



## Felix A Williams Elementary School

401 NW BAKER RD, Stuart, FL 34994

fawe.sbmc.org

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
36%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
25%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	A

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Felix A. Williams Elementary School is to provide its students with the educational tools and skills necessary to become productive and responsible citizens in a global society by setting high standards in academic performance and student behavior.

##### Provide the school's vision statement

We envision a school...

- That provides an academically/technologically challenging curriculum
- That provides safety and security for the student
- Where teachers and staff are high performing, well trained, and care about the whole child
- That works collaboratively and cooperatively with the community
- That is aesthetically appealing, adequately equipped, and meets the demand for a high quality program
- Where students are motivated to learn and value themselves

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The home school connection is a vital element related to student success. Faculty and staff establish a rapport with parents and children that is continually fostered throughout the school year. Providing welcoming environments and opportunities for parent involvement also establish and develop relationships. Valuing cultural differences, notifications are often sent home in native languages to continue ongoing communication. Literature with varied cultural representations is infused into instruction across content areas so that children's varied cultural backgrounds are represented and celebrated.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

A campus wide Positive Behavioral Intervention and Supports systematic approach is utilized for proactive school-wide behavior based on the MTSS model. Students are explicitly taught campus wide expectations for behavior in order to foster a safe environment at all times. These expectations are in effect before, during, and after school. All staff members participate in rewarding students for their positive behavioral choices. In addition, our guidance counselor provides explicit instruction on bullying prevention in classrooms across grade levels throughout the year. Teachers celebrate student success throughout the year in a variety of ways to help create a safe and respectful classroom learning environment. Frequent safety drill practices occur so all faculty, staff, and students are taught proper protocol in the event of an emergency such as fire, tornado, lock down, etc. Our school is committed to continually improving safety measures on campus as needs arise (i.e. perimeter fencing).

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced



A campus wide Positive Behavioral Intervention and Supports systematic approach is utilized for proactive school-wide behavior. Students are explicitly taught campus wide expectations for behavior in order to foster a safe environment at all times. Each instructional teacher introduces the SAIL classroom expectations in the first few weeks of school to establish behavioral expectations that will minimize classroom distractions so that students are fully engaged during instructional time . (SAIL stands for Safe, Always Respectful, Incredibly Responsible, and Learn and Lead by example). In addition, there are behavioral expectations outside of the classroom. For example, the cafeteria, hallways, and recess areas reinforce these same behavioral expectations so that disciplinary incidents are decreased due to clear behavioral expectations.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

A student's social emotional health is paramount. The guidance counselor provides social-emotional support groups to students exhibiting need in this area. The counselor and other available staff members participate in a "check in/ check out" system so children have opportunities to connect at the beginning and end of their day for encouragement and support. In addition, the school has a mentor/mentee program where teachers connect frequently with students to support them. Contracted mental health counselors visit students on campus for additional therapy sessions as another outlet.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The principal makes phone calls to the home of students showing frequent absences and tardies before they become chronic. A truancy officer is also utilized for home visits when absences and tardies become excessive.

Students with one or more suspensions are carefully monitored through the MTSS process to problem solve strategies and supports that may need to be established or revised. The RtIB database system is used to track student behaviors by incident, time, and location to assist in the MTSS process to problem solve strategies and supports that may need to be established or revised. Students demonstrating course failure are closely monitored through the MTSS process and targeted academic supports are put in place and monitored frequently. Students scoring a level 1 on standardized assessments are automatically placed on a P.M.P. and are closely monitored in their specific area(s) of need.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	0	1	2	3	0	7
One or more suspensions	4	2	5	3	1	2	17
Course failure in ELA or Math	0	0	0	3	0	1	4
Level 1 on statewide assessment	0	0	0	14	24	0	38

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	4	2	6

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The principal makes phone calls to the home of students showing frequent absences and tardies before they become chronic. A truancy officer is also utilized for home visits when absences and tardies become excessive.

Students with one or more suspensions are carefully monitored through the MTSS process to problem solve strategies and supports that may need to be established or revised. Students demonstrating course failure are closely monitored through the MTSS process and targeted academic supports are put in place and monitored frequently. Students scoring a level 1 on standardized assessments are automatically placed on a P.M.P. and are closely monitored in their specific area(s) of need. Students scoring a level 1 or 2 in math will be receiving extra support through the before and after school tutoring program. The counselor and other available staff members participate in a "check in/ check out" system so children have opportunities to connect at the beginning and end of their day for encouragement and support. In addition, the school has a mentor/mentee program where teachers connect frequently with students to support them.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

Increase parent awareness of new curriculum initiatives.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The home school connection is a vital element related to student success. Faculty and staff establish a rapport with parents and children that is continually fostered throughout the school year. Providing welcoming environments and opportunities for parent involvement also establish and develop relationships (PTA, SAC, Watchdogs, Parent Workshop, etc.). The school builds partnerships through updating news and information on the school website, VoiceBlasts, and School Newsletters to help secure resources to support the school and student achievement. Valuing cultural differences, notifications are often sent home in native languages to continue ongoing communication. The school has a valued partnership with the Education Foundation. This partnership allows community members to contribute to the school's needs as related to student achievement. This relationship is reciprocated by ongoing communication related to how the resources have increased student achievement.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Chevalier, Jennifer	Teacher, K-12
Torounian, Eileen	Teacher, K-12
Smith, Jodi	Teacher, K-12
Hammock, Deborah	Teacher, K-12
Robinson, Donna	Teacher, K-12
Recchiuti, Marissa	Teacher, K-12
Soviero, Kerry	Teacher, K-12
Higgins, Kim	Teacher, K-12
Cline, Christine	Instructional Coach
Gifford, Lauren	Instructional Coach
Marder, Howard	Principal
Pecci, Rengin	Psychologist
Riley, Deborah	Assistant Principal

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Intervention Problem Solving Coach-Facilitate and monitor effectiveness of school based Multi-Tiered System of Supports to include guiding the problem solving process analyzing school wide data, small group data and individual student data, conduct evaluations of intervention design validity and integrity.

Literacy Coach-Aid in monitoring effectiveness of Literacy based intervention; aid in the problem solving process around school wide, grade level and individual student data, conduct modeling/ evaluations of literacy intervention design to ensure validity/integrity.

School Psychologist-aid in problem solving around individual student lack of growth, gather additional information/data to continue problem solving process and to evaluate students if suspected of a disability.

Team leaders problem solve around school wide grade level data frequently to align instructional practices at the grade level.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

MTSS Leadership Team will meet at least monthly to stay abreast of school wide intervention and support implementation effectiveness.

MTSS Grade Level Teams will meet every 4-6 weeks to progress monitor and evaluate intervention

design effectiveness, student academic and behavioral growth, and the need to tweak design change or support core instruction effectiveness with teachers.

MTSS Team meetings will be held to additionally problem solve around individual students who are not showing adequate growth towards set intervention and grade level goals.

The following programs and/or services will be utilized in helping build character and increase student achievement:

- DARE (provided by Martin County Sheriff's Department)
- Education Foundation of Martin County grant award (funded)

### **School Advisory Council (SAC)**

#### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Howard Marder	Principal
Diane Gumbinner	Parent
Kelly Ellis	Business/Community
Melissa Kindig	Parent
Stacy Jole	Teacher
Melissa Garcia	Parent
Thuy Tsang	Parent
Stephanie Nehme	Parent
Jacqueline Smail	Parent
Marissa Recchiuti	Teacher
Kaija Mayfield	Parent
Christine Schreiber	Parent
Brianna Byrnes	Parent
Arabesque Malosky	Parent
Anne Figari	Teacher
Colleen Dougherty	Teacher
Tammy Clark	Parent
Susanne Yesse	Parent
Erich Yesse	Parent
Donna Decina	Business/Community
Mary Bressman	Business/Community
Sylvia Daniel	Parent
Barbara Spychalla	Parent
Kristin Carbone	Parent
LouAnn Linekin	Parent
Lily Pryce	Parent
Daryn Schwartz	Parent
Tracy Hardaway	Parent
Bridget Freeman	Parent
Karla Preissman	Parent

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC committee reviewed the former school improvement plan and provided feedback before submission as well as provided financial support to help implement the strategies and interventions outlined.

*Development of this school improvement plan*

SAC will review the plan and offer feedback before submission as well as provide financial support to help implement the strategies and interventions.

*Preparation of the school's annual budget and plan*

The SAC participates in budgeting the student allocation funds that support various initiatives related to student achievement.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

As of this time, SAC has only allocated \$2000 of the budget, which will cover the costs of substitutes for K-2 teachers attending professional development in the area of Guided Reading.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gifford, Lauren	Instructional Coach
Torounian, Eileen	Teacher, K-12
Brown, Larhonda	Teacher, K-12
Smith, Jodi	Teacher, K-12
Hammock, Deborah	Teacher, K-12
Boggs, Joni	Teacher, K-12
Howard, Nicole	Teacher, K-12
Roberts, Angela	Teacher, K-12
Figari, Anne	Teacher, K-12
Baldwin, Valerie	Instructional Media
Aboujja, Kristine	Teacher, K-12
Livings, Carolyn	Teacher, ESE

**Duties**

**Describe how the LLT promotes literacy within the school**

Support the movement toward a balanced literacy approach with an emphasis on WTW, guided reading, Schoolwide writing (writer's workshop).  
 Continue to develop teacher's understanding and importance of the Fountas and Pinnell Reading Records to determine instructional practices.  
 Monitor student achievement through data analysis using i-Ready K-5.  
 Monitor the AYP subgroups for academic growth.  
 Determine research based, literacy interventions for students in the MTSS process, and progress monitor regularly such as L.L.I. systems for grades K-3 and the Comprehension Tool Kit.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school affords grade levels time to collaborate for planning and instruction biweekly. This collaboration time is designated as the C.L.T. (Collaborative Leadership Team). Grade levels utilize multiple data sources to look for grade level patterns for instructional focal points. This time also allows team building and sharing as collaboration for instructional practices are unified. School-wide Professional Learning Communities are ongoing throughout the year with a focus on student achievement and instructional strategies through books studies (i.e. Number Talks, The Book Whisperer) and other professional communities.

The support facilitation model also affords collaborative planning and instruction as support facilitators and classroom teachers co-plan, co-teach, etc.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Conduct targeted selection of new teachers, including the use of interview teams comprised of stakeholders.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Seasoned teachers are partnered with new hires to train, support and help them acclimate to the school environment. Literacy coach also works with new ELA hires to train, coach, and develop research based instructional practices in the classroom.

Marisette Burgess will be mentored by Jodi Smith

Amy Wilcox will be mentored by Jodi Cooper

Kelly Hollinger will be mentored by Steven Torres

LaRhonda Brown will be mentored by Donna Robinson

Nicole Howard will be mentored by Debbie Hammock

Angie Roberts will be mentored by Jodi Smith

Carissa Berkely will be mentored by Amy Baehr

Stacy Jole will be mentored by Kerry Soviero

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Teachers were provided instructional frameworks for ELA, Math, and Science. Ongoing professional development was provided to all instructional staff centered around the frameworks and available resources (i.e CPALMS) that align with the new Florida Standards. Professional development and grade level conversations in CLT's will be ongoing this year.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school affords grade levels time to collaborate for planning and instruction biweekly. This collaboration time is designated as the C.L.T. (Collaborative Leadership Team). Grade levels utilize multiple data sources to look for grade level patterns for instructional focal points. This time also allows team building and sharing as collaboration for instructional practices are unified. Data sources such as i-Ready, Fountas and Pinnell, science benchmarks, Words Their Way, and common summative assessments are reviewed during these CLT's.

Individual student data is also analyzed in order to drive differentiated instructional practices in the classroom. Some of these instructional practices are guided reading, strategy lessons, enrichment lessons, SOAR math intervention, iReady Online Instruction, Timez attack for math fact foundations, etc. Formative assessment data is collected on each student periodically after explicit instruction has occurred to drive next instructional steps before summative assessments are administered.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Summer Program

**Minutes added to school year:** 1,800

Camp Invention - Science Inquiry-based national program that services elementary school students.

**Strategy Rationale**

Promote hands- on, real world problem solving application integrating STEM.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Baldwin, Valerie, baldwiv@martin.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FSA Results and classroom summative assessments and periodic i-Ready diagnostics for STEM.  
Student Evaluation Sheets



**Strategy: After School Program**

**Minutes added to school year: 1,080**

Book Bowl - Students read passages and compete in teams regarding comprehension.

**Strategy Rationale**

Foster within, beyond, and about the text strategic thinking actions as related to comprehension.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Baldwin, Valerie, baldwiv@martin.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FSA Results and classroom summative assessments and periodic i-Ready diagnostics for STEM.

**Strategy: Before School Program**

**Minutes added to school year: 2,400**

Tutoring by high school students for math grades 4-5 in areas showing remediation based on prior year's FCAT data as well as current i-Ready diagnostic results.

**Strategy Rationale**

Strengthen math foundational skills for students whose data demonstrates a need.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Marder, Howard, marderh@martin.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FSA Results and classroom summative assessments and periodic i-Ready diagnostics.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Pre-Kindergarten tours of facility and curriculum for students and parents for incoming Kindergarten and transfer students.

Fifth grade orientation for incoming grade 6 Stuart Middle School students.

Kindergarten Orientation, screenings, and Curriculum Night

## College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.
- G2.** Increase student proficiency in geometry.
- G3.** Increase student mastery of the writing process.
- G4.** Increase students' proficiency in the strand of Life Science.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach. 1a**

G042057

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	82.0

**Resources Available to Support the Goal 2**

- Professional Development with Enid Martinez for K-2
- Book Study for the Book Whisperer
- Modeling and coaching by Literacy Coach
- Resource room with guided reading materials, Big books, exemplar texts

**Targeted Barriers to Achieving the Goal 3**

- Scheduling for Professional Development

**Plan to Monitor Progress Toward G1. 8**

Teacher evaluation  
Coaching conversations  
Frequent grade level MTSS data review  
Grade level common summative assessments  
Fountas and Pinnell benchmark data review  
Grade Level Collaborative Learning Team Meeting Notes

**Person Responsible**

Deborah Riley

**Schedule**

**Evidence of Completion**

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes

**G2. Increase student proficiency in geometry.** 1a

G042058

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	82.0

**Resources Available to Support the Goal** 2

- Problem-Based Learning Units
- Number Talks school-wide book study
- CPALMS (MEA Resources)

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher implementation of Problem-Based Learning.
- Professional development and time.

**Plan to Monitor Progress Toward G2.** 8

Data analysis

**Person Responsible**

Howard Marder

**Schedule**

**Evidence of Completion**

Data analysis reports, grade level summative common assessments

**G3. Increase student mastery of the writing process. 1a**

G042059

**Targets Supported 1b**

Indicator	Annual Target
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**Resources Available to Support the Goal 2**

- School-Wide Writing Fundamentals Program
- Lucy Calkins Writing Units of Study
- Professional development and modeling provided by Literacy Coach

**Targeted Barriers to Achieving the Goal 3**

- Opportunities for professional development
- Not enough resources in resource room
- Coach also is modeling other instructional literacy practices (IRA, minilesson)

**Plan to Monitor Progress Toward G3. 8**

Teacher evaluation  
Coaching conversations  
Frequent grade level MTSS data review  
grade level common writing assessments/writing samples  
Grade Level Collaborative Learning Team Meeting Notes  
review of reading responses in Reader's Notebooks

**Person Responsible**

Howard Marder

**Schedule**

**Evidence of Completion**

Teacher evaluation Coaching conversations Frequent grade level MTSS data review grade level common writing assessments/writing samples Grade Level Collaborative Learning Team Meeting Notes review of reading responses in Reader's Notebooks

**G4. Increase students' proficiency in the strand of Life Science.** 1a

G042060

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Web based resources: Think Central, Study Jams, and BrainPop
- Inquiry flip charts from Science Fusion
- CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Lack of student understanding of Life Science.

**Plan to Monitor Progress Toward G4.** 8

Evaluate the increase in understanding of the Life Science strand.

**Person Responsible**

Kim Higgins

**Schedule**

**Evidence of Completion**

District Science Benchmark data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach. **1**

 G042057

**G1.B1** Scheduling for Professional Development **2**

 B102372

**G1.B1.S1** Utilizing full-time Literacy Coach for delivery of ongoing professional development, modeling of comprehension strategies and reading behaviors in the classroom. Professional development with Enid Martinez for grades K-2 to foster comprehension goals through a balanced literacy approach. **4**

 S113535

### Strategy Rationale

Continued conversation, professional development, and implementation of research based effective strategies will increase understanding and importance linking student achievement.

### Action Step 1 **5**

Continued professional development, coaching sessions, and modeling by Literacy Coach

#### Person Responsible

Lauren Gifford

#### Schedule

#### Evidence of Completion

Progress monitoring through i-Ready Fountas and Pinnell benchmark data three times a year common grade level summative assessment data



**Action Step 2** 5

Balanced Literacy

**Person Responsible**

Lauren Gifford

**Schedule**

Daily, from 12/11/2014 to 12/11/2014

**Evidence of Completion**

Analyzing Running Records in help with understanding comprehension, modeling and co-teaching with Literacy Coach and incorporating the components of Writers Workshop

**Action Step 3** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teacher evaluation  
Coaching conversations  
Frequent grade level MTSS data review  
Grade level common summative assessments  
Fountas and Pinnell benchmark data review  
Grade Level Collaborative Learning Team Meeting Notes

**Person Responsible**

Howard Marder

**Schedule**

**Evidence of Completion**

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Teacher evaluation  
Coaching conversations  
Frequent grade level MTSS data review  
Grade level common summative assessments  
Fountas and Pinnell benchmark data review  
Grade Level Collaborative Learning Team Meeting Notes

**Person Responsible**


Howard Marder

**Schedule**


**Evidence of Completion**

Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes

**G2. Increase student proficiency in geometry. 1**

 G042058

**G2.B1 Lack of teacher implementation of Problem-Based Learning. 2**

 B102373

**G2.B1.S1 Provide continuous professional development during Grade Level Collaborative Learning Team Meetings to increase teacher's delivery of Problem-Based Learning. 4**

 S113536

**Strategy Rationale**

PBL integrates all content areas and promotes an inquiry based learning approach.

**Action Step 1 5**

Provide training through Collaborative Learning Teams in the delivery of Problem-Based Learning.

**Person Responsible**

Jennifer Chevalier

**Schedule**

**Evidence of Completion**

Training attendance lists and evaluations

**Action Step 2** 5

During formal and informal evaluations

**Person Responsible**

Howard Marder

**Schedule**

***Evidence of Completion***

Evaluation outcomes

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Lesson plan review, data review, and observations

**Person Responsible**

Deborah Riley

**Schedule**

***Evidence of Completion***

Completed Professional Development sessions Teacher Observations Collaborative Learning Team Meeting Notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

High level of student engagement in classrooms

**Person Responsible**


Howard Marder

**Schedule**

***Evidence of Completion***

i-Ready progress monitoring assessments, common summative assessments

**G2.B2 Professional development and time.** 2

 B109473

**G2.B2.S1** Purchase of teacher curriculum material to support the Professional Learning Community initiative of improvement of math instruction pertaining to geometry 4

 S138194

**Strategy Rationale**

Test data indicates geometry as the lowest strand on state assessment

**Action Step 1** 5

Provide professional development utilizing Number Talks

**Person Responsible**

Jennifer Chevalier

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Implementation of instructional strategies to improve student understanding of strands of geometry

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3. Increase student mastery of the writing process. 1**

G042059

**G3.B1 Opportunities for professional development 2**

B102374

**G3.B1.S1 School-wide strategy to familiarize and implement the Writer's Workshop model. 4**

S113537

**Strategy Rationale**

Increase implementation of balanced literacy approach to improve student achievement.

**Action Step 1 5**

Professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop model.

**Person Responsible**

Lauren Gifford

**Schedule**

***Evidence of Completion***

Online in-service registration

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Formal and informal observations  
coaching conversations  
data review in CLT'S

**Person Responsible**

Howard Marder

**Schedule**

***Evidence of Completion***

Completed Professional Development sessions Teacher Observations Grade Level Collaborative Learning Team Meeting Notes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitoring the implementation of Writer's Workshop in classrooms.


**Person Responsible**

**Schedule**


**Evidence of Completion**

Writing samples

**G3.B2** Not enough resources in resource room 2

 B109482

**G3.B2.S1** Acquire Lucy Caulkins Writing Units of Study 4

 S138254

**Strategy Rationale**

Increase the level of proficiency in writing to adapt to new Florida Standards in writing

**Action Step 1** 5

Utilize Writing Units of Study to provide training in teacher to adapt to new writing standards

**Person Responsible**

Joni Boggs

**Schedule**

On 5/13/2015


**Evidence of Completion**

Student scores on new FSA


**G4.** Increase students' proficiency in the strand of Life Science. 1

 G042060

**G4.B1** Lack of student understanding of Life Science. 2

 B102375

**G4.B1.S1** Participation in classroom science projects 4

 S113538

**Strategy Rationale**

To better understand multiple facets of Life Science.

**Action Step 1** 5

Science project overview and practicing the process.

**Person Responsible**

Kim Higgins

**Schedule**

***Evidence of Completion***

Science projects

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Evaluate class science projects

**Person Responsible**

Kim Higgins

**Schedule**

***Evidence of Completion***

Science project rubric scores

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Evaluate the increase in understanding of the Life Science strand.

**Person Responsible**

Kim Higgins

**Schedule**

**Evidence of Completion**

District Science benchmark data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Continued professional development, coaching sessions, and modeling by Literacy Coach	Gifford, Lauren	Progress monitoring through i-Ready Fountas and Pinnell benchmark data three times a year common grade level summative assessment data	one-time	
G2.B1.S1.A1	Provide training through Collaborative Learning Teams in the delivery of Problem-Based Learning.	Chevalier, Jennifer	Training attendance lists and evaluations	one-time	
G3.B1.S1.A1	Professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop model.	Gifford, Lauren	Online in-service registration	one-time	
G4.B1.S1.A1	Science project overview and practicing the process.	Higgins, Kim	Science projects	one-time	
G2.B2.S1.A1	Provide professional development utilizing Number Talks	Chevalier, Jennifer	8/18/2014	Implementation of instructional strategies to improve student understanding of strands of geometry	5/29/2015 monthly
G3.B2.S1.A1	Utilize Writing Units of Study to provide training in teacher to adapt to new writing standards	Boggs, Joni	11/4/2014	Student scores on new FSA	5/13/2015 one-time
G2.B1.S1.A2	During formal and informal evaluations	Marder, Howard	Evaluation outcomes	one-time	
G1.B1.S1.A2	Balanced Literacy	Gifford, Lauren	12/11/2014	Analyzing Running Records in help with understanding comprehension, modeling and co-teaching with Literacy	12/11/2014 daily



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Coach and incorporating the components of Writers Workshop	
G1.B1.S1.A3	[no content entered]			one-time	
G1.MA1	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	Riley, Deborah	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	one-time	
G1.B1.S1.MA1	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	Marder, Howard	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	one-time	
G1.B1.S1.MA1	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	Marder, Howard	Teacher evaluation Coaching conversations Frequent grade level MTSS data review Grade level common summative assessments Fountas and Pinnell benchmark data review Grade Level Collaborative Learning Team Meeting Notes	one-time	

**Martin - 0341 - Felix A Williams Elem School - 2014-15 SIP**  
*Felix A Williams Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data analysis	Marder, Howard	Data analysis reports, grade level summative common assessments	one-time	
G2.B1.S1.MA1	High level of student engagement in classrooms	Marder, Howard	i-Ready progress monitoring assessments, common summative assessments	one-time	
G2.B1.S1.MA1	Lesson plan review, data review, and observations	Riley, Deborah	Completed Professional Development sessions Teacher Observations Collaborative Learning Team Meeting Notes	one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G3.MA1	Teacher evaluation Coaching conversations Frequent grade level MTSS data review grade level common writing assessments/writing samples Grade Level Collaborative Learning Team Meeting Notes review of reading responses in Reader's Notebooks	Marder, Howard	Teacher evaluation Coaching conversations Frequent grade level MTSS data review grade level common writing assessments/writing samples Grade Level Collaborative Learning Team Meeting Notes review of reading responses in Reader's Notebooks	one-time	
G3.B1.S1.MA1	Monitoring the implementation of Writer's Workshop in classrooms.		Writing samples	one-time	
G3.B1.S1.MA1	Formal and informal observations coaching conversations data review in CLT'S	Marder, Howard	Completed Professional Development sessions Teacher Observations Grade Level Collaborative Learning Team Meeting Notes	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Evaluate the increase in understanding of the Life Science strand.	Higgins, Kim	District Science Benchmark data	one-time	
G4.B1.S1.MA1	Evaluate the increase in understanding of the Life Science strand.	Higgins, Kim	District Science benchmark data	one-time	
G4.B1.S1.MA1	Evaluate class science projects	Higgins, Kim	Science project rubric scores	one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.

### **G1.B1** Scheduling for Professional Development

**G1.B1.S1** Utilizing full-time Literacy Coach for delivery of ongoing professional development, modeling of comprehension strategies and reading behaviors in the classroom. Professional development with Enid Martinez for grades K-2 to foster comprehension goals through a balanced literacy approach.

#### **PD Opportunity 1**

Continued professional development, coaching sessions, and modeling by Literacy Coach

##### **Facilitator**

Lauren Gifford

##### **Participants**

Classroom teachers, Literacy Coach

##### **Schedule**

#### **PD Opportunity 2**

Balanced Literacy

##### **Facilitator**

Enid Martinez

##### **Participants**

K-2 Teachers

##### **Schedule**

Daily, from 12/11/2014 to 12/11/2014

**G2. Increase student proficiency in geometry.**

**G2.B1 Lack of teacher implementation of Problem-Based Learning.**

**G2.B1.S1** Provide continuous professional development during Grade Level Collaborative Learning Team Meetings to increase teacher's delivery of Problem-Based Learning.

**PD Opportunity 1**

Provide training through Collaborative Learning Teams in the delivery of Problem-Based Learning.

**Facilitator**

Math, Literacy, and Science Chairs

**Participants**

K-5 teachers

**Schedule**

**G2.B2 Professional development and time.**

**G2.B2.S1** Purchase of teacher curriculum material to support the Professional Learning Community initiative of improvement of math instruction pertaining to geometry

**PD Opportunity 1**

Provide professional development utilizing Number Talks

**Facilitator**

Jen Chevalier, Steve Torres and Kerry Soviero

**Participants**

K-5 teachers

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**G3. Increase student mastery of the writing process.**

**G3.B1 Opportunities for professional development**

**G3.B1.S1 School-wide strategy to familiarize and implement the Writer's Workshop model.**

**PD Opportunity 1**

Professional development will be provided during Grade Level Collaborative Learning Team Meetings and Early Release and classroom modeling to support teachers in the implementation of the Writer's Workshop model.

**Facilitator**

Literacy Coach

**Participants**

All teachers K-5

**Schedule**

**G3.B2 Not enough resources in resource room**

**G3.B2.S1 Acquire Lucy Caulkins Writing Units of Study**

**PD Opportunity 1**

Utilize Writing Units of Study to provide training in teacher to adapt to new writing standards

**Facilitator**

Joni Boggs

**Participants**

K-5

**Schedule**

On 5/13/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.	1,100
<b>Goal 2:</b> Increase student proficiency in geometry.	900
<b>Goal 3:</b> Increase student mastery of the writing process.	1,450
<b>Grand Total</b>	<b>3,450</b>

### Goal 1: Increase students' comprehension of rigorous text through the use of reading for meaning strategies delivered through a balanced literacy approach.

Description	Source	Total
<b>B1.S1.A2</b> - Education Foundation Grant	Other	1,100
<b>Total Goal 1</b>		<b>1,100</b>

### Goal 2: Increase student proficiency in geometry.

Description	Source	Total
<b>B2.S1.A1</b> - Media Center's Professional Development materials	Other	900
<b>Total Goal 2</b>		<b>900</b>

### Goal 3: Increase student mastery of the writing process.

Description	Source	Total
<b>B2.S1.A1</b> - Education Foundation	Other	1,450
<b>Total Goal 3</b>		<b>1,450</b>