that are identified as being aligned to the standards to directly support of teaching reading for meaning strategies through the balanced literacy approach will improve student comprehension of rigorous text. Teachers reviewing running record data and iReady data to determine specific student needs in the areas of phonics/phonological awareness using SPIRE and Foundations as an early intervention and/or intensive intervention for students will assist in improving student comprehension of text. Direct instruction within the Vocabulary Domain (academic vocabulary & purpose for reading) using cooperative learning strategies (Kagan) as a way to help deepen student understanding of rigorous text.
State the measurable outcome the school plans to achieve	FSA ELA Achievement 68% FSA ELA Learning Gains 62% FSA ELA L25 Learning Gains 50%
Person responsible for monitoring outcome	Deborah Riley (rileyd@martin.k12.fl.us)
Evidence-based Strategy	Collaborative Learning Teams; small group differentiated instruction; targeted interventions
Rationale for Evidence-based Strategy	CLT grade-level planning sessions will focus on examining ways to spiral/reteach the core skills of key ideas and details. Targeted interventions will focus on meeting specific student needs using the multi-tiered system of supports.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review student data through the MTSS process to identify areas of improvement in phonics/phonological awareness. 2. Use iReady ELA Toolbox to support and enrich reading instruction. 3. Foundations/Phonics Training for 3rd-5th grade teachers who need to provide phonics interventions based on MTSS data and discussions. 4. SPIRE implemented for all SWD students in need of systematic explicit multi-sensory phonics/decoding intervention. 5. Differentiated professional development on reading strategies and balanced literacy provided by District Literacy Coach. 6. Collaborative Learning Teams
Person Responsible	Deborah Riley (rileyd@martin.k12.fl.us)

#3	
Title	Increase student proficiency in the domain of Numbers and Operations with a focus on fractions.
Rationale	Creating an established list of common math vocabulary from grades K through 5 will allow for improved instruction and student learning in the area of Numbers and Operations. An increase in this area will allow for an overall increase in FSA Math achievement.
State the measurable outcome the school plans to achieve	FSA Math Achievement 76% FSA Math Learning Gains 62% FSA Math L25 Learning Gains 46%
Person responsible for monitoring outcome	Michael McLeod (mcleodm@martin.k12.fl.us)
Evidence-based Strategy	Collaborative Learning Teams; Cooperative learning strategies (Kagan)
Rationale for Evidence-based Strategy	As part of intentional lesson planning, teachers can establish a list of common vocabulary terms through examining FSA test item specifications, course descriptors, and iReady vocabulary. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of the targeted vocabulary. Incorporate iReady- paired activities in lesson planning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Utilize the Math in Practice Books from Heinemann for Grades K-5 as a resource for lesson planning. 2. CLT intentional lesson planning focusing on Numbers and Operations, more specifically fractions with regards to the course descriptors and FSA Test Item Specification. 3. Create common vocabulary terms as a collaborative learning team. 4. Incorporate iReady- paired activities in lesson planning. 5. Monitor via grade-level common formative assessments of the established list of common math vocabulary and evaluation of iReady standards mastery data. 6. Provide enrichment opportunities through the Perennial Math team.
Person Responsible	Michael McLeod (mcleodm@martin.k12.fl.us)

#4	
Title	Improve students' proficiency in the strand of Earth and Space Science.
Rationale	An increased focus in the area of Earth and Space Science will allow a better understanding of the multiple facets of the progression of standards and vocabulary from grades 3-5.
State the measurable outcome the school plans to achieve	FSSSA Proficiency 70%
Person responsible for monitoring outcome	Kim Higgins (higgink@martin.k12.fl.us)
Evidence-based Strategy	Explicit Vocabulary Instruction; Hands-On Science Lab Experiments
Rationale for Evidence-based Strategy	Planning for the use of teaching explicit vocabulary instruction through a variety of strategies using academic games will support the understanding of science content. The hands-on science lab experiments will allow students to apply the content knowledge learned through the lessons.
Action Step	
Description	<ol style="list-style-type: none"> 1. Grades 3-5 teachers will teach science to a higher rigor with focus on tested standards and vocabulary through deliberate lesson planning with lead Science Teacher using the new Pearson Science textbook. 2. K-5 classroom teachers will teach content specific science vocabulary to students through the use of academic games (i.e. Science Vocabulary BINGO, etc.) 3. During the second semester, the STEAM Lab teacher will review grades 3-5 FSA Science standards and vocabulary with 5th grade students to prepare for the state science assessment. 4. All classrooms in Grades K-5 will conduct at least one hands-on science lab experiment per quarter. 5. District Science benchmark data (Grades 3-5) through Pearson and FSSSA Scores will be utilized to monitor progress.
Person Responsible	Kim Higgins (higgink@martin.k12.fl.us)

#5	
Title	Maintain student attendance to be between 90%-92% at each 20 day attendance count.
Rationale	The goal is to maintain student attendance rate to be between 90%-92% at each twenty day student attendance count. Through attendance monitored by School Counselor and Assistant Principal, students that are trending with 5 or more unexcused absences will be addressed through the MTSS Team. As well, educating parents on the importance of attendance using resources from Attendance Works website in school is promoted in the PTA Splash Newsletter, Social Media Posts, and Daily Attendance is posted in the carline. Incentives for students include Attendance Dog Tags and PBIS will also be used to help support attendance.

State the measurable outcome the school plans to achieve	To maintain average attendance between 90%-92% at each 20 day student count. This will in turn assist in academic areas.
Person responsible for monitoring outcome	Michael McLeod (mcleodm@martin.k12.fl.us)
Evidence-based Strategy	Educating parents on importance of attendance and the correlation to academics will assist in identifying students through the early warning system.
Rationale for Evidence-based Strategy	Utilizing the early warning system indicators and working with parents to improve attendance will also help improve academics.

Action Step	
Description	<ol style="list-style-type: none"> 1. Attendance Reports are generated to determine attendance issues and/or patterns of absences. 2. School Counselor makes contact with parents via letter and phone call to discuss concerns. 3. MTSS team meets with parents if more than 5 unexcused absences and a pattern is occurring. 4. School Counselor and Administration involve the District Attendance Officer and/or School Social Services Worker to assist with home visits as needed.
Person Responsible	Michael McLeod (mcleodm@martin.k12.fl.us)

#6

Title Students will learn self-regulation skills through grade-level appropriate lessons.

Rationale Students will utilize the Safe Space/Calming Space that is provided in every classroom on their own accord as a means to self-regulate and then indicate to the teacher when they are ready to talk privately or return back to the assigned task. By incorporating intentional social/emotional strategies, students will feel safe in the classroom and empowered to work out their problems with others. By school feeling like a safe place, student attendance should also improve.

State the measurable outcome the school plans to achieve Attendance will be between 90-92%
Reduction in Office Referrals

Person responsible for monitoring outcome Michael McLeod (mcleodm@martin.k12.fl.us)

Evidence-based Strategy Restorative Practices and Sanford Harmony Program

Rationale for Evidence-based Strategy To assist students in developing social/emotional capacity, teachers will incorporate strategies to teach students self-regulation skills during the PE minutes set aside in their schedule each day. The strategies taught will include, but not be limited to growth mindset, self-regulation strategies, deescalation/calming strategies, mindfulness strategies. This will be accomplished with Restorative Practices and Sanford Harmony.

Action Step

1. All staff will be trained on Restorative Practices & Sanford Harmony SEL Program
2. Teachers will document in Lesson Plans the social/emotional skills taught during the PE/SEL minutes.
3. Monitoring will be through the use of discipline referral reduction, attendance records, and the Student Engagement & Satisfaction Survey results in the Spring.

Person Responsible Michael McLeod (mcleodm@martin.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Increase parent awareness of new curriculum and social/emotional initiatives through the use of the monthly PTA Splash Newsletter, social media posts, School Advisory Meetings, Grade Level Curriculum Nights, and PTA General Meetings.

PFEP Link

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

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 school 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". Kindergarten is implementing the PLAYS (Purposeful Language Acquisition Yields Success) program, As well, we have a school-wide PBIS system in place to promote positive behaviors. To assist students in developing social/emotional capacity, teachers will incorporate strategies to teach students self-regulation skills during the PE minutes set aside in their schedule each day. The strategies taught will include, but not be limited to growth mindset, self-regulation strategies, de-escalation/calming strategies, mindfulness strategies. All staff have been trained on self-regulation strategies using the Responsibility-Centered Discipline by Larry Thompson, Sanford Harmony SEL Program (class meetings & buddies), and Restorative Practices.

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.

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

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 Grade Level Teams will meet with administration every 4-6 weeks to progress monitor and evaluate intervention design effectiveness, student academic and behavioral growth, and the need to adjust intervention or support core instruction effectiveness with teachers.

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

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

Fifth grade students participate in the Junior Achievement BizTown program, to learn about real-world economics. Students in grades K-2 also partner with Junior Achievement and students from Jensen Beach High School for a one day program in which the high school students teach the class a mini economics unit.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase student mastery of the writing process, including text-based writing				\$4,573.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0341 - Felix A Williams Elem School	School Improvement Funds		\$4,573.00
			<i>Notes: iReady ELA Teacher Toolbox Online Site License</i>			
2	III.A.	Areas of Focus: Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0341 - Felix A Williams Elem School	School Improvement Funds		\$3,000.00
			<i>Notes: Foundations Grade Level Classroom Sets</i>			
			0341 - Felix A Williams Elem School	School Improvement Funds		\$1,500.00
			<i>Notes: SPIRE Student Materials Gr. K-5</i>			
3	III.A.	Areas of Focus: Increase student proficiency in the domain of Numbers and Operations with a focus on fractions.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			0341 - Felix A Williams Elem School	School Improvement Funds		\$500.00
			<i>Notes: Perennial Math Team</i>			
4	III.A.	Areas of Focus: Improve students' proficiency in the strand of Earth and Space Science.				\$0.00
5	III.A.	Areas of Focus: Maintain student attendance to be between 90%-92% at each 20 day attendance count.				\$0.00
6	III.A.	Areas of Focus: Students will learn self-regulation skills through grade-level appropriate lessons.				\$0.00
					Total:	\$9,573.00