Robert Willis Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Robert Willis Elementary School

14705 THE MASTERS AVE, Lakewood Ranch, FL 34202

https://www.manateeschools.net/willis

Demographics

Principal: Kathy Price

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2021-22 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 Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (73%) 2018-19: A (74%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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.

Table of Contents

Robert Willis Elementary School

14705 THE MASTERS AVE, Lakewood Ranch, FL 34202

https://www.manateeschools.net/willis

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	23%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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 Robert E. Willis Elementary School is a commitment to excellence in all aspects of our school and culture.

Provide the school's vision statement.

The Vision of Robert E. Willis Elementary School is to promote and foster student achievement by providing an academically enriching environment that nurtures and supports the whole child.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Price, Katherine	Principal	Assist the SIP and ILT team as instructional leader in determining and providing personnel, resources, training and intervention to achieve our data based SIP goals.
Fradley, Mary "Katie"	Assistant Principal	Assist the SIP team as chair and ILT team in determining and providing resources, training and intervention to achieve our data based SIP goals.
Thomas, Kimberly	Other	Assist the SIP and ILT team in determining and providing resources, training and intervention to achieve our data based SIP goals.
Darpino, Courtni	Other	Assist the SIP and ILT team in determining and providing resources, training and intervention to achieve our data based SIP goals.
Van Zytveld, Sarah	School Counselor	Assist the SIP and ILT team in determining and providing resources, training and intervention to achieve our data based SIP goals.
Morales, Phyllis	School Counselor	Assist the SIP and ILT team in determining and providing resources, training and intervention to achieve our data based SIP goals.

Demographic Information

Principal start date
Monday 7/1/2019, Kathy Price

Number of teachers with a 2022 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.*
8

Number of teachers with a 2022 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.*

11

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

758

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	125	132	114	125	134	132	0	0	0	0	0	0	0	762
Attendance below 90 percent	39	29	20	19	35	32	0	0	0	0	0	0	0	174
One or more suspensions	6	1	1	1	1	0	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	4	4	7	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	12	11	7	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	11	4	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	11	4	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	8	7	16	16	21	14	0	0	0	0	0	0	0	82
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	4	4	7	0	0	0	0	0	0	0	15

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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 9/8/2022

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	120	135	113	122	134	135	0	0	0	0	0	0	0	759
Attendance below 90 percent	88	87	88	85	81	85	0	0	0	0	0	0	0	514
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	6	5	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	9	4	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	9	6	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	15	21	10	0	0	0	0	0	0	0	46

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

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	120	135	113	122	134	135	0	0	0	0	0	0	0	759
Attendance below 90 percent	88	87	88	85	81	85	0	0	0	0	0	0	0	514
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	6	5	0	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	9	4	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	9	6	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	0	0	15	21	10	0	0	0	0	0	0	0	46

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	55%	56%				83%	52%	57%
ELA Learning Gains	75%						68%	57%	58%
ELA Lowest 25th Percentile	55%						73%	55%	53%
Math Achievement	84%	50%	50%				83%	63%	63%
Math Learning Gains	77%						79%	68%	62%
Math Lowest 25th Percentile	58%						59%	53%	51%
Science Achievement	81%	65%	59%				76%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	51%	25%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	86%	56%	30%	58%	28%
Cohort Comparison		-76%				
05	2022					
	2019	85%	52%	33%	56%	29%
Cohort Comparison		-86%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	82%	60%	22%	62%	20%
Cohort Comparison		0%				
04	2022					
	2019	86%	65%	21%	64%	22%
Cohort Comparison		-82%				
05	2022					
	2019	80%	60%	20%	60%	20%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	75%	48%	27%	53%	22%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	50	45	47	50	44	31				
ELL	65	74		76	79	70	73				
ASN	100			100							
HSP	73	77	70	70	77	67	72				
MUL	81			81							
WHT	81	74	52	86	77	56	81				
FRL	60	58	50	69	59	44	70				

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	33	36		43	73		25				
ELL	77			70							
ASN	100			100							
HSP	76	55		68	91		67				
MUL	92			83							
WHT	80	72	53	87	84	68	75				
FRL	71	62		71	92		73				

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	52	68	71	46	59	41	60				
ELL	71	80		65	64						
ASN	73			73							
HSP	85	66		81	76	54	67				
MUL	87	80		83	80		70				
WHT	84	69	72	84	79	62	78				
FRL	71	60	58	70	74	57	60				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	69
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	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
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	81
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	
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	72
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

An analysis of data from progress monitoring and state assessments revealed strong proficiency rates in ELA, Math and Science with scores of 80%, 84% and 81% respectfully. The lowest quartile learning gains were 55% in ELA and 58% in Math. However, upon further analysis fourth grade students had the lowest L25 learning gains. Specifically, 4th grade ELA L25's had the lowest rate for learning gains with just 9/26 students making gains. As we drilled down further a trend emerged when examining the data of our subgroups. Students with disabilities were our lowest performing subgroup in both ELA and Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

A deeper review of 3-5 assessment data indicates that Fourth Grade had the lowest learning gains for L25 students (ELA 35% or 9/26 and Math 44% or 12/27). This data reveals that the greatest need for support is for L25 students, especially in 4th grade ELA. Of additional focus and concern is our ESE population consisting mainly of ASD students on grades 3-5. These students could benefit from targeted instruction to meet their individualized needs in both reading and math.

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

One contributing factor that we are still feeling the implications of is the learning loss that occurred during e-learning especially to our Tier 2 and Tier 3 students. To further address this learning loss, we will be providing small group after school tutoring sessions that is research based, personalized, directly linked to deficit areas, and regularly monitored for growth and progress. A further contributing factor regarding the subgroup "Students with Disabilities" was due to teacher turnover and shortages. This is currently being addressed through the hiring of a strong ASD teacher. However, our numbers continue grow in our ASD class, so much so that we recently received another ASD unit. However, we have been unable to

find a qualified candidate to serve in this position. Therefore, in order to address this need we are currently looking for other alternatives to support this subgroup. In order to meet the needs of this very diverse subgroup it is crucial that we find ways to personalize instruction through small group instruction. In order to achieve this we are looking at how we can utilize current staff members to offer support for small group instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

An analysis of data from 2022 assessments revealed that Science Achievement showed the most improvement increasing from 74% to 81%.

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

There were numerous contributing factors that led to the improvement in Science achievement at Willis Elementary. These included collaborative planning, effective use of HMH Science and WOZ kits, Acaletics Science implemented to fidelity, goal setting and continuous progress monitoring and feedback. Furthermore, the importance of the classroom teacher must be recognized. At Willis we departmentalize in fifth grade and have a very strong experienced team who know the curriculum. An additional contributing factor to our success in Science comes from rigorous hands on K-5 STEM instruction that occurs during Fine Arts. This instruction not only supports but builds upon the instruction happening in the classrooms, ultimately leading to students in grades K-5 deepening their understanding of science concepts prior to being in fifth grade.

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

At Willis we have a number of proven research based strategies that have led to our continued success. One of these is for our teams to support one another during collaborative planning sessions supported by members of our admin and leadership team. This year with all of the changes to assessment and curriculum this is more important than ever. An additional strategy of crucial importance is ongoing professional development on the new BEST standards and the new curriculum materials. Because we do not have a reading coach, we will be counting on support from our curriculum team and specialists. Mr. Bell will be providing PD on Acaletics implementation. We have a new ELL specialist who will be meeting with grade level teams during planning to offer strategies for supporting ELL's. We are extremely fortunate this year to be receiving ESSR funds allocated for schools to provide extended instruction for students due to learning loss. Because there is no "one size fits all" way to address learning loss, student data from prior years as well as ongoing assessments from the FAST will be analyzed and materials selected based on individual students' deficit areas. Of particular focus will be Tier 2 and Tier 3 students and our SWD subgroup with the goal being not only to show growth but to achieve proficiency.

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 one full day of planning for each teacher to participate in PD aligned to our School Improvement goals and strategies. We will also be offering ongoing Professional Development for our ESSR grant tutors on how to use the assigned materials to fidelity with ELA and MATH students. These sessions will be facilitated by our ESE Chair who is also our IST Chair. We have a current influx of ELL students at Willis. We have invited our ELL specialist to meet with our grade levels to offer PD on strategies specific to ELL's as well as grading policies with ELL's.

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

In an effort to ensure sustainability of improvement, progress monitoring data will be collected and analyzed to determine what interventions yield the most success.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2022-2023 school year, Willis Elementary School will focus on increasing the percentage of students achieving proficiency on the FAST ELA Assessment. Because this is a completely new assessment, there are no learning gains this year. Although this makes it difficult to compare data to previous years, last year's ELA proficiency was 80%. Based on that data our goal this year is to increase ELA proficiency to 83%. We will achieve this lofty goal by targeting identified students in Tier 2 and Tier 3 as well targeting our Students with Disability subgroup, which was our lowest performing subgroup last year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Goal #1:By the end of the 2023 school year, ELA proficiency will increase by 3% from 80% to 83%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Tier 2 and Tier 3 students and Students with Disabilities (SWD) have been identified for targeted specific interventions outside of the school day utilizing the ESSR grant. These students will be monitored through Tier 2 and Tier 3 data collected by the intervention teachers and discussed during data chats with the IST chair. During these data chats interventions may be modified based on student performance.
Person responsible for monitoring outcome:	Mary "Katie" Fradley (fradleym@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Identified students will receive small group instruction outside of the school day with a trained staff member using appropriate grade level intervention materials that support their area of deficit.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Small group targeted instruction outside of the school day was selected as an evidence based strategy since we recently received an ESSR grant to support learning loss that occurred during the pandemic. These small group tutoring sessions will allow targeted students to receive personalized interventions/strategies and target instruction around deficits. This opportunity will help fill in deficit skills with the ultimate goal being proficiency in reading. These strategies are tailored to target specific areas of reading along with progress monitoring that measures growth for the specific deficit. Progress monitoring in K-2 is done using Easy CBM and in 3-5 can is done with a component of DIBELS that corresponds with the learning need area (Letter-Name Fluency, Phonemic Segmentation fluency, Nonsense word fluency, word reading fluency and oral reading fluency).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administer initial assessments: STAR reading diagnostic in 3-5 as well as the FAST Reading Test. In K-2, administer the READING FAST as well as Literacy Footprints Running Records.
2. Identify Tier 2 and Tier 3 students as well as Students With Disabilities (SWD Subgroup) and determine approved intervention materials.
3. From those students select students for after school additional small group targeted groups funded through ESSR.
4. Provide professional development on intervention materials (ESE Chair will provide.)
4. Progress monitor students weekly for Tier 3 and Bi-monthly for Tier 2.
5. ESE chair will monitor progress and help teachers/tutors to adjust strategies/support as needed based on progress monitoring data.

Person Responsible   Mary "Katie" Fradley (fradleym@manateeschools.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Last year 81% of our fifth grade students were proficient in Science. The assessment will remain the same this year. Our goal is to increase proficiency from 81% to 83%. When examining Science Data, students scored the highest on questions pertaining to Earth and Space and Physical Science, followed by Life Science. The lowest proficiency sub score was the Nature of Science. Based on this analysis we will work with the staff on ways to strengthen both Nature of Science and Life Science instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Goal #2: By the end of the 2023 school year, Science proficiency will increase by 2% from 81% to 83%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Willis ES will use classroom assessments as well as district benchmark assessment data to analyze growth in Science both overall and specific to each science content area.
Person responsible for monitoring outcome:	Katherine Price (pricek@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Willis ES will utilize district approved supplemental curriculum (Acaletics Science) to help our 5th grade students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Acaletics Science was used last year with our fifth grade students and led to an increase in proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Fifth grade teachers will administer the Science inventory assessment to determine student knowledge and understanding of the Nature of Science and Life Science categories.
2. Teachers will then level/group students by score level and category results.
3. Next, teachers will differentiate instruction using the Science Acaletics and WOZ science kits to provide teaching beyond the standard curriculum through groups.
4. Weekly collaborative planning sessions will include our STEM teacher so that she can correlate instruction in STEM that mirrors instruction in the classroom.
5. Administer Science Benchmark assessments to progress monitor and determined standards to review and/or reteach.
6. Revisit student groups who show a deficit in specific areas to regroup as needed.

Person Responsible

Katherine Price (pricek@manateeschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2022-2023 school year, Willis Elementary School will focus on increasing the percentage of students achieving proficiency on the FAST MATH test. Because this is a completely new assessment, there are no learning gains this year. Although this makes it difficult to compare data to previous years, last year's MATH proficiency was 84%. Based on that data our goal this year is to increase MATH proficiency to 86%. We will achieve this by targeting identified students in Tier 2 and Tier 3 as well as SWD students with small group instruction to help them achieve proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Goal #3: :By the end of the 2023 school year, MATH proficiency will increase by 2% from 84% to 86%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Tier 2 and Tier 3 students and Students with Disabilities (SWD) have been identified for targeted specific interventions outside of the school day utilizing the ESSR grant. These students will be monitored through Tier 2 and Tier 3 data collected by the intervention teachers and discussed during data chats with the IST chair. During these data chats interventions may be modified based on student performance. After each PM FAST Assessment our admin and MTSS teams will have Data Chats with grade level teams to discuss Tier 2 and Tier 3 students as well as SWD to determine if small group interventions are working or need to be modified.
Person responsible for monitoring outcome:	Mary "Katie" Fradley (fradleym@manateeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Tier 2 and Tier 3 students have been identified for targeted specific interventions outside of the school day. These students will be monitored through Tier 2 and Tier 3 data collected by the intervention teachers and discussed during data chats with the IST chair.
Rationale for Evidence-based Strategy: Explain the	Small group targeted instruction was selected so that teachers could personalize interventions/strategies and target instruction around deficit areas that will help fill in deficit skills and lead to proficiency in math. These strategies are tailored to build mathematical literacy and to target specific parts of math along with progress monitoring that measures growth for the specific deficit.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Envision Reteach and Additional Practice resources will be used that align to the deficit skills.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Review data provided by district as well as PM-1 FAST Data to identify Tier 2 and Tier 3 students as well as Students With Disabilities (SWD Subgroup) and determine approved intervention materials.
2. From those students select students for after school additional small group targeted groups funded through ESSR.
3. Analyze the FAST data and current classroom assessments to determine students' strengths and weaknesses in Math and select curriculum materials from Envision (Reteach and Additional Practice) that are aligned with weaknesses.
4. Provide professional development on Envision intervention materials (ESE Chair will provide.)
5. Progress monitor students weekly for Tier 3 and Bi-monthly for Tier 2.
6. ESE chair will monitor progress and help teachers/tutors to adjust strategies/support as needed based on progress monitoring data.

Person Responsible

Mary "Katie" Fradley (fradleym@manateeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The Willis Elementary staff pride ourselves on having a strong school culture and environment.
This is accomplished through many strategies which include:
District implementation of SPARK which started prior to students arriving on the first day of school. During our first faculty meeting staff met in teams to discuss how to strengthen our school culture. During this meeting staff members agreed upon a consistent quiet signal, school rules and expectations in the classrooms, hallways and cafeteria. These expectations were then "CHAMPed" out with the students the first week of school.

Another way that Willis provides a positive school culture and environment is through strong communication

to staff as well as families. At Willis we pride ourselves on involving our families in their child's education, by being welcome on campus! We provide frequent communication updates through Blackboard Connect and a strong Social Media Presence.

Another way we promote a positive school culture is through "Staff Shout Outs" where staff members can acknowledge each other as well as "Student Shout Outs" and "Quarterly Gecko Awards to students who exemplify the character traits. Furthermore, we are fortunate to have two school counselors who teach lessons to our students and are available for counseling.

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

STAFF: Prior to the beginning of the school year-All staff members were trained in Spark (CHAMPS) strategies.

TEACHERS: Prior to the beginning of the school year-All classroom teachers completed a written and observable classroom management plan, consistent with CHAMPS.

MTSS: Our MTSS team will collect and review data specific to student behavior (such as referrals) and fidelity of CHAMPS implementation (using the MTSS Implementation Checklist).

Communication and Social Media Presence-Principal and Assistant Principal