

Alachua County Public Schools

# Joseph Williams Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Joseph Williams Elementary School

1245 SE 7TH AVE, Gainesville, FL 32641

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

## Demographics

**Principal: Anyana Stokes**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (44%) 2016-17: C (46%) 2015-16: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

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

## School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

## 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](http://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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## 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)	2019-20 Title I School	2019-20 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	91%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

### School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

### SIP Authority

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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>.

### 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.**

We are committed to the success of every student.

**Provide the school's vision statement.**

At Williams, our students are loved, believed in, and challenged to be creative risk-takers who are prepared for future success.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Stokes, Anyana	Principal	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 walkthroughs 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
Beland, Chris	Assistant Principal	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.
Ashford, Frederic	Dean	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.
Wise, Atsuko	School Counselor	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"

### Demographic Information

#### Principal start date

Sunday 7/1/2018, Anyana Stokes



**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Total number of teacher positions allocated to the school**

39

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (36%) 2017-18: C (44%) 2016-17: C (46%) 2015-16: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	

<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	59	65	120	115	105	110	0	0	0	0	0	0	0	574
Attendance below 90 percent	2	25	22	28	13	26	0	0	0	0	0	0	0	116
One or more suspensions	0	1	2	9	4	10	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	2	13	11	5	0	0	0	0	0	0	0	31
Course failure in Math	0	2	1	8	7	6	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	40	0	0	0	0	0	0	0	45
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	44	0	0	0	0	0	0	0	47

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	2	3	15	12	43	0	0	0	0	0	0	0	75

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/25/2020

### 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	
Number of students enrolled	59	65	119	115	105	110	0	0	0	0	0	0	0	573
Attendance below 90 percent	0	22	32	21	24	13	0	0	0	0	0	0	0	112
One or more suspensions	0	1	12	15	19	5	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	5	7	14	13	6	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	9	51	49	0	0	0	0	0	0	0	109

**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	4	13	16	31	14	0	0	0	0	0	0	0	78

**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		0	0	0	9	0	0	0	0	0	0	0	0	9
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

**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	
Number of students enrolled	59	65	119	115	105	110	0	0	0	0	0	0	0	573
Attendance below 90 percent	0	22	32	21	24	13	0	0	0	0	0	0	0	112
One or more suspensions	0	1	12	15	19	5	0	0	0	0	0	0	0	52
Course failure in ELA or Math	0	5	7	14	13	6	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	9	51	49	0	0	0	0	0	0	0	109

**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	4	13	16	31	14	0	0	0	0	0	0	0	78

**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		0	0	0	9	0	0	0	0	0	0	0	0	9
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

## 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	42%	59%	57%	46%	59%	55%
ELA Learning Gains	42%	57%	58%	51%	61%	57%
ELA Lowest 25th Percentile	22%	49%	53%	35%	48%	52%
Math Achievement	41%	60%	63%	54%	63%	61%
Math Learning Gains	42%	61%	62%	55%	65%	61%
Math Lowest 25th Percentile	22%	49%	51%	34%	50%	51%
Science Achievement	42%	57%	53%	47%	55%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	57%	-22%	58%	-23%
	2018	43%	56%	-13%	57%	-14%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	43%	55%	-12%	58%	-15%
	2018	47%	54%	-7%	56%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2019	40%	55%	-15%	56%	-16%
	2018	48%	55%	-7%	55%	-7%
Same Grade Comparison		-8%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	58%	-27%	62%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	45%	60%	-15%	62%	-17%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2019	49%	60%	-11%	64%	-15%
	2018	48%	60%	-12%	62%	-14%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2019	39%	57%	-18%	60%	-21%
	2018	45%	61%	-16%	61%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	55%	-14%	53%	-12%
	2018	42%	55%	-13%	55%	-13%
Same Grade Comparison		-1%				
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	17	30	31	21	47	42					
ASN	100	92		100	97		100				
BLK	17	22	23	15	20	21	12				
HSP	60			60							
MUL	43	18		54	40						
WHT	100	75		100	75						
FRL	17	24	22	16	22	24	16				
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	11	40	50	11	24	13	18				
ASN	100	94		100	100		100				
BLK	24	43	47	25	23	24	22				
MUL	82			82							
WHT	100	86		100	91		100				
FRL	27	45	47	28	26	25	21				

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	9	24	20	9	31	27					
ASN	100	91		100	100		100				
BLK	26	38	36	38	42	33	25				
WHT	93	89		91	82		88				
FRL	21	31	33	34	39	33	19				

### 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)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

Asian Students	
Federal Index - Asian Students	98
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	88
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## 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.**

Students in the lowest quartile showed the lowest performance. Our lowest quartile students continue to struggle to make necessary gains in both ELA and math. Trend data shows that over the past 3 years achievement in math has been low. A high percentage of students are performing 1- 2 grade levels behind. Teacher turnover and years of teaching experience may also be a contributing factor.

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

Most significant was a decline in lowest quartile ELA learning gains of -23%. Many students are performing 1 - 2 grade levels behind. Decreased focus on standards-based Instruction, rigor, and complexity may have contributed to this decline.

**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.**

ELA Lowest quartile -21% when compared to state average. Many students are performing 1 - 2 grade levels behind with gaps in foundational skills.

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

School discipline referrals decreased by 15%. The following actions taken by the school helped to address discipline: addition of behavioral paraprofessional, restart room, and more emphasis on restorative practices and PBIS.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Student attendance as well as the number of students scoring at Level 1 in both ELA and Math.

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

1. Student achievement and learning gains in ELA
2. Student achievement and learning gains in Math
3. Attendance

## Part III: Planning for Improvement

**Areas of Focus:**



**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Improve achievement of all students as well as improve the learning gains of the lowest quartile in ELA. During the 2019 school year FSA scores showed a significant drop in the percentage of students in the lowest quartile who made a learning gain. We must engage students in their education and provide opportunities to strengthen background knowledge. Many of our lower quartile students are performing 2 or more grade levels behind. We must provide remediation of foundation skills while also providing access and success on grade level tasks. The same is true for students with disabilities, African-American students, economically disadvantaged students, and multiracial students.

**Measurable Outcome:**

Increase learning gains of lowest quartile by 10%.  
Increase achievement of all under-performing subgroups in ELA by 3% Raising all ESSA groups to a score of 41% or higher on the ESSA Federal Index.

**Person responsible for monitoring outcome:**

Anyana Stokes (stokesay@gm.sbac.edu)

**Evidence-based Strategy:**

Early identification of students in lowest quartile and under performing subgroups. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase background knowledge.  
Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.

**Rationale for Evidence-based Strategy:**

Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.

**Action Steps to Implement**

1. Collaborative Instructional Planning
2. Frequent teacher data chats
3. Small group instruction, literacy stations
4. Increase student access to extended learning opportunities (Field trips, EDI)
5. Teacher PLCs (Standards, Student Engagement, Differentiation, Equity)

**Person Responsible**

Chris Beland (belandcr@gm.sbac.edu)

**#2. Instructional Practice specifically relating to Math****Area of Focus****Description and Rationale:**

Increase achievement for all students and learning gains of lowest quartile in Math. FSA scores from the 2019 school year show a trend of low performance and learning gains for students in the lowest quartile in math. We must engage students in their education and provide opportunities to see math in real world application.

Many of our lower quartile students are performing 2 or more grade levels behind. We know that math builds upon itself. We must provide remediation of foundational math skills while also providing access and success on grade level tasks. The same is true for students with disabilities, African-American students, economically disadvantaged students, and multiracial students.

**Measurable Outcome:**

Increase learning gains of students in the lowest quartile by 10%.

Increase achievement of all under-performing subgroups in Math by 3%. Raising all ESSA groups to a score of 41% or higher on the ESSA Federal Index.

**Person responsible for monitoring outcome:**

Anyana Stokes (stokesay@gm.sbac.edu)

**Evidence-based Strategy:**

Early identification of students in lowest quartile and under performing subgroups. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase awareness of career and real world application. Extended day learning opportunities.

Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.

**Rationale for Evidence-based Strategy:**

Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.

**Action Steps to Implement**

1. Collaborative Instructional Planning
2. Frequent teacher data chats
3. Small group instruction, literacy stations
4. Increase student access to extended learning opportunities (Field trips, EDI)
5. Teacher PLCs (Standards, Student Engagement, Differentiation, Equity)

**Person Responsible**

Chris Beland (belandcr@gm.sbac.edu)

**#3. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Improve student attendance. Twenty-one percent of Williams students had attendance below 90% (121 students). It is important for students to be in attendance at school in order to receive the full advantage of educational opportunities. We must engage students in a way that they are eager to attend and willing participants in school, in their education.

**Measurable Outcome:** Monthly monitoring of Skyward Truancy Reports. Monthly target 90% of students attendance about 90%.  
For the year, decrease by 10% the number of students who have attendance below 90%.

**Person responsible for monitoring outcome:** Anyana Stokes (stokesay@gm.sbac.edu)

**Evidence-based Strategy:** Continued implementation of Positive Behavior Intervention and Supports. Professional Development and PLCs for teachers. Increase teacher capacity to engage students and manage classroom behaviors. Increase family engagement with and in the school.

**Rationale for Evidence-based Strategy:** Basis of PBIS is to reinforce desired student behaviors and create a positive school culture. Through PBIS we will establish a common language and a school-wide set of expectation. It will also allow us a systematic way in which to intervene and follow up. We also want to increase and improve beyond school enrichment opportunities (clubs, groups). AVID implementation will also assist us in providing additional systematic support for promoting college and career as well as having high expectation for student achievement. Helping to build individual determination within our students.

**Action Steps to Implement**

1. Improve student engagement. (PBIS, AVID)
2. Provide teacher PD and support.
3. Provide support for and improve family engagement.
4. Beyond school day enrichment, engagement.

**Person Responsible** Anyana Stokes (stokesay@gm.sbac.edu)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus Description and Rationale:</b>	Four ESSA subgroup ratings were below 41%. We will reduce the achievement gap between students of color and white students, students with disabilities and their non-disabled peers, and economically disadvantaged students and those more affluent by improving ESSA ratings for all subgroups to above 41%.
<b>Measurable Outcome:</b>	Increase achievement of all under-performing subgroups by 3% Raising all ESSA groups to 41% or higher on the ESSA Federal Index.
<b>Person responsible for monitoring outcome:</b>	Anyana Stokes (stokesay@gm.sbac.edu)
<b>Evidence-based Strategy:</b>	Early identification of students within under performing subgroups. Progress Monitoring through frequent data meetings with teachers. Educational field trips to increase background knowledge. Extended day learning opportunities. Increase access to technology as a tool for learning. Support for and increase teacher planning opportunities and professional development.
<b>Rationale for Evidence-based Strategy:</b>	Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.

**Action Steps to Implement**

1. Collaborative Instructional Planning
2. Frequent teacher data chats
3. Small group instruction, literacy stations, differentiation
4. Assure student access to technology and extended learning opportunities (Laptops/Tablets, EDI)
5. Teacher PLCs (Standards, Student Engagement, Differentiation, Equity)

**Person Responsible** Chris Beland (belandcr@gm.sbac.edu)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Our EWS indicators of concern are addressed through our action steps for our areas of focus.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Positive school culture includes a well-maintained school facility and school wide expectations for all members. Students and staff adhere to the expectations: Be Respectful, Be Responsible, and Be Kind. Students and teachers are held to high expectations of how we treat each other and the effort that we put forth. Students from all races are celebrated, valued, and welcomed. All students feel a sense of belonging and know that they are an important part of our school community. Our teachers are dedicated to culturally responsive and relevant instruction. Members of the leadership team are easily accessible and dedicated to supporting students, staff, and families. Parents and community members are encouraged and welcome to participate on the School Advisory Committee and within the PTA. Principal attends community events by invitation and works to partner with local businesses and community organizations. We maintain an up to date website and providing a bi monthly newsletter. School events are posted on the marquee as well as phone home reminders. Parents and students are frequently surveyed to assess needs and provide input.

#### Parent Family and Engagement Plan (PFEP) Link

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

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$300,236.27
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	644-Computer Hardware Non-Capitalized	0111 - Joseph Williams Elem. School	UniSIG		\$5,175.00
			Notes: Purchase 9 Dell Laptop @ \$570 each to be used by students during the school day and during extended day intervention.			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG	1.0	\$55,479.19
			Notes: Hire a certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$5,548.00
			Notes: Retirement Benefits @ 10% for a certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			

5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$4,244.30
		Notes: SSI Benefits @ 7.65% for a certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			
5100	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG		\$7,328.00
		Notes: Group Insurance for a certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			
5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$283.00
		Notes: Early Retirement Benefits @ .51% for a certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			
5100	390-Other Purchased Services	0111 - Joseph Williams Elem. School	UniSIG		\$1,130.00
		Notes: Other Purchased Services to contract with Kelley Services to provide 10 substitute day @ \$113.00/day for the certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			
5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$86.45
		Notes: SSI Benefits @ 7.65% for contract with Kelley Services to provide 10 substitute day @ \$113/day for the certified teacher to further reduce class size beyond the Class Size Amendment in a targeted grade to provide additional support and/or alleviate a combination classroom.			
6300	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG		\$14,820.00
		Notes: Collaborative Planning for 39 teacher for 19 hours each @ \$20/hours to meet beyond the contractual day to plan standards based instruction in ELA.			
6300	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$1,482.00
		Notes: Retirement Benefits @ 10% for 39 teacher for 19 hours each @ \$20/hours to meet beyond the contractual day to plan standards based instruction in ELA.			
6300	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$1,133.73
		Notes: SSI Benefits @ 7.65% for 39 teacher for 19 hours each @ \$20/hours to meet beyond the contractual day to plan standards based instruction in ELA.			
6300	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$77.06
		Notes: Early Retirement Benefits @ .51% for 39 teacher for 19 hours each @ \$20/hours to meet beyond the contractual day to plan standards based instruction in ELA.			
5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	UniSIG		\$2,100.00
		Notes: Purchase SmartyAnts, a K-2 web-based reading program to be used as a supplement and literacy station during the core ELA block and during Extended Day Intervention.			
5100	520-Textbooks	0111 - Joseph Williams Elem. School	UniSIG		\$11,522.12
		Notes: Purchase the Top Score Writing program student workbooks to supplement writing instruction during the ELA block.			

5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	UniSIG		\$1,000.00
		Notes: Purchase the Top Score instructional web resource subscription.			
6400	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	UniSIG		\$1,000.00
		Notes: Technology Related Service from Top Score for 6 On Demand modules to be completed by 27 teachers. The series should take 3.5 hours to complete and teachers are able to work at their own pace.			
5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	UniSIG		\$6,460.00
		Notes: Purchase the Ready Florida Resource Toolkits to support student achievement in ELA as a supplement during the school day and Extended Day Intervention.			
5900	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG		\$5,639.40
		Notes: Teacher stipends for 6 teachers to provide Extended Day Intervention in ELA for 30 instructional hours @ \$28/hour + 5 of planning @ \$20/hour.			
5900	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$563.94
		Notes: Retirement Benefits @ 10% for Teacher stipends for 6 teachers to provide Extended Day Intervention in ELA for 30 instructional hours @ \$28/hour + 5 of planning @ \$20/hour.			
5900	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$431.41
		Notes: SSI Benefits @ 7.65% for Teacher stipends for 6 teachers to provide Extended Day Intervention in ELA for 30 instructional hours @ \$28/hour + 5 hours of planning @ \$20/hour.			
5900	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$28.76
		Notes: Early Retirement Benefits @ .51% for Teacher Stipends for 6 teachers to provide 30 hours of instruction in Math @ \$28/hour + 5 hours of planning @ \$20/hours for Extended Day Intervention.			
5900	510-Supplies	0111 - Joseph Williams Elem. School	UniSIG		\$120.00
		Notes: General consumable supplies such as pencil, paper, binders, highlighters, post-its to support Extended Day Intervention.			
5900	330-Travel	0111 - Joseph Williams Elem. School	UniSIG		\$3,150.00
		Notes: Provide bus transportation @ \$105/day for 30 days to students who would otherwise not be able to attend ELA Extended Day Intervention.			
6300	510-Supplies	0111 - Joseph Williams Elem. School	UniSIG		\$239.00
		Notes: General consumable supplies such as pens, highlighters, copy paper, chart paper, markers to support the collaborative planning of 39 teachers.			
5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0111 - Joseph Williams Elem. School	Title, I Part A		\$3,000.00
		Notes: 1 Laptop Cart to properly store and charge laptops to support teacher small group instruction and access to online student resources.			
5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	Title, I Part A		\$6,646.00
		Notes: Purchase Achieve 3000 web-based ELA supplement resource			

	6000	130-Other Certified Instructional Personnel	0111 - Joseph Williams Elem. School	Title, I Part A		\$31,500.00
			Notes: Educational Consultant to support school leadership and school wide initiatives. Consultant will also provide support to instructional coaches and teachers. 3 days/wk for 30 weeks (540 total hours)			
	6400	510-Supplies	0111 - Joseph Williams Elem. School	Title, I Part A		\$1,928.02
			Notes: Supplies for ELA Planning and Review; Standards Focus Boards, Markers, Velcro envelopes			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A		\$120,000.00
			Notes: 2 Title 1 Intervention Teachers to be used as classroom teachers to allow for class size reduction.			
	5100	510-Supplies	0111 - Joseph Williams Elem. School	UniSIG		\$8,120.89
			Notes: Purchase the Top Score Writing program teacher curriculum sets to supplement writing instruction during the ELA block plus shipping.			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$297,774.99</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG		\$4,800.00
			Notes: Teacher Stipends for 4 teacher to provide Extended School Year STEM Camp in July 2021 for 40 hours of instruction @ \$28/hour + 4 hours of planning @ \$20/hour.			
	5900	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$480.00
			Notes: Retirement Benefits @ 10% for Teacher Stipends for 4 teacher to provide Extended School Year STEM Camp in July 2021 for 40 hours of instruction @ \$28/hour + 4 hours of planning @ \$20/hour.			
	5900	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$367.20
			Notes: SSI Benefits @ 7.65% for Teacher Stipends for 4 teacher to provide Extended School Year STEM Camp in July 2021 for 40 hours of instruction @ \$28/hour + 4 hours of planning @ \$20/hour.			
	5900	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$26.11
			Notes: Early Retirement Benefits @ .51% for Teacher Stipends for 4 teacher to provide Extended School Year STEM Camp in July 2021 for 40 hours of instruction @ \$28/hour + 4 hours of planning @ \$20/hour.			
	5100	150-Aides	0111 - Joseph Williams Elem. School	UniSIG	0.75	\$13,959.00
			Notes: Hire 1 Paraprofessional to provide Tier 2 interventions.			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$1,395.90
			Notes: Retirement Benefits @ 10% for 1 Paraprofessional to provide Tier 2 interventions.			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$1,067.93
			Notes: SSI Benefits @ 7.65% for 1 Paraprofessional to provide Tier 2 interventions.			



5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$71.20
		Notes: Early Benefits @ .51% for 1 Paraprofessional to provide Tier 2 interventions.			
5100	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG		\$7,328.00
		Notes: Group Insurance for 1 Paraprofessional to provide Tier 2 interventions.			
6300	390-Other Purchased Services	0111 - Joseph Williams Elem. School	UniSIG		\$8,136.00
		Notes: Other Purchased Services to contract with Kelley Services to provide 72 substitute days @ \$113.00/day to provide 36 teachers with 2 days each of release time to participate in Quarterly Professional Learning Communities related to data review and analysis and learning walks.			
6300	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$622.40
		Notes: SSI Benefits @ 7.65% for Other Purchased Services to contract with Kelley Services to provide 72 substitute days @ \$113.00/day to provide 36 teachers with 2 days each of release time to participate in Quarterly Professional Learning Communities related to data review and analysis and learning walks.			
5900	120-Classroom Teachers	0111 - Joseph Williams Elem. School	UniSIG		\$5,639.40
		Notes: Teacher Stipends for 6 teachers to provide 30 hours of instruction in Math @ \$28/hour + 5 hours of planning @ \$20/hours for Extended Day Intervention.			
5900	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$563.94
		Notes: Retirement Benefits @ 10% for Teacher Stipends for 6 teachers to provide 30 hours of instruction in Math @ \$28/hour + 4 hours of planning @ \$20/hours for Extended Day Intervention.			
5900	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$431.41
		Notes: SSI Benefits @ 7.65% for Teacher Stipends for 6 teachers to provide 30 hours of instruction in Math @ \$28/hour + 5 hours of planning @ \$20/hours for Extended Day Intervention.			
5900	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$28.76
		Notes: Early Retirement Benefits @ .51% for Teacher Stipends for 6 teachers to provide 30 hours of instruction in Math @ \$28/hour + 5 hours of planning @ \$20/hours for Extended Day Intervention.			
5900	510-Supplies	0111 - Joseph Williams Elem. School	UniSIG		\$120.00
		Notes: Reasonable and necessary consumable supplies needed for Extended Day Intervention for Math.			
5900	330-Travel	0111 - Joseph Williams Elem. School	UniSIG		\$3,150.00
		Notes: Provide bus transportation @ \$105/day for 30 days to students who would not otherwise be able to attend Math Extended Day Intervention.			
6300	510-Supplies	0111 - Joseph Williams Elem. School	UniSIG		\$201.19
		Notes: Reasonable and necessary consumable supplies needed to help facilitate Quarterly Professional Learning Communities for 36 teachers such as pens, copy paper, chart paper, and markers.			

	5100	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	Title, I Part A		\$2,636.00
			Notes: Purchase Reflex Math web-based Math Supplemental Resource.			
	6300	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A		\$20,559.30
			Notes: Stipends for 36 teachers Grades K - 5 for 2 hours weekly beyond the contracted day at \$20/hour to meet as grade level teams to plan math instruction in accordance with the Florida Math Standards. (30 hours total)			
	6400	130-Other Certified Instructional Personnel	0111 - Joseph Williams Elem. School	Title, I Part A		\$20,191.25
			Notes: Principal Specialist to support school leadership and school wide initiatives. Specialist will provide support to principal, assistant principal, and leadership team.			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A		\$140,000.00
			Notes: Salaries for Instructional Intervention Coach (FCIM) and Instructional Coach			
	5100	150-Aides	0111 - Joseph Williams Elem. School	Title, I Part A		\$66,000.00
			Notes: 3 Instructional Paraprofessionals to provide intervention to students and support to teachers.			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Student Attendance</b>				<b>\$97,732.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	160-Other Support Personnel	0111 - Joseph Williams Elem. School	UniSIG	1.0	\$40,000.00
			Notes: Hire an Educational Support Personnel as a Family Liaison to support families and focus on student attendance.			
	5100	210-Retirement	0111 - Joseph Williams Elem. School	UniSIG		\$4,000.00
			Notes: Retirement Benefits @ 10% for an Educational Support Personnel as a Family Liaison to support families and focus on student attendance.			
	5100	220-Social Security	0111 - Joseph Williams Elem. School	UniSIG		\$3,060.00
			Notes: SSI Benefits @ 7.65% for an Educational Support Personnel as a Family Liaison to support families and focus on student attendance.			
	5100	230-Group Insurance	0111 - Joseph Williams Elem. School	UniSIG		\$7,328.00
			Notes: Group Insurance for an Educational Support Personnel as a Family Liaison to support families and focus on student attendance.			
	5100	290-Other Employee Benefits	0111 - Joseph Williams Elem. School	UniSIG		\$204.00
			Notes: Early Retirement Benefits @ .51% for an Educational Support Personnel as a Family Liaison to support families and focus on student attendance.			
	6400	369-Technology-Related Rentals	0111 - Joseph Williams Elem. School	Title, I Part A		\$8,880.68
			Notes: AVID Subscription Fee for school-wide participation and access to the AVID program and web-based resources.			
	5100	120-Classroom Teachers	0111 - Joseph Williams Elem. School	Title, I Part A		\$24,089.47

			Notes: Stipends for 40 teachers Grades K - 5 to report one week prior to contracted start of school to participated in data reviews, and PD focused on student engagement, family engagement, equity, and PBIS at \$20/hour. (20 hours total)			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$600.00
			Notes: Instructional Field Trip to Rogers Farm KG (60) @ \$10/ student \$600 Academic Focus Science and Social Studies Standards.			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$200.00
			Notes: School bus @\$200.			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$1,400.00
			Notes: Instructional Field Trip to the Cade Museum (3rd grade 100 students) @\$14/student = \$1400 Academic Focus- Science Standards			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$620.00
			Notes: 3 school buses @\$200 each			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$2,600.00
			Notes: Instructional Field Trip to Tallahassee, FL (State Capitol) for 4th grade 2 charter buses @ \$1300/ea.= \$2600 Academic Focus Social Studies Standards			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$2,600.00
			Notes: Instructional Field Trip to Tallahassee, FL (State Capitol) for 5th grade 2 charter buses @ \$1300/ea.= \$2600 Academic Focus Social Studies Standards			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$400.00
			Notes: Instructional Field Trip to Coon Hollow for 1st grade 2 school buses @ \$200/ea.= \$400 Academic Focus Social Studies Standards			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$675.00
			Notes: Instructional Field Trip to Coon Hollow for 1st Grade (96 students @ \$7.00/ea.)			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$400.00
			Notes: Instructional Field Trip to Coon Hollow for 2nd grade 2 school buses @ \$200/ea.= \$400 Academic Focus Social Studies Standards			
	7800	330-Travel	0111 - Joseph Williams Elem. School	Title, I Part A		\$675.00
			Notes: Instructional Field Trip to Coon Hollow for 2nd Grade (96 students @ \$7.00/ea.)			
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
					Total:	\$706,946.97