Martin County School District

Felix A Williams Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Felix A Williams Elementary School

401 NW BAKER RD, Stuart, FL 34994

martinschools.org/o/fawes

Demographics

Principal: Sarah Tuthill

Start Date for this Principal: 7/5/2022

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)	42%
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 Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: B (58%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

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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	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Tuthill, Sarah	Principal	1. Developing a highly qualified group of educators to serve the needs of all students and families. 2. Use data to identify gaps and opportunities to ensure student needs are met 3. Create a robust team of empowered leaders on campus to ensure multiple perspectives are taken when making shared decisions. 4. Engaging stakeholders to develop school-wide focus on student growth 5. Serving all stakeholders
Browning, Justin	Assistant Principal	1. Supporting the Vision and Mission of the school through collaborative, data-driven leadership 2. Leading PLC and CLT work, alongside Principal, to ensure supports for students lead to student growth and elimination of the achievement gap. 3. Use expertise to help grow teacher practice 4. Support teachers to ensure teacher growth

Demographic Information

Principal start date
Tuesday 7/5/2022, Sarah Tuthill

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.*
1

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

43

Total number of students enrolled at the school

525

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

4

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

4

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	88	82	116	95	85	123	0	0	0	0	0	0	0	589
Attendance below 90 percent	34	21	30	22	17	32	0	0	0	0	0	0	0	156
One or more suspensions	1	0	4	2	4	5	0	0	0	0	0	0	0	16
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 2022 statewide FSA ELA assessment	0	0	0	11	15	20	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	12	36	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	9	9	11	5	12	0	0	0	0	0	0	0	46

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	2	5	13	24	0	0	0	0	0	0	0	44

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	1	3	2	4	4	0	0	0	0	0	0	0	0	14
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

Sunday 9/11/2022

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	78	101	96	88	123	117	0	0	0	0	0	0	0	603
Attendance below 90 percent	19	21	23	18	24	20	0	0	0	0	0	0	0	125
One or more suspensions	1	4	4	4	6	10	0	0	0	0	0	0	0	29
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	10	17	12	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	22	24	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	8	5	15	8	10	17	0	0	0	0	0	0	0	63

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	1	10	16	17	0	0	0	0	0	0	0	46

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	3	2	7	2	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	78	101	96	88	123	117	0	0	0	0	0	0	0	603
Attendance below 90 percent	19	21	23	18	24	20	0	0	0	0	0	0	0	125
One or more suspensions	1	4	4	4	6	10	0	0	0	0	0	0	0	29
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	10	17	12	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	22	24	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	8	5	15	8	10	17	0	0	0	0	0	0	0	63

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	1	10	16	17	0	0	0	0	0	0	0	46

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	3	2	7	2	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	62%	53%	56%				64%	58%	57%
ELA Learning Gains	53%						60%	59%	58%
ELA Lowest 25th Percentile	36%						46%	56%	53%
Math Achievement	59%	43%	50%				72%	65%	63%
Math Learning Gains	52%						58%	65%	62%
Math Lowest 25th Percentile	20%						42%	53%	51%
Science Achievement	49%	54%	59%				67%	58%	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	63%	54%	9%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	65%	57%	8%	58%	7%
Cohort Comparison		-63%				
05	2022					
	2019	60%	55%	5%	56%	4%
Cohort Comparison		-65%				

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	74%	58%	16%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-74%				
05	2022					
	2019	68%	64%	4%	60%	8%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	53%	12%	53%	12%
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	43	41	43	41	42	23	19				
ELL	30										
BLK	18			27							
HSP	41	44	40	47	33	10	24				
WHT	68	57	37	61	56	25	54				
FRL	50	47	35	47	48	23	30				

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	36	50	50	37	35	36	28				
ELL	33			33							
BLK	31			23							
HSP	57	60		53			58				
WHT	70	63	53	65	53	39	54				
FRL	46	46	47	45	35	36	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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

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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	51
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Felix Williams Elementary School had an overall slight decrease when looking at data contributing to overall school grade. Data from the 21-22 school year shows a 3% decrease in ELA Achievement, 3% decrease in math achievement, and a 4% decrease in science achievement.

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

Overall science proficiency dropped 4% from 20-21 to 21-22. While these are not the same students, the drop gives us a great look at the supports leant to students for the acquisition of science content and confirms we need to provide more support and instruction on science concepts. 3rd grade math proficiency dropped 5% from 20-21 to 21-22. 3rd grade reading proficiency dropped 7% from 20-21 to 21-22. 5th grade math dropped 14% from 20-21 to 21-22.

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

There are many possible factors contributing to these needs for improvement, including marked lower attendance during the 21-22 school year overall for students. This was due to mandatory numbers of days out of school for isolation and quarantine for COVID19 as well as no at-home learning option during the school year. Other factors include impacts on our students from missed instruction during the 19-20 school year, and fewer opportunities to engage with and learn from peers.

Needs are student specific and to address student needs we need to grow teacher capacity in identifying necessary student supports and creating action plans to implement these. We also need to engage students in the work and ensure they are supported to continue progress toward mastery.

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

The largest improvements were shown in 4th grade math with an increase of 16% proficiency, and 4th grade reading with an increase of 6% in proficiency.

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

The overall focus of the school was to identify where students were and progress monitor to ensure students were making gains in mastery of grade level content. A new curriculum was used in ELA and ensured grade level texts were used with all students. Included in this curriculum was a focus on writing embedded within the literacy block to help students formalize and express their thinking.

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

To accelerate learning, students need continued exposure to academics on grade level, even when there are deficiencies with content that should have been mastered in previous academic years. Additionally, students need to engage in more complex learning and problem solving applied in the content of grade level standards.

Additionally, the continued building of background knowledge through a process of implementing grade level experiences for all students aligned to grade level content within the Benchmark units of instruction.

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.

Felix Williams Elementary teachers and administrators will continue ongoing professional development around the new Savvaas math curriculum, and the Benchmark Advance ELA curriculum. Specifically, teachers will have the opportunity to attend PD on facilitating small groups, and providing intervention.

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

We will continue to improve our PLC/CLT process and have begun training teacher leaders as part of a Literacy Leadership Team. The team will assist and collaborate to grow teacher expertise in the areas of literacy and targeted instruction.

We will continue our focus for Tuesday CLTs on the Benchmark curriculum and data corresponding to ELA and add Thursday Math CLT's to support implementation of the new Saavas math curriculum K-5.

Common data will be analyzed as it becomes available, and we will lean into our 3-times-per -year progress monitoring data to ensure student growth and mastery of grade level standards.

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.**	We will implement a process for teaching, assessing, and monitoring students scoring in the lowest 35% of students per grade level. Data shows a lower percentage of students making growth gains than overall growth gains for the grade level causing students to fall further behind their peers with each grade level they enter.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	During the 22-23 school year, at least 85% of students scoring in the lowest 35% of students in each grade level in ELA will grow at a rate higher than the average rate of growth for the grade level.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be progress monitored mid year and at the end of the year using the state progress monitoring tool which will provide us data for our students. A grade level average will be established at the beginning of the year. We will determine an average rate of growth by calculating the difference between the mid-year grade level average score and the beginning of year score. A comparison will be made for each of our students falling in the bottom 35% of the grade level between their individual growth rate and the grade level average growth rate.
Person responsible for monitoring outcome:	Sarah Tuthill (tuthils@martinschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use grade level Benchmark Advance curriculum with fidelity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Comprehensive curriculum is the most important strategy to help student learning. A guaranteed and viable curriculum is the variable most strongly related to student achievement at the school level. Research shows one of the most powerful things a school can do to help enhance student

achievement is to guarantee specific content
is taught in specific courses and grade levels.
Implementing Benchmark Advance with fidelity will ensure all students are given an
opportunity to work toward mastery of grade level standards in English Language
Arts.

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.

Teachers will implement Benchmark Advance following the district scope and sequence.

Person Responsible	Sarah Tuthill (tuthils@martinschools.org)

Teachers will follow the district testing calendar to ensure students are testing within the testing windows.

Person Responsible	Justin Browning (brownij2@martinschools.org)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We will continue to accelerate student growth by focusing on the PLC process. By utilizing the PLC process with our CLT's and instructional committees there will be a strong focus on data analysis and backwards design for planning small group differentiated instruction. Staff will collaborate to share best practices and use of instructional strategies to increase student outcomes.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase math learning gains by 5% Increase math to 57%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The work of CLT is monitored through the principal and assistant principal involvement in CLT sessions. CLT agendas are completed during each CLT.
Person responsible for monitoring outcome:	Sarah Tuthill (tuthils@martinschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Well designed and executed Professional Learning Communities. This includes following the four guiding questions of a PLC to ensure a continuous improvement model is being executed. Use of common formative assessments allows us to align scoring methods to ensure reliable scoring practices. Sharing data from common formative assessments with instructional strategies creates a model collective efficacy and increased student success. Teacher collaboration in strong professional learning communities improves the quality and equity of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/ criteria used for selecting this strategy.**	School leaders have been trained at PLC Institute and continue to work with the professional development staff and content coordinators for support.

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.

School leadership participation in CLT sessions and instructional committee meetings.

Person Responsible	Sarah Tuthill (tuthils@martinschools.org)

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being 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.

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.

No action steps were entered for this area of focus

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.

Felix A. Williams Elementary School builds a positive culture and environment for all through PBIS activities and events, school wide spirit days, students and employees of the month, and a general positive community that is evident in how students and staff interact together on campus.

Through PBIS we teach character development recognizing different character traits each month. Students are rewarded with Splash Bucks. The bucks are turned in to earn rewards such as picnic day, hat day, or popsicle parties. Classes can also earn "Class" Splash bucks. When they acquire 10, the students earn a reward to be determined by their teacher.

We have monthly student of the month where we recognize a Student of the Month based on the Pillars of Character Development identified by Martin County School District.

The FAWE SAC and PTA Work together to provide support needed to help achieve the school goals. Our student clubs partner with local organizations such as Elevate Hope to raise funds and donate food items for the food pantry, which serves many of our families in the community. In addition, we participate in "Start with Hello Week" each year to promote an inclusive school culture. The FAWE community supports students in need by providing weekly food bags in partnership with the Elks Club and local organizations. We have a strong volunteer base that assist with various classroom and schoolwide activities.

The relationships that are built with community members, local businesses, and families help support and keep the vision and mission of Felix A. Williams Elementary at the forefront of what we do for students on a a daily basis.

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

FAWE PBIS Team- each grade level has a representative to review school wide discipline data and plan school wide PBIS events.
FAWE PTA- Coordinates volunteers, supports student needs for schoolwide activities
FAWE SAC- Reviews satisfaction and engagement survey results to plan for areas of improvement.