

Manatee County Public Schools

Annie Lucy Williams Elementary School



2021-22 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: 11/24/2014

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>22%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>24%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Williams Elementary School is to provide a safe, positive, and supportive learning environment that focuses on the whole child. We empower students to embrace and appreciate diversity, treat others with empathy, and develop a positive mindset with a healthy sense of self. By doing this, we will grow resilient lifelong learners who strive for excellence both in their school and communities.

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	Position Title	Job Duties and Responsibilities
Dixon, Connie	Principal	<p>The job and responsibilities of the Principal: 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>
Forrest, Livia	Assistant Principal	<p>Job Duties and Responsibilities of Assistant Principal 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 and support staff to achieve the highest level of student achievement.</p>
Carriker, Jennifer	Other	<p>Job Duties and Responsibilities of the Student Support Specialist: To implement disciplinary procedures and policies to ensure a safe and orderly environment at the elementary and level. Also serves as our school's test coordinator. Co-Chairs our school's PBIS committee and serves on our MTSS-B committee.</p>
Lane, Rebakah	Other	<p>Job Duties and Responsibilities of the Counselor: To provide assistance to students, teachers and parents enabling the student to reach his/her academic and career potential. Chairs our IST and MTSS-B Committees and is responsible for our primary grade counseling needs.</p>
Woods, Erin	Teacher, K-12	<p>Job Duties and Responsibilities: 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. Serves as Kindergarten Team Leader.</p>
Maye, Kirsti	Teacher, K-12	<p>Job Duties and Responsibilities of 3rd Grade Teacher: 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. Serves in the Leadership Role for all 3rd grade teachers.</p>
Byrd, Cinda	Teacher, K-12	<p>Job Duties and Responsibilities of 5th Grade Teacher: 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. Serves in the Leadership Role for all 5th grade</p>

Name	Position Title	Job Duties and Responsibilities
		<p>teachers. Additionally, serves as our school's Math BEST Champion, K - 5.</p>
Griffin, Cassandra	Teacher, K-12	<p>Job Duties and Responsibilities of Grade 1 Teacher: 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. Serves as a leader for our first grade teachers.</p>
Schubring, Sonja	Teacher, K-12	<p>Job Duties and Responsibilities of Grade 2 teacher: 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. Provides leadership for our second grade team of teachers.</p>
Gibbons, Megan	Teacher, K-12	<p>Job Duties and Responsibilities of Grade 4 Teacher: 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. Also provides leadership for our Grade 4 Teachers.</p>
Applegate, Charity	Paraprofessional	<p>Job Duties and Responsibilities: To provide additional support for teachers and students in order to support increased student achievement and the safe, orderly operation of the school. Also provides leadership to our ParaEducator Team.</p>
Youse, Jason	Teacher, ESE	<p>Job Duties and Responsibilities of Varying Exceptionalities and ESE Teacher: 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, through the Individual Educational Plans of the students. Provides leadership for our ESE general education inclusion teachers, resource teachers, etc.</p>
Johnson, Bethany	Other	<p>Job Duties and Responsibilities of Senior Secretary: Takes care of ordering, supports, hiring, and management of substitutes in order to be sure our school is well-equipped to have what is needed to meet the needs of increased student achievement. Supports Principal</p>

Name	Position Title	Job Duties and Responsibilities
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in being a good steward of funds, both internal and external funds. Also provides leadership for hourly non-contractual employees.

Demographic Information

Principal start date

Monday 11/24/2014, 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.*

13

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

658

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	86	106	108	106	139	113	0	0	0	0	0	0	0	658
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	9	14	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	9	16	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	0	0	30	14	0	0	0	0	0	0	0	44
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	1	0	0	0	0	0	0	0	0	5
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 9/2/2021

2020-21 - 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	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	
Level 1 on 2019 statewide Math assessment	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

2020-21 - 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	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	12	9	14	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	11	9	16	0	0	0	0	0	0	0	36

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	52%	57%	67%	50%	56%
ELA Learning Gains				62%	57%	58%	60%	54%	55%
ELA Lowest 25th Percentile				42%	55%	53%	49%	47%	48%
Math Achievement				79%	63%	63%	70%	60%	62%
Math Learning Gains				80%	68%	62%	57%	61%	59%
Math Lowest 25th Percentile				56%	53%	51%	35%	47%	47%
Science Achievement				63%	48%	53%	60%	49%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	66%	51%	15%	58%	8%
Cohort Comparison						
04	2021					
	2019	76%	56%	20%	58%	18%
Cohort Comparison		-66%				
05	2021					
	2019	71%	52%	19%	56%	15%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	60%	20%	62%	18%
Cohort Comparison						
04	2021					
	2019	80%	65%	15%	64%	16%
Cohort Comparison		-80%				
05	2021					
	2019	75%	60%	15%	60%	15%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	48%	15%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The following progress monitoring tools were used to compile the data below:

- Grade 1 ELA and Math (Fall, Winter and Spring): i-Ready diagnostics
- Grade 2 ELA and Math (Fall, Winter and Spring): i-Ready diagnostics
- Grade 3 ELA and Math (Fall and Winter): i-Ready diagnostic
- Grade 4 ELA and Math (Fall and Winter): i-Ready diagnostic
- Grade 5 ELA and Math (Fall and Winter): i-Ready diagnostic
- Grade 5 Science (Fall and Winter): District-based benchmarks

There is no school based progress-monitoring data for 3rd, 4th and 5th in the spring due to state testing.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		26%	43%	67%
	Economically Disadvantaged		28%	38%	56%
	Students With Disabilities		10%	23%	45%
	English Language Learners		40%	0%	20%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		17%	50%	73%
	Economically Disadvantaged		17%	24%	48%
	Students With Disabilities		5%	36%	50%
	English Language Learners		40%	20%	20%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%	50%	63%
	Economically Disadvantaged	48%	48%	56%
	Students With Disabilities	25%	26%	53%
	English Language Learners	50%	50%	50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	47%	65%
	Economically Disadvantaged	30%	41%	56%
	Students With Disabilities	20%	26%	42%
	English Language Learners	0%	0%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67%	78%	
	Economically Disadvantaged	53%	72%	
	Students With Disabilities	21%	61%	
	English Language Learners	44%	75%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	72%	
	Economically Disadvantaged	13%	54%	
	Students With Disabilities	4%	35%	
	English Language Learners	11%	57%	

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	59%	
	Economically Disadvantaged	37%	47%	
	Students With Disabilities	44%	38%	
	English Language Learners	0%	0%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47%	65%	
	Economically Disadvantaged	39%	41%	
	Students With Disabilities	35%	50%	
	English Language Learners	0%	0%	

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47%	52%	
	Economically Disadvantaged	29%	31%	
	Students With Disabilities	14%	15%	
	English Language Learners	18%	30%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%	71%	
	Economically Disadvantaged	25%	54%	
	Students With Disabilities	11%	20%	
	English Language Learners	30%	60%	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	59%	52%	
	Economically Disadvantaged	40%	30%	
	Students With Disabilities	29%	24%	
	English Language Learners	44%	50%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	40	26	27	52	39	40	15				
ELL	60			70							
BLK	55			57							
HSP	68	54		76	77		77				
MUL	65			82							
WHT	77	66	29	84	76	55	74				
FRL	59	57	38	69	63	60	53				
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				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&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	
Total Points Earned for the Federal Index	452

ESSA Federal Index	
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that have held consistent throughout the year is the increase in student achievement, learning gains and gains for students in our L25 for math and ELA for 3rd, 4th and 5th grade. Also, the emphasis on early literacy is demonstrating a strength in our primary progress monitoring data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement based on our 2019 FSA assessment would be our lowest 25 (L25) learning gains in both ELA and Math. That holds true when examining our SWD students and their growth. Many of our L25 students are also our SWD students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need has been the COVID-19 pandemic and the learning loss that occurred last year. The new actions that we will take to address this need will be standards based targeted instruction, systematic, sequential and multi-sensory T2 and T3 phonics instruction and small groups that target domain specific areas of need. Teachers are using diagnostic results to target specific areas that need to be addressed and gaps that need to be filled.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall, our ELA I-Ready scores in first and second grade showed the most improvement. For example, 26% of our students in first grade were on-grade level in the fall and in the spring 67% of our first grade students were considered on or above grade-level. In the fall, 41% of our second grade students were proficient and in the spring 63% of our second grade students were proficient. Our 5th grade science proficiency on the state assessment also showed a vast improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factor that supported this change was the Literacy Initiative which included a systematic and multi-sensory emphasis on small group instruction. The training and use of the Next Steps in Guided Reading provided teachers with the supports and the knowledge to deliver tailored small group instruction. We will be incorporating SIPPS to support our struggling T2 and T3 students in the area of phonics and phonological awareness.

Our fifth grade science scores improved due to the school-wide emphasis on science instruction and targeted pre-requisite skill support provided through out IE2 program and small groups.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will be used will be rooted in the Learning Focused framework and lesson planning supports. Individualized small group instruction based on student data and in-class work samples. We will also have monthly data meetings to discuss student progress academically, socially and emotionally. Through these meetings, an individualized plan will be created and resources will be gathered to accelerate learning of any students identified as needing acceleration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We are providing Learning Focused training throughout the year. There will be opportunities for teachers to meet with their grade-level teams, ESE support and administration to discuss individually classroom supports needed to implement the framework and practices with fidelity.

There will also be trainings provided to support primary teachers and administrators understand the new BEST standards and support our reading instruction to match the rigor of the standards.

To support our math instruction, professional development will be provided for Acaletics and continued support with our Envision math series.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Each month, teams and leadership will be meeting to discuss student progress on grade-level standards and student progress towards their individual goals in their small groups, i-Ready and IXL programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus
Description and Rationale: We have chosen to plan for improvement in the area of instructional practice. This area was identified due to the fact that if staff can sharpen this saw, this area impacts all students, including our SWD, our identified ESSA sub-group.

Measurable Outcome: Our school will have a minimum of 80% participation rate of teachers participating in the Learning-Focused Professional Development (Part 2) --Increasing the Rigor of Higher Order Thinking, Reading, and Writing over the course of the 21-22 school year.

Monitoring: This area of focus will be monitored by the number of staff completing the professional development components and those receiving certificates.

Person responsible for monitoring outcome: Jennifer Carriker (carrikej@manateeschools.net)

Evidence-based Strategy: Increasing the Rigor of Learning-Focused Lessons: Higher Order Thinking, Reading and Writing is the second stage for implementing the Learning-Focused Instructional Framework.

Once teachers are fluent with planning and teaching the High Performance Learning-Focused Lesson, it is important to increase the rigor of lessons with a consistent focus on higher order thinking, reading and writing that deepens student understanding and meets the demands of current standards.

Increasing the Rigor of Learning-Focused Lessons: Higher Order Thinking Reading and Writing provides the strategies, tools, and resources for integrating rigor into the Learning-Focused lesson. This will help grow achievement growth for all students and help to sustain high performance by increasing rigor and challenging students to read, think, and write critically across subject areas.

Rationale for Evidence-based Strategy: We have chosen to plan for improvement in the area of instructional practice. This area was identified due to the fact that if staff can sharpen this saw, this area impacts all students, including our SWD, our identified ESSA sub-group. Areas that will be addressed through this PD include levels of learning, reading comprehension strategies, planning lesson curriculum and assessments. Instructional staff will also learn how to build and use appropriate assessment prompts, learning activities, questioning, cooperative structures, activating strategies, how to increase student vocabulary, and how to use and design rubrics.

Action Steps to Implement

1. Kick off the second in a series of Professional Development book studies. (Student Support Specialist)
2. Share the timeline of the training as it will run through March. (Student Support Specialist)
3. Have teachers block the third Thursday of each month to allow for 25 minutes in the morning to be used at the teachers' discretion for the self-paced study. (Teachers)
4. Share the timeline of the Face-to-Face training for each of two micro-PDs known as "Chat 'n Chews" to share learnings and implementation strategies. (Student Support Specialists)
5. Begin to monitor classrooms for implementation of strategies. (Principal/Assistant Principal)
6. Continue through course in this manner until course is completed. (All)

Person Responsible: Connie Dixon (dixonc@manateeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The rationale for investing time in seeking improvement in our instructional practices was revealed by our most recent FSA data. Our ELA learning gains, although steadily improving each year, they need to continue to be grown. Our ELA L25 gains were only 42%. If we were to line up 4 of our L25 students, it would not be okay that nearly 3 of the students did not experience gains. We want to grow to improve this.

Measurable Outcome: By May of 2021, as evidenced by the Florida State Assessment 2021, the students considered L25 in grades 3 - 5 will have gained five percentage points moving from a 42% in 2020 to a 47% in 2021.

Monitoring: We will monitor iReady data and District Benchmark Assessments. Additionally, many of our L25 students are identified as ESE, therefore, we will continue to pour into our ESE resource staff best instructional practices as well as appropriate progress monitoring.

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

Evidence-based Strategy: As a school, we will continue to provide professional development for all of our staff. We will continue with the PD we began as a school last year titled, "Increasing the Rigor of Learning-Focused Lessons: Higher Order Thinking, Reading, and Writing."

Rationale for Evidence-based Strategy: Professional Development, in and of itself, has an effect-size of .41 making it a targeted best practice that yields results and is worth the effort. As we continue the PD titled, "Increasing the Rigor of Learning-Focused Lessons: Higher Order Thinking, Reading, and Writing", this PD provides learning and support for a number of strategies that yield an effect-size of 5 -6.0 or higher, such as summarization, use of graphic organizers, metacognitive strategies, etc.

Action Steps to Implement

1. Identify the L25 students for grades 3 - 5. (Also remind teachers of the official District targeted L25 list and also the paradigm of every class has an L25 group. This will allow gains for more children, which is important at Williams, as our L25 District list has children scoring Level 3s.) (Principal/Assistant Principal)
2. As we progress through the LF PD, list in our weekly newsletter the strategies we will be looking for explicit evidence of in the classrooms the following two weeks. (Principal/Assistant Principal)
3. Continue bi-monthly data chats (progress monitoring) of teacher's class data profile sheets after diagnostics and benchmarks to monitor academic growth. (Principal/Assistant Principal/IST Chair/Counselor/Teacher/Students)

Person Responsible Connie Dixon (dixonc@manateeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	The rationale for investing time in seeking improvement in our instructional practices was revealed by our most recent FSA data. Our Math learning gains, although steadily improving each year, need to continue to be grown. Our Math L25 gains were only 56%. If we were to line up 4 of our L25 students, it would not be okay that nearly 2 of the 4 students did not experience gains. We want to grow to improve this percentage.
Measurable Outcome:	By May of 2021, as evidenced by the Florida State Assessment 2021, the students considered L25 in grades 3 - 5 will have gained five percentage points in Math moving from a 56% in 2020 to a 61% in 2021.
Monitoring:	We will monitor Math iReady data and Math District Benchmark Assessments. Additionally, many of our L25 students are identified as ESE, therefore, we will continue to pour into our ESE resource staff best instructional practices as well as appropriate progress monitoring.
Person responsible for monitoring outcome:	Connie Dixon (dixonc@manateeschools.net)
Evidence-based Strategy:	We will continue to provide teachers with the support and use of Acaletics in order to raise student achievement in Math.
Rationale for Evidence-based Strategy:	Acaletics is a Math Based Strategy that exposes students to all grade level Math standards tested during the first 90 days of use. It continues to spiral, using distributed and deliberate practice (.79 ES), for students and is monitored monthly for student growth.

Action Steps to Implement

1. Purchase Acaletics for grades 3 (school monies) 4 and 5 (district purchase). (District/Principal)
2. Ensure the PD required for teachers to implement with fidelity. (Assistant Principal)
3. Begin Acaletics (grouping carefully to avoid Covid spread) (Teachers)
4. Monitor and regroup after monthly scrimmages. (Assistant Principal/Teachers/Students)
5. Continue throughout the school year. (Principal/Assistant Principal/Teachers/Students)

Person Responsible Connie Dixon (dixonc@manateeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data revealed through "SafeSchoolsforAlex.org" revealed that Annie Lucy Williams Elementary School overall was a "very low" ranked school for incidents among three major categories--violent incidents (low), property incidents (very low), and drug/public order incidents (very low).

A primary area of concern that the school will monitor during the upcoming school year is the number of suspensions. Last year, we have 13 suspensions. We'd like to set a goal of having fewer than 4 suspensions for the 21-22 school year. Our action plan is to meet with all students who have a BIP (Behavior Intervention Plan) prior to any misbehaviors to strengthen relationships. We will continue to implement SEL (Purposeful People) school-wide for social-emotional instruction. We are adding the category of "Citizenship" as a quarterly award to encourage a positive culture and positive behavior to add to that culture. Additionally, we will be adding an active In School Improvement Plan for students that may fit the definition of being suspended, but will participate in this ISIP instead to reduce loss of instruction, dignity, etc. We will monitor suspension numbers quarterly to analyze whether our school is on track to meet our goal.

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.

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.

This year, we are also participating in the book study for the book, "The Energy Bus". The "Energy Bus", an international bestseller, takes readers on a enlightening and inspiring ride that reveals ten secrets for approaching life and work with the kind of positive, forward thinking that leads to true accomplishment. The entire staff of our school is participating in the adult version and we have purchase the student version, "The Energy Bus for Kids" for teachers to share and teach in their classrooms to have a fully aligned practice to support our positive school culture.

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. Student Council, is on hold for now due to the Pandemic.

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 and very anxious parents who just need extra support. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers--Taking on a true team approach, collaborating for instruction of students, strengthening teacher-student relationships, supporting new and/or veteran teachers, encouraging others, implementing positive behavior supports, recognizing and cheering for one another, recognizing students, participating and sharing in PD activities, participating in outside activities, participating in Teacher Collaborative Teams, partnering with other classes (when possible), being clear communicators and having fun!

Staff--Taking on a true team approach, collaborating with other staff members, strengthening relationships with others, supporting all staff and stake holders, encouraging others, recognizing others in a positive way, participating in school-wide PD, participating in outside activities, partnering with one another to lighten the load, being clear communicators and having fun!

Families--Encouraging their students, teachers, staff and administrators. Supporting the work of the teacher at home. Participating in PTO/SAC meetings and activities, as well as our Wolves Parent University. Caring about education and being clear communicators.

Volunteers--Supporting the fact that we are still unable to host volunteers during Pandemic time.

School Advisory Council--Positively supporting the administration of the school and providing additional input and counsel regarding how our school can work towards our vision.

Administrators--Taking the "pulse" of the culture of the school, providing opportunities unique to all stake holders to feel a "belonging" to the school.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00