

Manatee County Public Schools

Annie Lucy Williams Elementary School



2020-21 Schoolwide Improvement Plan

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Annie Lucy Williams Elementary School

3404 FORT HAMER RD, Parrish, FL 34219

<https://www.manateeschools.net/williams>

Demographics

Principal: Andrea Keezer

Start Date for this Principal: 12/1/2014

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (57%) 2016-17: B (61%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Manatee 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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Annie Lucy Williams Elementary School

3404 FORT HAMER RD, Parrish, FL 34219

<https://www.manateeschools.net/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 PK-5	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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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.

The mission of Williams Elementary School is to provide a safe, supportive, and nurturing learning environment in which our students will learn, dream, and achieve academic excellence to their fullest potential to become well-rounded, confident, and responsible individuals. This will be accomplished with an exceptionally well-qualified staff, family support, and community involvement.

Provide the school's vision statement.

The vision of Williams Elementary School is to become one of the top 100 schools in the state of Florida meeting the academic, social and emotional needs of all students to best prepare them for their future.

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
Dixon, Connie	Principal	<p>To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services, which optimize available resources. Ultimately, the aim is to provide successful, high-quality experiences for students in a safe and orderly environment.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Instructional Program Management / Development 2. Manage and administer the instructional program so as to ensure all students the opportunity to learn. 3. Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities. 4. Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. <p>Oversee the administration of the testing program for the school. Provide for the articulation of the school's instructional program among school personnel. Oversee the selection and acquisition of instructional materials and equipment. Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services.</p> <p>Personnel Action Services Interview and select qualified personnel to be recommended for appointment. Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions. Implement and administer negotiated employee contracts at the school site. Facilitate the development and implementation of an effective staff development program. Provide training opportunities and feedback to personnel at the assigned school. Assign tasks and supervise personnel in task accomplishment. Make difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>School Operations / Delivery Systems Supervise the operation, activities, and functions at the school site. Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts. Establish and manage student accounting and attendance procedures at the assigned school. Supervise and monitor the accurate and timely completion of data collection and reporting requirements. Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials. Use technology effectively. Coordinate school maintenance and facility needs and monitor progress</p>

Name	Title	Job Duties and Responsibilities
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toward meeting those needs.
 Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.
 Supervise transportation services at the assigned school.
 Coordinate the supervision of all extracurricular programs at the assigned school.

Student Support Services

25. Facilitate a program of family and community involvement.
 26. Supervise the guidance program to ensure individual student educational and developmental needs are addressed.
 27. Work with parents to resolve complaints or concerns.
 28. Serve as final arbitrator for serious discipline problems.
 29. Develop and maintain positive school / community relations and act as liaison between the two.
 30. Direct and develop the recruitment of Business Partners to benefit the school and community.
 31. Supervise transportation services at the assigned school.
 32. Coordinate the school food service program at the assigned school including the free and reduced food service requirements.

Personal / Professional Employee Qualities

33. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.
 34. Model and maintain high standards of professional conduct.
 35. Set high standards and expectations for self, others, and school.
 36. Use appropriate interpersonal styles and methods to guide individuals and groups to task an accomplishment.
 37. Use effective communication techniques with students, teachers, parents, and stakeholders.
 38. Model effective listening and positive interaction skills.
 39. Participate in District management meetings and other activities to enhance professional development.

Leadership

40. Provide leadership and direction for all aspects of the school's operation.
 41. Exercise proactive leadership in promoting the vision and mission of the District.
 42. Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders.
 43. Build teams to accomplish plans, goals, and priorities.
 44. Promote / market the school and its priorities to the community.
 45. Facilitate and coordinate the development of the School's Improvement Plan.
 46. Initiate programs and organize resources to carry out the School Improvement Plan.
 47. Provide recognition and celebration for student, staff, and school accomplishments.
 48. Access District and community resources to meet school needs.
 49. Maintain visibility and accessibility on the school campus and at school-related activities and events.

Name	Title	Job Duties and Responsibilities
		<p>50. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>51. Anticipate difficult situations and develop plans to handle them.</p> <p>52. Establish procedures used in the event of school crisis and / or civil disobedience and provide leadership in the event of such incidents.</p> <p>53. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.</p> <p>54. Deal with problems associated with change.</p> <p>55. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Carriker, Jennifer	Other	<p>To implement disciplinary procedures and policies to ensure a safe and orderly environment at the elementary and middle school level.</p> <p>QUALIFICATIONS: 1. Bachelor’s Degree from an accredited educational institution. 2. Certified by the state of Florida. 3. Minimum of three (3) years teaching experience or Parent Liaison experience can substitute for teaching experience. KNOWLEDGE, SKILLS AND ABILITIES: Ability to read, interpret, and enforce State Board rules, Code of Ethics, School board policies, and appropriate state and federal statutes. Ability to demonstrate effective skills of listening, speaking, and writing. Ability to use skills necessary in interaction management, public relations, behavior modification, conflict resolution, supervision, problem-solving, planning, organizing, and analyzing data. Ability to use group dynamic skills in the context of cultural diversity. Knowledge of current research, trends, and best practices. Knowledge of the unique needs, growth patterns and characteristics of the students served. REPORTS TO: Principal and/or Assistant Principal SUPERVISES: Assigned Support Staff PERFORMANCE RESPONSIBILITIES: 1. Assist in the development of guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment. 2. Design short-and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents and community agencies. 3. Use technology resources effectively. 4. Maintain comprehensive files on each student requiring disciplinary action and maintain records for adults. 5. Complete investigative and due-process procedures to include disciplinary action consistent with District Code of Student Conduct. 6. Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. 7. Use relevant student information, i.e., Individual Education Plan (IEP), as an integral part of recommendations for suspension and expulsion. 8. Maintain visibility and accessibility on the school campus and at school-related activities and events during work day. 9. Supervise the orderly movement and safety of transportation on school grounds. 10. Recognize indicators of disruption of the orderly conduct of the school and implement strategies. 11. Serve as liaison to School Resource Officer (SRO) and other legal authorities. 12. Inform administration of impending problems or events of unusual nature. 13. Participate as a member of school educational planning and staffing</p>

Name	Title	Job Duties and Responsibilities
		<p>teams to determine student placement or to develop assistance plans. 14. Establish effective communication with outside agencies and make appropriate referrals for psychological, social work, juvenile, health, or community services. 15. Initiate and engage in continuing professional growth such as in-services, district meetings, classes, to complete the professional development. 16. Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed. 17. Model professional and ethical standards consistent with Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents and community. 18. Assist administration to communicate through meetings and written material, information that will keep staff, students, and parents informed of disciplinary policies and procedures. 19. Perform other incidental tasks consistent with the goals and objectives of this position. 20. Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services. 21. Consider recommendations for student placement in alternative education setting to improve student performance. 22. Supervise student activities on the school campus and at school-related events.</p>

<p>Woods, Erin</p>	<p>Teacher, K-12</p>	<p>To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.</p>
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PERFORMANCE RESPONSIBILITIES:

1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 7. Maintain a positive, organized and safe learning environment. 8. Manage time, materials and equipment effectively. 9. Instruct and supervise the work of volunteers and aides when assigned. 10. Establish and maintain effective and efficient record keeping procedures. 11. Use effective student behavior management techniques. 12. Assist in enforcement of school rules, administrative regulations and School Board policies. 13. Develop effective assessment strategies to assist the continuous development of students. 14. Interpret data for diagnosis, instructional planning and program evaluation. 14. Establish appropriate testing environment and test security. 16. Demonstrate knowledge and understanding of subject matter content. 17. Apply principles of learning and effective teaching in instructional delivery. 18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students. 20. Apply appropriate instructional modification for students with special needs. 21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 23. Provide instruction on safety procedures and proper handling of materials and equipment. 24. Use appropriate materials, technology and resources to help meet learning needs of all students. 25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 27. Collaborate with other professionals and parents after recognizing student distress or abuse. 28. Collaborate with peers to enhance the instructional environment. 29. Assist others in acquiring skills and knowledge in specific areas of responsibility. 30. Engage in a continuing quest for personal growth through inservice, classes and study. 31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 32. Model professional and ethical conduct when dealing with students, peers, parents and the community. Perform and fulfill all professional responsibilities. 33. Prepare all required reports and maintain all appropriate records. 34. Support school improvement initiatives by active participation in school activities, services and programs. 35. Ensure that student growth and achievement is continuous and

Name	Title	Job Duties and Responsibilities
		<p>appropriate for age group, subject area and/or program classification. 36. Perform other duties and responsibilities as assigned by the principal. 37. Demonstrate the appropriate level of accomplished practices</p>
Josey, Shannon	Teacher, K-12	<p>To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively. 8. Instruct and supervise the work of volunteers and aides when assigned. 9. Establish and maintain effective and efficient record keeping procedures. 10. Use effective student behavior management techniques. 11. Assist in enforcement of school rules, administrative regulations and School Board policies. 12. Develop effective assessment strategies to assist the continuous development of students. 13. Interpret data for diagnosis, instructional planning and program evaluation. 14. Establish appropriate testing environment and test security. 15. Demonstrate knowledge and understanding of subject matter content. 16. Apply principles of learning and effective teaching in instructional delivery. 17. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 18. Use appropriate strategies and techniques to enhance critical thinking

Name	Title	Job Duties and Responsibilities
		<p>skills in students.</p> <ol style="list-style-type: none"> 19. Apply appropriate instructional modification for students with special needs. 20. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 21. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 22. Provide instruction on safety procedures and proper handling of materials and equipment. 23. Use appropriate materials, technology and resources to help meet learning needs of all students. 24. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 25. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 26. Collaborate with other professionals and parents after recognizing student distress or abuse. 27. Collaborate with peers to enhance the instructional environment. 28. Assist others in acquiring skills and knowledge in specific areas of responsibility. 29. Engage in a continuing quest for personal growth through inservice, classes and study. 30. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <ol style="list-style-type: none"> 31. Perform and fulfill all professional responsibilities. 32. Prepare all required reports and maintain all appropriate records. 33. Support school improvement initiatives by active participation in school activities, services and programs. 34. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification. 35. Perform other duties and responsibilities as assigned by the principal. 36. Demonstrate the appropriate level of accomplished practices

To provide the necessary leadership and vision to create an atmosphere conducive to student learning at the highest possible levels and to assume responsibility for the school's operation.

Waid,
Sheila

Assistant
Principal

PERFORMANCE RESPONSIBILITIES:

1. Assist in developing, implementing, and evaluating instructional programs and activities at the assigned school.
2. Assist the Principal in providing atmosphere conducive to learning and teaching.
3. Assist in coordinating the selection and acquisition of instructional materials and equipment.
4. Assist in coordinating all testing programs at the school.
5. Assist the Principal in supervising and evaluating school-based personnel.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 6. Assist in the over site and management of the school site. 7. Assist in implementing negotiated employee contracts. 8. Assist in the coordination and supervision of before and / or after school programs or activities. 9. Assist in selection and employment of school personnel. 10. Assist with the development and implementation of an effective staff development program. 11. Assist the Principal in implementing the induction program for beginning teachers. 12. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. 13. Assist in overseeing programs for student with identified special needs, e.g., ESE, ESOL, and 504. 14. Assist with development and implementation of the School Improvement Plan. 15. Assist in identifying and writing grants to enhance school goals. 16. Assist in overseeing food services at the school, including free and reduced lunch eligibility. 17. Assist the Principal in supervising and evaluating school-based personnel. 18. Facilitate the implementation of the Code of Student Conduct in accordance with school and District policy to ensure a safe and orderly learning environment. 19. Assist in developing and implementing family and community involvement programs and initiatives such as business partnerships. 20. Support and assist in implementing the school's Student services plan and program. 21. Demonstrate initiative and a proactive orientation to fulfilling performance responsibilities and seeking solutions to problems and concerns. 22. Analyze student performance data as a basis for curriculum improvement and staff development needs. 23. Assist in the selection and supervision of substitute personnel. 24. Assist in developing and monitoring the school budget. 25. Assist in managing student accounting and attendance procedures. 26. Assist in supervising transportation services at the assigned school. 27. Prepare or oversee the preparation of required reports and maintain all appropriate records. 28. Assist in implementing and monitoring Exceptional Student Education programs and services. 29. Model and maintain high standards of professional conduct. 30. Set high standards and expectations for self, others, and school. 31. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. 32. Facilitate problem-solving by individuals and groups. 33. Counsel with parents and staff to resolve problems and concerns. 34. Assist parents in contacting school and agency support services. 35. Maintain visibility and accessibility on the school campus and at school-related activities and events.

Name	Title	Job Duties and Responsibilities
		<p>36. Use effective communication techniques with students, teachers, parents, and other stakeholders.</p> <p>37. Assist in preparing and disseminating school newsletters, memos, and letters.</p> <p>38. Make presentations to faculty, students, and parents as requested by the Principal.</p> <p>39. Collaborate with school and District personnel in planning and implementing District initiatives.</p> <p>40. Demonstrate commitment to and support for the vision and mission of the District and school.</p> <p>41. Assist in developing and implementing positive public relations for the school.</p> <p>42. Assist the Principal in the development and implementation of procedures for dealing with school crises.</p> <p>43. Deal with emergency situations quickly and effectively.</p> <p>44. Deal effectively and appropriately with abuse situations.</p> <p>45. Investigate student accidents and other incidents and take appropriate action.</p> <p>46. Serve as an administrator of the physical plant to which they are assigned during an emergency and cooperate with</p> <p>47. district officials and Manatee County Emergency Management Agencies to assure that all emergency procedures are implemented as detailed in the Shelter Operations Plan.</p> <p>49. Perform other tasks consistent with the goals and objectives of this position</p>
Lane, Rebakah	School Counselor	<p>Knowledge of counseling techniques and referral process. Ability to implement a developmental guidance program. Knowledge of career counseling and community resources. Proficient in educational testing and measurement practices. Possess oral and written communication skills. Ability to analyze data and form conclusions. Possess computer skills for data entry and retrieval.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Provide personal counseling to students Provide group counseling when need arises 2. Provide assistance to students through testing and interpretation. 3. Provide assistance to students in class selection and schedules. 4. Identify and counsel potential dropouts. 5. Assist students who are experiencing attendance problems. 6. Assist in accurate recording and proper maintenance of student records. 7. Provide input into the development of master schedules in secondary schools. 8. Participate in workshops and training for professional growth. 9. Assist in evaluating the guidance program. 10. Provide orientation of new students to the school. Impart crises intervention skills when need arises. 11. Assist students with special needs according to LRE, IEP and 504 guidelines.

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 12. Assist teachers with problem solving and interventions. 13. At the high school level, facilitate awareness of post-secondary opportunities. 14. Serve as a Child Study Team member. 15. Assist in selecting a variety of materials for counseling program. 16. Exercise confidentiality in sharing test results and other student information. 17. Recognize and appreciate the cultural differences and special needs of students and families. 18. Recognize indicators of student distress or abuse and take appropriate steps. 19. Serve as an advocate for students. 20. Maintain professional and ethical standards as outlined by Code of Ethics and American School Counselor Association. 21. Keep updated on student / school legal issues and procedures. 22. Demonstrate initiative in the performance of assigned responsibilities. 23. Provide for a safe and secure workplace. 24. Follow attendance, punctuality and proper dress rules. 25. Maintain positive relationships and communicate effectively with staff and vendors. 26. Keep supervisor informed of potential problems or unusual events. 27. Respond to inquiries and concerns in a timely manner. 28. Prepare all required reports and maintain all appropriate records. Follow all School Board policies, rules and regulations. 29. Exhibit interpersonal skills to work as an effective team member. 30. Demonstrate support for the School District and its goals and priorities. 31. Perform other incidental tasks consistent with the goals and objectives of this position.

McClintock, Belinda
Teacher, K-12

To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

PERFORMANCE RESPONSIBILITIES:

1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.

Name	Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. 8. Manage time, materials and equipment effectively. 9. Instruct and supervise the work of volunteers and aides when assigned. 10. Establish and maintain effective and efficient record keeping procedures. 11. Use effective student behavior management techniques. 12. Assist in enforcement of school rules, administrative regulations and School Board policies. 13. Develop effective assessment strategies to assist the continuous development of students. 14. Interpret data for diagnosis, instructional planning and program evaluation. 15. Establish appropriate testing environment and test security. 16. Demonstrate knowledge and understanding of subject matter content. 17. Apply principles of learning and effective teaching in instructional delivery. 18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students. 20. Apply appropriate instructional modification for students with special needs. 21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 23. Provide instruction on safety procedures and proper handling of materials and equipment. 24. Use appropriate materials, technology and resources to help meet learning needs of all students. 25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 27. Collaborate with other professionals and parents after recognizing student distress or abuse. 28. Collaborate with peers to enhance the instructional environment. 29. Assist others in acquiring skills and knowledge in specific areas of responsibility. 30. Engage in a continuing quest for personal growth through inservice, classes and study. 31. Conduct a personal assessment periodically to determine professional

Name	Title	Job Duties and Responsibilities
		<p>development needs with reference to specific instructional assignment.</p> <p>32. Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>33. Perform and fulfill all professional responsibilities.</p> <p>34. Prepare all required reports and maintain all appropriate records.</p> <p>35. Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.</p> <p>37. Perform other duties and responsibilities as assigned by the principal.</p> <p>38. Demonstrate the appropriate level of accomplished practices</p>
		<p>To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.</p>
<p>Maye, Kirsti</p>	<p>Teacher, K-12</p>	<p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. 8. Manage time, materials and equipment effectively. 9. Instruct and supervise the work of volunteers and aides when assigned. 10. Establish and maintain effective and efficient record keeping procedures. 11. Use effective student behavior management techniques. 12. Assist in enforcement of school rules, administrative regulations and School Board policies. 13. Develop effective assessment strategies to assist the continuous

Name	Title	Job Duties and Responsibilities
		<p>development of students.</p> <ol style="list-style-type: none"> 14. Interpret data for diagnosis, instructional planning and program evaluation. 15. Establish appropriate testing environment and test security. 16. Demonstrate knowledge and understanding of subject matter content. 17. Apply principles of learning and effective teaching in instructional delivery. 18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 19. Use appropriate strategies and techniques to enhance critical thinking skills in students. 20. Apply appropriate instructional modification for students with special needs. 21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 23. Provide instruction on safety procedures and proper handling of materials and equipment. 24. Use appropriate materials, technology and resources to help meet learning needs of all students. 25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 27. Collaborate with other professionals and parents after recognizing student distress or abuse. 28. Collaborate with peers to enhance the instructional environment. 29. Assist others in acquiring skills and knowledge in specific areas of responsibility. 30. Engage in a continuing quest for personal growth through inservice, classes and study. 31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. 32. Model professional and ethical conduct when dealing with students, peers, parents and the community. 33. Perform and fulfill all professional responsibilities. 34. Prepare all required reports and maintain all appropriate records. 35. Support school improvement initiatives by active participation in school activities, services and programs. 36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification. 37. Perform other duties and responsibilities as assigned by the principal. 38. Demonstrate the appropriate level of accomplished practices

Willis, Amy	Instructional Media	<p>KNOWLEDGE, SKILLS AND ABILITIES: Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic</p>
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Name	Title	Job Duties and Responsibilities
		<p>understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.</p>
		<p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Assist administrative and instructional staff in the implementation of the curriculum. 2. Collaborate with teachers in the design of instructional units and lessons. 3. Maintain and extend the library collection in accordance with the school's needs and within budget limitations. 4. Assist students and teachers in the use of instructional materials and instructional technology. 5. Support teachers and students with the integration of a full range of literacy skills (information, research, media, visual, digital, and technological literacy). 6. Foster a culture for inquiry and love of literature. 7. Serve as an integral member of school leadership team(s). 8. Promote and advocate for the library media program. 9. Contribute to the development of district plans for curriculum, instructional materials, and instructional technology. 10. Demonstrate knowledge of literature and current trends in library media practice and information technology. 11. Establish goals for the library media program appropriate to the setting and the students served. 12. Assist users with the laws for copyright, fair use, and licensing of intellectual property, 13. Assist with instruction related to digital footprints and internet safety. 14. Establish and maintain library procedures. 15. Plan, prepare and administer the budget for the media program. 16. Supervise, evaluate and coordinate all staff assigned to the media program. 17. Develop a plan to evaluate the library media program. 18. Engage in district and school professional development. 19. Work cooperatively within the educational community. 20. Perform other professional duties as assigned by the principal.
Howard, Jene	Teacher, K-12	<p>To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current</p>

Name	Title	Job Duties and Responsibilities
		<p>educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Establish short- and long-range goals based on student needs and District and state curriculum requirements. 2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission. 3. Plan and prepare lessons which are meaningful and engaging. 4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences. 5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs. 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. Manage time, materials and equipment effectively. 8. Instruct and supervise the work of volunteers and aides when assigned. 9. Establish and maintain effective and efficient record keeping procedures. 10. Use effective student behavior management techniques. 11. Assist in enforcement of school rules, administrative regulations and School Board policies. 12. Develop effective assessment strategies to assist the continuous development of students. 13. Interpret data for diagnosis, instructional planning and program evaluation. 14. Establish appropriate testing environment and test security. 15. Demonstrate knowledge and understanding of subject matter content. 16. Apply principles of learning and effective teaching in instructional delivery. 17. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 18. Use appropriate strategies and techniques to enhance critical thinking skills in students. 19. Apply appropriate instructional modification for students with special needs. 20. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 21. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 22. Provide instruction on safety procedures and proper handling of materials and equipment. 23. Use appropriate materials, technology and resources to help meet learning needs of all students.

Name	Title	Job Duties and Responsibilities
		<p>24. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.</p> <p>25. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.</p> <p>26. Collaborate with other professionals and parents after recognizing student distress or abuse.</p> <p>27. Collaborate with peers to enhance the instructional environment.</p> <p>28. Assist others in acquiring skills and knowledge in specific areas of responsibility.</p> <p>29. Engage in a continuing quest for personal growth through inservice, classes and study.</p> <p>30. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.</p> <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <p>31. Perform and fulfill all professional responsibilities.</p> <p>32. Prepare all required reports and maintain all appropriate records.</p> <p>33. Support school improvement initiatives by active participation in school activities, services and programs.</p> <p>34. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.</p> <p>35. Perform other duties and responsibilities as assigned by the principal.</p> <p>36. Demonstrate the appropriate level of accomplished practices</p>

Byrd,
Cinda

Teacher,
K-12

To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives. Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

PERFORMANCE RESPONSIBILITIES:

1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of

Name	Title	Job Duties and Responsibilities
		<p>students with varying backgrounds, learning styles and special needs.</p> <ol style="list-style-type: none"> 6. Assist in assessing changing curricular needs and plans for improvement. 7. Maintain a positive, organized and safe learning environment. <p>Manage time, materials and equipment effectively.</p> <ol style="list-style-type: none"> 8. Instruct and supervise the work of volunteers and aides when assigned. 9. Establish and maintain effective and efficient record keeping procedures. 10. Use effective student behavior management techniques. 11. Assist in enforcement of school rules, administrative regulations and School Board policies. 12. Develop effective assessment strategies to assist the continuous development of students. 13. Interpret data for diagnosis, instructional planning and program evaluation. 14. Establish appropriate testing environment and test security. 15. Demonstrate knowledge and understanding of subject matter content. 16. Apply principles of learning and effective teaching in instructional delivery. 17. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students. 18. Use appropriate strategies and techniques to enhance critical thinking skills in students. 19. Apply appropriate instructional modification for students with special needs. 20. Provide quality work for students that is challenging and relevant to the goals and objectives of the class. 21. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law. 22. Provide instruction on safety procedures and proper handling of materials and equipment. 23. Use appropriate materials, technology and resources to help meet learning needs of all students. 24. Provide a positive environment in which students are encouraged to be actively engaged in the learning process. 25. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community. 26. Collaborate with other professionals and parents after recognizing student distress or abuse. 27. Collaborate with peers to enhance the instructional environment. 28. Assist others in acquiring skills and knowledge in specific areas of responsibility. 29. Engage in a continuing quest for personal growth through inservice, classes and study. 30. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment. <p>Model professional and ethical conduct when dealing with students, peers, parents and the community.</p> <ol style="list-style-type: none"> 31. Perform and fulfill all professional responsibilities. 32. Prepare all required reports and maintain all appropriate records. 33. Support school improvement initiatives by active participation in school activities, services and programs.

Name	Title	Job Duties and Responsibilities
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- 34. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
- 35. Perform other duties and responsibilities as assigned by the principal.
- 36. Demonstrate the appropriate level of accomplished practices

Demographic Information

Principal start date

Monday 12/1/2014, Andrea Keezer

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.*

2

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.*

14

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2019-20 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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%)

	2017-18: B (57%) 2016-17: B (61%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	95	94	124	112	129	148	0	0	0	0	0	0	0	702
Attendance below 90 percent	3	3	7	6	8	16	0	0	0	0	0	0	0	43
One or more suspensions	0	1	0	8	5	7	0	0	0	0	0	0	0	21
Course failure in ELA	3	3	3	2	0	0	0	0	0	0	0	0	0	11
Course failure in Math	2	1	4	1	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	1	1	3	2	0	2	0	0	0	0	0	0	0	9

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	1	0	4	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/19/2020

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	89	87	119	109	136	151	0	0	0	0	0	0	0	691
Attendance below 90 percent	5	5	13	7	12	14	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	1	13	13	14	11	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	23	18	30	0	0	0	0	0	0	0	71

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	5	16	21	12	20	0	0	0	0	0	0	0	74

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	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	89	87	119	109	136	151	0	0	0	0	0	0	0	691
Attendance below 90 percent	5	5	13	7	12	14	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	1	2	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	1	13	13	14	11	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	23	18	30	0	0	0	0	0	0	0	71

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	5	16	21	12	20	0	0	0	0	0	0	0	74

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	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	71%	52%	57%	70%	50%	55%
ELA Learning Gains	62%	57%	58%	56%	56%	57%
ELA Lowest 25th Percentile	42%	55%	53%	41%	53%	52%
Math Achievement	79%	63%	63%	69%	55%	61%
Math Learning Gains	80%	68%	62%	66%	59%	61%
Math Lowest 25th Percentile	56%	53%	51%	56%	47%	51%
Science Achievement	63%	48%	53%	66%	42%	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	66%	51%	15%	58%	8%
	2018	69%	49%	20%	57%	12%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	76%	56%	20%	58%	18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	67%	51%	16%	56%	11%
Same Grade Comparison		9%				
Cohort Comparison		7%				
05	2019	71%	52%	19%	56%	15%
	2018	60%	52%	8%	55%	5%
Same Grade Comparison		11%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	80%	60%	20%	62%	18%
	2018	74%	56%	18%	62%	12%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	80%	65%	15%	64%	16%
	2018	71%	61%	10%	62%	9%
Same Grade Comparison		9%				
Cohort Comparison		6%				
05	2019	75%	60%	15%	60%	15%
	2018	61%	58%	3%	61%	0%
Same Grade Comparison		14%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	48%	15%	53%	10%
	2018	60%	49%	11%	55%	5%
Same Grade Comparison		3%				
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	16	39	42	38	65	58					
ELL	30	53	41	50	70	57	33				
BLK	52	27		52	73						
HSP	44	52	39	62	77	62	26				
MUL	67	64		74	77		50				
WHT	81	67	50	86	81	51	71				

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
FRL	51	50	43	62	70	49	45				
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	18	45	48	25	42	31	26				
ELL	30	42	31	46	37	10					
ASN	80			90							
BLK	46	64		38	50						
HSP	46	46	32	51	43	30	43				
MUL	72	58		76	63						
WHT	73	63	60	77	60	43	66				
FRL	47	50	41	54	49	37	43				
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	28	38	40	30	55	41	24				
ELL	41	30		36	40						
ASN	82			82							
BLK	63			50							
HSP	49	44	29	42	44	25	53				
MUL	63	73		67	60						
WHT	74	57	44	76	71	67	72				
FRL	50	52	36	47	55	48	51				

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)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	70
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

For school year 20-21 and the impact of the Covid-19 Pandemic our trends and concerns remain the same. Over all, our component of biggest concern was our L25 data for Math and ELA. Within this, though, the data student subgroup that showed the lowest performance was our students with disabilities. Contributing factors for this lower performance may have included, weaker foundation preparation, higher social/emotional needy students, lack of appropriate remediation resources, depth of instruction. We are unable to substantiate a trend as this subgroup (SWD) is fluid. Additionally, for this coming year, many of these students may not be in attendance, as our District has opened a new elementary school that may affect the attendance of this population

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

For the 20-21 school year, and having our data carry over to this year because of Covid-19 Pandemic, the data component that showed the greatest decline from the prior year was in the area of ELA and the L25 student by a loss of 7%. We believe that teacher resources were not utilized with fidelity, time, and our model of instruction for our ESE students, was not to the rigor of the state assessment.

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.

20-21's data has been carried over due to the Covid-19 Pandemic. The school data component that had the greatest gap when compared to the state average which was lower than the state was also in the area of ELA and L25 students by 9 percentage point. We continue to believe that a lack of fidelity of resources, time, and our model of instruction for our ESE students did not rise to the rigor of the state assessment.

Our largest positive gap, of 18 percentage points, was in the area of Math Learning gains. We feel this was achieved by using a strong research-based Math foundation program.

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

This area remains the same for the 20-21 school year and will continue to be actionable due to the school closure and Covid Pandemic. Student Achievement, Learning Gains, and gains for students in our L25 Math for 3rd, 4th, and 5th grade improved. This past year we purchased "Acaletics" for our students in grades 3 - 5. This was used for all students as a Math Club. We plan to use this approach again this year as we want to confirm this trend in data.

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

Due to the school closures and the Covid-19 Pandemic, we still have these concerns. We consider attendance to be a potential area of concern, and may even be more of a concern due to eLearning and Hybrid instructional platforms. If students are not in school, they can not learn. We will continue to monitor the attendance of our students. Our Student Support Specialist will pull monthly attendance reports as our monitoring source. We will continue to review the data and monitor students who fall below a 90% attendance rate. Once identified, the parents will receive a phone call from our school's Social Worker and follow-up letter from the Principal as our first intervention. Should that intervention not remedy the concern for the student, we will request a parent conference. At that time, whether the student is "choiced" or "hardshipped" to our school will be determined, which would require a specific contract that puts their student in danger of losing this privilege and this information will be shared with our District's Office of Student Assignment. If the student is zoned to our school, we will create a contract with the parents and student to motivate an increase of attendance and then monitor.

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

1. Increase the number of students in 3rd, 4th, and 5th grade scoring a level 3 or higher in ELA, Math, and Science by an average of five percentage points on the 19-20 FSA and FCAT 2.0.
2. Increase overall learning gains for grades 3, 4, and 5 in ELA and Math by an average of 4 percentage points on the 20-21 FSA.
3. Increase overall learning gains for our L25 and ESE students in Math and ELA by fifteen percentage points on the 20 - 21 FSA

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: If we continue to focus on increasing our students' proficiency rate in all areas and especially in ELA, this will naturally support our other two areas of focus, which are overall learning gains and the learning gains of our L25/ESE students. Of course we want all students to be proficient, as being proficient in reading is of most importance. Our goal is to achieve 63% proficiency in ELA for all 3rd, 4th, and 5th grade students combined.

Measurable Outcome: Increase the number of students in 3rd, 4th, and 5th grade scoring a level 3 or higher in ELA on the 20-21 FSA ELA test to a minimum of 63%.

Person responsible for monitoring outcome: Connie Dixon (dixonc@manateeschools.net)

Evidence-based Strategy: Our strategy is to provide teachers with research-based, rigorous resources to support and/or remediate student achievement in the areas of ELA. WE will continue to provide researched-based supplemental materials.

Rationale for Evidence-based Strategy: As a non-Title school, our teachers struggle with common, rigorous resources. This year we have purchased additional research-based materials to support ELA learning gains and student achievement.

Action Steps to Implement

1. Use of Fine Arts block for an additional 50 minutes of Science instruction every 6 days for grades 3, 4, and
2. Increase the exposure and use of non-fiction text in grades K - 5.
3. Regularly scheduled data review meetings and student group adjustments.

Person Responsible Sheila Waid (waid@s@manateeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: If we continue to focus on increasing our students' overall learning gains in Math, this will naturally support our other two areas of focus, which are student proficiency and the learning gains of our L25/ESE students. Of course we want all students to be proficient in Math. Our goal is to achieve 63% proficiency in Math for all 3rd, 4th, and 5th grade students combined.

Measurable Outcome: Increase overall learning gains for grades Math by an average of 4 percentage points.

Person responsible for monitoring outcome: Connie Dixon (dixonc@manateeschools.net)

Evidence-based Strategy: Our strategy is to provide teachers with research-based, rigorous resources, such as Acaletics, to support and/or remediate student achievement Math.

Rationale for Evidence-based Strategy: As a non-Title school, our teachers struggle with common, rigorous resources. In 18-19, we provided a Math research-based resource that yielded high outcomes which was evident in our +18 percent gap between the school and the state. Our achievement grew by 16 percentage points. This rationale is also to provide appropriate research-based resources for our Tiered students in order to increase our overall learning gains.

Action Steps to Implement

1. Purchase Acletics for Math and monitor use, monthly data, and fidelity.
2. Purchase IXL for Math and monitor use, monthly data, and fidelity.
3. Use of Fine Arts block for an additional 50 minutes of Science instruction every 5 days for 3rd, 4th, and 5th grades.
4. Regularly scheduled data review meetings and student group adjustments.

Person Responsible Sheila Waid (waids@manateeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: If we continue to focus on increasing our students' proficiency rate in all areas, especially in Science, this will naturally support our other two areas of focus, which are overall learning gains and the learning gains of our L25/ESE students. Of course we want all students to be proficient, as being proficient in reading is of most importance. Our goal is to achieve 62% proficiency in Science for 5th grade students.

Measurable Outcome: Increase the number of students in 5th Grade Science by an average of 5 percentage points on the 20 - 21 FSA/FCAT 2.0.

Person responsible for monitoring outcome: Connie Dixon (dixonc@manateeschools.net)

Evidence-based Strategy: Our strategy is to provide teachers with research-based, rigorous resources, such as Acaletics and Generation Genius, to support and/or remediate student achievement in the areas of Science. We will also provide additional time and resources for students in grades 3 - 5 for Science instruction.

Rationale for Evidence-based Strategy: As a non-Title school, our teachers struggle with common, rigorous resources such as Acaletics and Generation Genius. We have purchased a Research-based program to supplement our science instruction. Of course, as we continue to work on increasing proficiency in ELA, Science will benefit and this is conversely true as well.

Action Steps to Implement

1. Purchase Acletics for Science for 5th Grade and monitor use, monthly data, and fidelity. Provide PD as needed for this.
2. Purchase IXL for Science and monitor use, monthly data, and fidelity. Provide PD for this.
3. Use of Fine Arts block for an additional 50 minutes of Science instruction every 6 days for 3rd, 4th, and 5th grade.
4. Increase the exposure and use of non-fiction text (heavily Science Related) in grades K - 5.
5. Regularly scheduled data review meetings and student group adjustments.

Person Responsible: Sheila Waid (waid@s@manateeschools.net)

Additional Schoolwide Improvement Priorities

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

We recognize the importance of needing to focus on the Social Emotional Learning of our students, especially in light of the Pandemic, social, and political unrest we are experiencing. We requested to be a part of a group of piloting Elementary Schools in our District, using the program, "Character Counts/Purposeful People". We are eager to implement all this has to offer and will do so systematically to support all of our students' needs.

We will continue to make school safety a priority. We have initiated a 2 week, beginning of the year School-wide Safety Unit for the entire school to explicitly teach. We will continue to have our mandated drills, review those drills for improvement, and continue to have our Safe Learning Environment Committee. Additionally, we will hold monthly Threat Assessment Meetings to assess students and their needs. Our counseling department will continue to support students who are in need of counseling, as well as set up the annual Personal Safety program for our students.

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.

In order to have a positive culture, everyone's stake within that culture must be valued. We strive to always acknowledge the positive demonstrated by our students, staff, and families. When we communicate to everyone the positive attributes of individuals in our school community, that leads to improving our chances of providing an environment where everyone flourishes. When you walk our halls, you will see and hear the positive messages and comments. We strive to teach and model this theme for our students, staff, and families every day. It begins every morning as we greet staff, students, volunteers, interns, families, at car riders, the front sidewalks, or at buses and continues throughout the entire school day.

We have adopted a school wide Social-Emotional Learning (SEL) program this year for our students. If teachers:

- Nurture the growth mindset in their students;
- Help students to build positive relationships with their peers and adults; and
- Allow the student to feel safe

Then our students will be able to focus on learning. SEL is not simply a program we use in our school; it is the way our teachers and students interact with one another. It's how teaching and learning occur.

It is important that our students, parents, and staff believe that their concerns are heard. Towards this end, we have initiated a Student Council as a way for students to ensure their voices are heard. This way students may talk to their peers and the members of the Student Council can voice their concerns for them,

along with brainstorming ideas for correction if need be.

We have several methods for communicating to parents, staff and stakeholders: Facebook, Sunday emails and phone calls, flyers sent home, etc. Parents contact the office or Administration when they have a concern or sometimes when they just want to thank us. We always make it a priority to return emails and phone calls within 24 hours. Parents also enjoy being able to ask questions on our Facebook. Facebook is an easy way to answer questions for one parent and allow other parents to view the answers as well. For staff we also have a weekly For the Pack (FTP) which includes two weeks at a glance for the teachers to view upcoming activities occurring school wide, as well as reminders for the staff, Howl Outs to staff for going above and beyond, inspirational messages or quotes, and available Professional Development. We also have an open-door policy and attempt to always be available to our staff when they need to face to face time with an administrator. Additionally, administration cell numbers are available to all staff. We also share monthly with the Parrish Village News events and activities of our school. Sometimes the community likes to reach out and help with our fundraisers, or community outreach projects that each grade level supports each year.

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	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00