

Martin County School District

Felix A Williams Elementary School



2018-19 School Improvement Plan

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Felix A Williams Elementary School

401 NW BAKER RD, Stuart, FL 34994

fawe.sbmc.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of 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 Leadership Team

Membership

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

Name	Title
Riley, Deborah	Principal
Torounian, Eileen	Teacher, K-12
Smith, Jodi	Teacher, K-12
Robinson, Donna	Teacher, K-12
Soviero, Kerry	Teacher, K-12
Higgins, Kim	Teacher, K-12
McLeod, Michael	Assistant Principal
Thomas, Susan	Teacher, K-12
Porter, Amy	Instructional Coach
Weber, Vicki	Guidance Counselor
Posten, Loryn	Teacher, K-12
Gaites, Kimberly	Instructional Coach
Boogaart, Linda	Teacher, K-12

Duties

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

The school leadership team serve as instructional leaders for their specific grade level and/or content area. The leadership team meets on a regular basis to discuss academic, behavioral, and school/campus cultural concerns that need to be problem solved to make a shared decision for what steps need to be taken to address the concern.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	9	13	13	12	15	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	15	18	0	0	0	0	0	0	0	42

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

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

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	8	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	1	0	4	0	0	0	0	0	0	0	0	0	5

Date this data was collected

Tuesday 6/26/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	9	4	12	6	10	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	11	0	0	0	0	0	0	0	21

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

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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	9	4	12	6	10	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	11	0	0	0	0	0	0	0	21

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math L25 Percentage scored the lowest out of all other data components. The Math L25 percentage was also lower than both the district and state average. The data is showing that it is becoming a trend, as the year prior was lower than the district and at the same percentage as the state.

Which data component showed the greatest decline from prior year?

ELA L25 Percentage showed the greatest decline from the prior year with a 14% decrease.

Which data component had the biggest gap when compared to the state average?

Math L25 had the biggest gap compared to the state average with a 7% gap.

Which data component showed the most improvement? Is this a trend?

Science Proficiency showed the most improvement with a 6% increase. Science Proficiency continues to score above the district and state proficiency.

Describe the actions or changes that led to the improvement in this area

Specific focus on science vocabulary utilized in science lessons. Examination of which concepts are not retaught in grade 5 science standards, but that are assessed on the state test, so that they can be taught more in depth in the previous grades and reviewed during the school year with the Science Lab teacher. Grades 3-5 are also departmentalized, with one teacher as ELA/SS and the other teacher as Math/Science.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	59%	56%	68%	59%	55%
ELA Learning Gains	58%	57%	55%	67%	61%	57%
ELA Lowest 25th Percentile	45%	49%	48%	59%	54%	52%
Math Achievement	73%	66%	62%	74%	67%	61%
Math Learning Gains	63%	59%	59%	65%	67%	61%
Math Lowest 25th Percentile	40%	43%	47%	51%	55%	51%
Science Achievement	69%	59%	55%	63%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	9 (9)	13 (4)	13 (12)	12 (6)	15 (10)	62 (41)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (0)	15 (10)	18 (11)	42 (21)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	57%	7%	57%	7%
	2017	70%	60%	10%	58%	12%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	60%	55%	5%	56%	4%
	2017	73%	57%	16%	56%	17%
Same Grade Comparison		-13%				
Cohort Comparison		-10%				
05	2018	75%	58%	17%	55%	20%
	2017	61%	54%	7%	53%	8%
Same Grade Comparison		14%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	63%	9%	62%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	78%	67%	11%	62%	16%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	71%	64%	7%	62%	9%
	2017	77%	68%	9%	64%	13%
Same Grade Comparison		-6%				
Cohort Comparison		-7%				
05	2018	74%	64%	10%	61%	13%
	2017	64%	57%	7%	57%	7%
Same Grade Comparison		10%				
Cohort Comparison		-3%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	69	59	45	77	66	39	72				
BLK	45	56		50	38		36				
HSP	64	55	50	66	60		71				
SWD	41	51	42	44	47	21	35				
FRL	48	49	42	56	52	41	39				
ELL	50	60		61	40						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	71	69	63	76	61	47	67				
BLK	50	44		62	61						
HSP	62	67		74	79						
SWD	40	53	52	48	58	43	33				
FRL	49	52	49	63	58	53	52				
ELL	33			67							

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase student mastery of the writing process, including text-based writing.

Rationale Text-based writing factors into students' overall FSA ELA score. Providing opportunities for students to practice text-based writing utilizing rubrics and learning progressions will help students to grow in the genre of writing. When students receive guided feedback based on learning progressions, they continue to evolve as writers. Additionally, when students are involved in the process of evaluating their own writing, they become stronger writers. Emphasis on the writing process builds student stamina to prepare them to write for longer periods of time focusing on the whole piece of writing.

Intended Outcome Grades 4 and 5 will achieve 70% proficiency on FSA ELA. Students will strengthen core writing skills as they practice through text-based writing opportunities. Teachers will work in grade-level groups to evaluate writing samples using learning progressions/student checklist in order to have a common language of writing expectations.

Point Person Amy Porter (portera@martin.k12.fl.us)

Action Step

Description The Literacy Coach will conduct professional development on the writing units of study within grade level teams. CLT grade-level planning sessions will include reviewing student writing samples in order to create a grade-level norm of writing scores. Additionally, the Literacy Coach will provide modeling within the classroom using the writing units of study learning progressions so that teachers learn how to implement this aspect of instruction to assist students in improving their writing. Multiple opportunities for on-demand writing will occur according to the district writing timeline in the ELA frameworks (grades 4 and 5).

Person Responsible Amy Porter (portera@martin.k12.fl.us)

Plan to Monitor Effectiveness

Description Grade level teams will conduct norming of student writing utilizing the Lucy Caulkins learning progressions and the FSA Text Based Writing rubric with support from the Literacy Coach. Teachers will monitor student growth across multiple on-demand writing opportunities. Frequent grade level MTSS data review, along with coaching conversations will also be used to monitor effectiveness. Learning Walkthrough data and administration observation rounds will also be used to monitor effectiveness.

Person Responsible Amy Porter (portera@martin.k12.fl.us)

Activity #2

Title	Increase student proficiency in the domain of Numbers and Operations.
Rationale	Creating an established list of common math vocabulary from grades K through 5 will allow for improved instruction and student learning in the area of Numbers and Operations. An increase in this area will allow for an overall increase in FSA Math achievement.
Intended Outcome	FSA Math Achievement 76% Math Gains 67% Math Lowest 25% Gains 50%
Point Person	Deborah Riley (rileyd@martin.k12.fl.us)

Action Step

Description	Collaborative learning teams will intentionally plan around targeted standards which include Numbers and Operations. As part of intentional lesson planning, teachers can establish a list of common vocabulary terms through examining FSA test item specs and iReady vocabulary. Teachers can include cooperative learning strategies (Kagan) as a way to help students deepen understanding of the targeted vocabulary. Utilizing the Math in Practice Books from Heinemann for Grades K-5 (Budget Cost: \$1,200) as a resource when developing lesson plans during grade level PLC's.
Person Responsible	Deborah Riley (rileyd@martin.k12.fl.us)

Plan to Monitor Effectiveness

Description	Monitoring will occur via grade level common formative assessments of the established list of common math vocabulary and evaluation of iReady standards mastery data.
Person Responsible	Deborah Riley (rileyd@martin.k12.fl.us)

Activity #3

Title	Improve students' proficiency in the strand of Earth and Space Science.
Rationale	An increased focus in the area of Earth and Space Science will allow a better understanding of the multiple facets of the progression of standards and vocabulary from grades 3-5.
Intended Outcome	FSSSA Proficiency 72%
Point Person	Kim Higgins (higgink@martin.k12.fl.us)

Action Step

Description	3rd - 5th grade teachers will teach science to a higher rigor with focus on tested standards and vocabulary through deliberate lesson planning with lead Science Teacher using the new Pearson Science textbook. Additionally, K-5 classroom teachers will teach content specific science vocabulary to students through the use of academic games (i.e. Science Vocabulary BINGO, etc.) During the second semester, the STEAM Lab teacher will review grades 3-5 standards and vocabulary based on District Science benchmark results.
Person Responsible	Kim Higgins (higgink@martin.k12.fl.us)

Plan to Monitor Effectiveness

Description	District Science benchmark data (Grades 3-5) through Pearson and FSSSA Scores will be utilized to monitor progress.
Person Responsible	Kim Higgins (higgink@martin.k12.fl.us)

Activity #4

Title Students will learn self-regulation skills through grade-level appropriate lessons.

Rationale To assist students in developing social/emotional capacity, teachers will incorporate strategies to teach students self-regulation skills during the PE minutes set aside in their schedule each day. The strategies taught will include, but not be limited to growth mindset, self-regulation strategies, de-escalation/calming strategies, mindfulness strategies.

Intended Outcome Students will utilize the Safe Space/Calming Space that is provided in every classroom on their own accord as a means to self-regulate and then indicate to the teacher when they are ready to talk privately or return back to the assigned task. By incorporating intentional social/emotional strategies, students will feel safe in the classroom and empowered to work out their problems with others. By school feeling like a safe place, student attendance should also improve.

Point Person Deborah Riley (rileyd@martin.k12.fl.us)

Action Step

Description

1. All staff will be trained on incorporating self-regulation strategies through Responsibility-Centered Discipline PD with Larry Thompson on October 15th and February 15th.
2. All staff will begin the initial training on Restorative Practices in Spring 2019.
3. Teachers will document in Lesson Plans the social/emotional skills taught during the PE minutes.

Person Responsible Deborah Riley (rileyd@martin.k12.fl.us)

Plan to Monitor Effectiveness

Description Monitoring will be through the use of discipline referral reduction, attendance records, and the Student Engagement & Satisfaction Survey results in the Spring.

Person Responsible Deborah Riley (rileyd@martin.k12.fl.us)

Activity #5

Title	Maintain student attendance to be between 90%-92% at each 20 day attendance count.
Rationale	The goal is to maintain student attendance rate to be between 90%-92% at each twenty day student attendance count. Through attendance monitored by Guidance Counselor and Assistant Principal, students that are trending with 5 or more unexcused absences will be addresses through the MTSS Team. As well, educating parents on the importance of attendance in school is promoted in the PTA Splash Newsletter, Social Media Posts, and Daily Attendance is posted in the carline. Incentives for students include Attendance Dog Tags and Friday Spirit Shirt Class rewards each month by PTA.
Intended Outcome	To maintain average attendance between 90%-92% at each 20 day student count. This will in turn assist in academic areas.
Point Person	Michael McLeod (mcleodm@martin.k12.fl.us)

Action Step

Description	<ol style="list-style-type: none">1. Attendance Reports are generated to determine attendance issues and/or patterns of absences.2. Guidance Counselor makes contact with parents via letter and phone call to discuss concerns.3. MTSS team meets with parents if more than 5 unexcused absences and a pattern is occurring.4. Guidance Counselor and Administration involve the District Attendance Officer and/or School Social Services Worker to assist with home visits as needed.
Person Responsible	Vicki Weber (weberv@martin.k12.fl.us)

Plan to Monitor Effectiveness

Description	Monitoring occurs on a weekly basis via attendance reports. If an attendance plan is in place for a student, then the MTSS team and administration monitors the fidelity of the attendance plan on a weekly basis.
Person Responsible	Michael McLeod (mcleodm@martin.k12.fl.us)

Activity #6

Title

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

Rationale

Using collaborative learning teams for intentional planning around targeted standards using exemplar texts that are identified as being aligned to the standards to directly support of teaching reading for meaning strategies through the balanced literacy approach will improve student comprehension of rigorous text. Teachers reviewing running record data and iReady data to determine specific student needs in the areas of phonics/phonological awareness using SPIRE and Foundations as an early intervention and/or intensive intervention for students will assist in improving student comprehension of text. Direct instruction within the Vocabulary Domain (academic vocabulary & purpose for reading) using cooperative learning strategies (Kagan) as a way to help deepen student understanding of rigorous text.

Intended Outcome

FSA ELA Achievement 70%
FSA ELA Learning Gains 62%
FSA ELA L25 Learning Gains 50%

Point Person

Deborah Riley (rileyd@martin.k12.fl.us)

Action Step

Description

The Literacy Coach will conduct professional development on reading strategies and components of balanced literacy through the blended learning district literacy courses. CLT grade-level planning sessions will include reviewing student reading records in order to create analyze reading behaviors and determine the reading strategy focus areas both at the core level and intervention level. Additionally, the Literacy Coach will provide modeling within the classroom using the reading units of study learning progressions, which includes vocabulary and phonics/phonological awareness domains, so that teachers learn how to implement this aspect of instruction to assist students in improving reading comprehension. Teachers in grades 3-5 will participate in professional development in the use of reading comprehension strategies (Saravallo) and connecting readers to text (Saravallo) by trainer Lea Mercantini through online live webinars (Budget Cost \$1,200). Teachers in grades K-2 will incorporate choice time using purposeful play literacy strategies from the summer Teacher's College Literacy Institute during the daily PE minutes block.

Person Responsible

Amy Porter (portera@martin.k12.fl.us)

Plan to Monitor Effectiveness

Description

Grade level teams will conduct reviews of student running records utilizing the Lucy Caulkins learning progressions and the Fountas & Pinnell Continuum of Learning with support from the Literacy Coach. Teachers will monitor student growth across multiple reading opportunities in both the areas of fiction and nonfiction Reading Units of Study. Frequent grade level MTSS data review, along with coaching conversations will also be used to monitor effectiveness. Learning Walkthrough data and administration observation rounds will also be used to monitor effectiveness. SPIRE and Foundations data will be analyzed to monitor effectiveness of progression in the areas of phonics/phonological awareness. iReady Standards Mastery data will be analyzed.

Person Responsible

Deborah Riley (rileyd@martin.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Increase parent awareness of new curriculum and social/emotional initiatives through the use of the monthly PTA Splash Newsletter, social media posts, School Advisory Meetings, Grade Level Curriculum Nights, and PTA General Meetings.

PFEF Link

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

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 to individual students exhibiting a need in this area as well as conducting Conflict Resolution/ Peer Mediation. 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 social emotional support. Contracted mental health counselors visit students on campus for additional therapy sessions as another outlet. Conscious Discipline has been incorporated within the Related Arts Program, with specific emphasis on calming techniques and the use of "safe space". As well, we have a school-wide PBIS system in place to promote positive behaviors. To assist students in developing social/emotional capacity, teachers will incorporate strategies to teach students self-regulation skills during the PE minutes set aside in their schedule each day. The strategies taught will include, but not be limited to growth mindset, self-regulation strategies, de-escalation/calming strategies, mindfulness strategies. All staff will be trained this upcoming year on self-regulation strategies using the Responsibility-Centered Discipline by Larry Thompson and Restorative Practices.

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

Pre-K ESE class for early intervention.

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

Volunteer Pre-K Program for 20 students that are zoned for Felix Williams Elementary School.

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

Kindergarten Orientation, Kindergarten screenings, and Open House Night

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.

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

Fifth grade students participate in the Junior Achievement BizTown program, to learn about real-world economics. Students in grades K-2 also partner with Junior Achievement and students from Jensen Beach High School for a one day program in which the high school students teach the class a mini economics unit.

Part V: Budget

Total:	\$7,400.00
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