JOSEPH WILLIAMS ELEM. SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We are committed to the success of every student.

Provide the school's vision statement

At Williams, our students are loved, believed in, and challenged to be creative risk-takers who are prepared for future success.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Anyana Stokes

Position Title
Principal

Job Duties and Responsibilities

 Provides a common vision for the use of databased decision-making; Provide opportunities for teacher collaboration and knowledge building; Facilitate implementation of RTI; Provides or coordinates professional development; Attend EPT, IEP, 504 and RTI meetings; Conduct walkthroughs to monitor fidelity and integrity of core curriculum and intervention implementation; Monitor teacher effectiveness; Communicates with all shareholders information regarding school data and student achievement progress: Provides a common vision for student relationship building and behavior management

Leadership Team Member #2

Employee's Name
Katie Robinson

Position Title
Assistant Principal

Job Duties and Responsibilities

Provides instructional support and coordinate professional development/ coaching support for instructors; Coordinate school wide assessments, conduct walk-throughs to monitor implementation of SIP strategies, monitors behavior intervention, monitors student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction; Attend EPT, IEP, 504 and RTI meetings.

Leadership Team Member #3

Employee's Name
Ebonie Bennett

Position Title
Instructional Intervention Coach

Job Duties and Responsibilities

Provides instructional support of schoolwide initiatives. Coordinate professional development for instructors; Conduct walk-throughs to monitor implementation of SIP strategies, monitors student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction;

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council includes parents, community partners, teachers, school support staff, and the school principal. The SIP is an agenda item and is discussed at each regularly scheduled SAC meeting. Stakeholders are provided the SIP in advance and protocols are used to solicit input on the plan.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP will be an agenda item that is discussed at each regularly scheduled SAC and faculty meeting. The areas of focus are highlighted and progress towards the desired outcome are shared.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**92.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20: D**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days		18	28	33	28	32				139
One or more suspensions		1	4	2	2	4				13
Course failure in English Language Arts (ELA)		6	2	8	12	22				50
Course failure in Math		3	5	9	4	1				22
Level 1 on statewide ELA assessment				7	37	40				84
Level 1 on statewide Math assessment				7	38	41				86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	17	32	33							82
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	16	17	20	20						73

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		6	7	17	37	43				110

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				7						7
Students retained two or more times					3					3

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		24	34	20	28	21				127
One or more suspensions		9	14	6	8	14				51
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment					42	29				71
Level 1 on statewide Math assessment					48	37				85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	60	91	30							245

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	1		11						16
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	49	55	57	48	52	53	45	53	56
ELA Grade 3 Achievement **	43	58	58	39	51	53			
ELA Learning Gains	60	57	60			62	62		
ELA Learning Gains Lowest 25%	56	51	57			57	49		
Math Achievement *	48	55	62	46	53	59	44	40	50
Math Learning Gains	70	59	62				59		
Math Learning Gains Lowest 25%	63	49	52				42	42	
Science Achievement *	51	54	57	52	54	54	42	54	59
Social Studies Achievement *								58	64
Graduation Rate								47	50
Middle School Acceleration								43	52
College and Career Readiness									80
ELP Progress	75		61	61		59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	440
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	46%	49%	38%		36%	44%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	5	
Asian Students	98%	No		
Black/African American Students	34%	Yes	5	
Multiracial Students	63%	No		
White Students	90%	No		
Economically Disadvantaged Students	39%	Yes	5	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	16%	Yes	4	4
Asian Students	98%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	20%	Yes	4	1
Hispanic Students	73%	No		
Multiracial Students	39%	Yes	1	
White Students	88%	No		
Economically Disadvantaged Students	22%	Yes	4	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	22%	Yes	3	3
English Language Learners				
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students	98%	No		
Black/African American Students	33%	Yes	3	
Hispanic Students	100%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	93%	No		
Economically Disadvantaged Students	32%	Yes	3	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	49%	43%	60%	56%	48%	70%	63%	51%					
Students With Disabilities	14%	27%	35%	40%	15%	55%	60%						
Asian Students	96%	100%	90%		100%	100%		100%					
Black/African American Students	17%	21%	41%	53%	16%	50%	62%	14%					
Multiracial Students	73%				53%								
White Students	93%		82%		93%	100%		80%					
Economically Disadvantaged Students	23%	19%	48%	58%	20%	55%	63%	24%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	39%			46%			52%					
Students With Disabilities	15%	14%			18%								
Asian Students	98%	93%			100%			100%					
Black/African American Students	22%	10%			19%			30%					
Hispanic Students	64%				82%								
Multiracial Students	39%				39%			40%					
White Students	88%	91%			81%			91%					
Economically Disadvantaged Students	22%	15%			21%			28%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	45%		62%	49%	44%	59%	42%	42%					
Students With Disabilities	15%		32%	33%	13%	25%	23%	13%					
English Language Learners													
Native American Students													
Asian Students	100%		88%	100%	100%	100%	100%	100%					
Black/African American Students	18%		48%	51%	16%	40%	45%	11%					
Hispanic Students	100%				100%	100%							
Multiracial Students	60%		67%		50%	61%							
Pacific Islander Students													
White Students	91%		88%		100%	88%		100%					
Economically Disadvantaged Students	17%		47%	48%	16%	43%	43%	9%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

| | | | | 2023-24 SPRING | | |
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	40%	56%	-16%	55%	-15%
Ela	4	44%	51%	-7%	53%	-9%
Ela	5	55%	51%	4%	55%	0%
Math	3	38%	54%	-16%	60%	-22%
Math	4	46%	53%	-7%	58%	-12%
Math	5	50%	51%	-1%	56%	-6%
Science	5	50%	50%	0%	53%	-3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

3rd Grade ELA increased by 6% and 3rd Grade Math increase 2%. Retained 3rd grade students were paired with the highest achieving 2nd grade students. All were placed in Accelerated 3rd grade math. All but one 3rd grade teacher returned to the grade level which provided consistency and improved capacity within the grade.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

4th grade ELA and 5th grade Math achievement both declined by 2%. 4th grade class size and 5th grade math teacher out on maternity leave for 1/3 of the year possibly attributed to the decline in achievement. Student attendance is also a possible factor that led to the decline.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

4th grade ELA and 5th grade Math achievement both declined by 2%. 4th grade class size and 5th grade math teacher out on maternity leave for 1/3 of the year possibly attributed to the decline in achievement. Student attendance is also a possible factor that led to the decline.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

3rd Grade ELA Achievement was 13% lower than the state average.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The number of students scoring at level 1 on Math only declined by 1 student.

245 students are indicated as having a substantial ready deficiency.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Improve achievement for all students in ELA and Math.

Improve learning gains for all students in ELA and Math.

Improve achievement for students in underperforming subgroups (SWD, AA, and SES)

Improve attendance.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improve achievement of all students in ELA. We must engage students in their education and provide opportunities to strengthen background knowledge. We must provide targeted intervention and support of foundation skills while also providing access and success on grade level tasks for students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase schoolwide achievement in ELA and Math by 10%.
Decrease the percentage of students reading below grade level expectations in KG, 1st, 2nd, 3rd, 4th, and 5th grades.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Areas of Focus will be monitored through grade Level common assessments in ELA, Math, and Science. Administrators and Instructional coaches will review lesson plans and support collaborative planning. We will participate in monthly and quarterly grade level teacher data chats led by administrators and instructional coaches.

Person responsible for monitoring outcome
Anyana Stokes (stokesay@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Early identification of students in need of additional supports and intervention. Progress Monitoring through quarterly data meetings with teachers led by administrators. Increase student's background knowledge. Provide extended day, beyond the bell learning opportunities. Support for and increase teacher planning opportunities and professional development in standards based and aligned instruction. Amira will also be used across grade levels. Amira assesses and tutors students and recommends appropriately challenging stories, listens as a student reads aloud, and intervenes when helpful. Amira assesses oral reading fluency and analyzes errors to pinpoint strengths and weaknesses

Rationale:
Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning. Amira provides teachers with a tool that can be deployed in the classroom or as homework. Amira also generates reports that provide a granular, real-time view of student progress.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Amira Implementation

Person Monitoring:	**By When/Frequency:**
Katie Robinson	Monthly, Quarterly, End of Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
.Amira assessment/diagnostic reports will be reviewed with individual teachers and grade levels on a monthly and quarterly bases to monitor the impact of the program. Other assessment performance data will be reviewed as well.

Action Step #2
Small Group Instruction/Differentiation

Person Monitoring:	**By When/Frequency:**
Ebonie Bennett	monthly, Quarterly, End of Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small group instruction and literacy stations within ELA. This will be monitored through collaborative planning for implementation and classroom walkthroughs to observe implementation.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improve achievement of all students in Math. We must engage students in their education. . We must provide targeted intervention and support of foundation skills while also providing access and success on grade level tasks for students.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase schoolwide achievement in ELA and Math by 10%

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Grade Level common assessments in ELA, Math, and Science. Monthly and quarterly grade level teacher data chats led by administrators and instructional coaches

Person responsible for monitoring outcome
Anyana Stokes

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Early identification of students in need of additional supports and intervention. Progress Monitoring through quarterly data meetings with teachers led by administrators. Increase student's background knowledge. Provide extended day, beyond the bell learning opportunities. Support for and increase teacher planning opportunities and professional development in standards based and aligned instruction.

Rationale:
Early teacher identification of student's level of performance and continual monitoring of student progress will assist with selecting appropriate strategies and interventions. Small group instruction and differentiation will provide individual students with the support they need. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Small Group/Differentiated Instruction

Person Monitoring:	**By When/Frequency:**
Katie Robinson	Monthly, Quarterly, End of Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Small group instruction and learning stations within Math. Math Foundational Skills. Action step will be monitored through collaborative planning for implementation as well as walk through observation data documenting implementation of small group differentiated structures. Teachers, Administration, and Coaches will participate in frequent on on-going data review.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), Black/ African American Students (BLK), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

African American Students (34%), Students with Disabilities (35%), and Free and Reduced Lunch students (39%) are performing below 41% in both ELA and Math on state assessments. Improved standards aligned tasks, instruction, and release of learning will positively impact student performance on state assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

50% of students in the identified subgroups will show monthly improvement on grade level Benchmark assessments and/or Math Chapter Tests. Students in subgroups will improve proficiency by 5% or more on PM1 and PM2 ELA and Math. End of year PM3 data will demonstrate subgroups performance at 41% or higher in Math and ELA.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

Monitored using benchmark textbook assessments that are aligned to state standards. Data would be reviewed by teachers and leadership team at the conclusion of each unit.

Person responsible for monitoring outcome
Anyana Stokes

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Early identification of students in need of additional supports and intervention. Progress Monitoring through quarterly data meetings with teachers led by administrators. Increase student's background knowledge. Provide extended day, beyond the bell learning opportunities. Support for and increase teacher planning opportunities and professional development in standards based and aligned instruction. Amira will also be used across grade levels. Amira assesses and tutors students and recommends appropriately challenging stories, listens as a student reads aloud, and intervenes when helpful. Amira assesses oral reading fluency and analyzes errors to pinpoint strengths and weaknesses

Rationale:
Teacher identification of students and continual monitoring of student progress and assist with selecting appropriate strategies and interventions. We know that acquiring usable knowledge will support student acquisition of and provide links to new learning. Amira provides teachers with a tool that can be deployed in the classroom or as homework. Amira also generates reports that provide a granular, real-time view of student progress.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Amira Implementation

Person Monitoring:	**By When/Frequency:**
Katie Robinson	Monthly, Quarterly, Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Amira assessment/diagnostic reports will be reviewed with individual teachers and grade levels on a monthly and quarterly bases to monitor the impact of the program. Other assessment performance

data will be reviewed as well.

Action Step #2
Small Group Instruction

Person Monitoring: **By When/Frequency:**
Ebonie Bennett   Monthly, Quarterly, Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small group instruction and literacy stations within ELA. This will be monitored through collaborative planning for implementation and classroom walkthroughs to observe implementation.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A review of attendance data led us to identify Improve student attendance as an area of focus. Twenty-eight percent of Williams students had attendance below 90% (139 students). It is important for students to be in attendance at school in order to receive the full advantage of educational opportunities. We must engage students in a way that they are eager to attend and willing participants in school and in their education.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease by 10% the number of students who have attendance below 90%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly meetings with attendance team to analysis of attendance data. This monthly analysis will allow us target students for reward and improvement.

Person responsible for monitoring outcome

Anyana Stokes

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Continued implementation of Positive Behavior Intervention and Supports and Professional Learning for teachers on building relationships and student engagement. Family liaisons will also do frequent home visits to engage with families.

Rationale:
Basis of PBIS is to reinforce desired student behaviors and create a positive school culture. Through PBIS we will establish a common language and a school-wide set of expectation. It will also allow us a systematic way in which to intervene and follow up. Family liaison will also engage in home visits to further encourage and improve student attendance.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Home Visits and PBIS

Person Monitoring: **By When/Frequency:**
Anyana Stokes   Monthly, Quarterly, End of Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Family liaisons will conduct home visits to improve communication with families to improve student attendance. Liaisons will maintain a log of visits and communication notes.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP is an agenda item in all School Advisory Committee meetings. The SIP is provided for review ahead of submission to the district and input is solicited.

School's webpage: https://www.sbac.edu/williams

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Bi-monthly newsletters are provided to families and available in the school's front office. The marquee is used to advertise family engagement opportunities. Teachers maintain contact logs and are encouraged to communicate school's mission and student progress on a regular basis.

School's webpage: https://www.sbac.edu/williams

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

As a school we will continue to focus on professional development that addresses standards aligned

instruction and student engagement. We are committed to offering accelerated opportunities to diverse subgroups. We are also committed to providing enriching opportunities beyond the school building. We will use district aligned curriculum which is vetted and designed to strengthen the academic program within the school.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Development of this plan occurred in coordination with the district Title 1 department and includes specific programs designed to positively impact students. We are implementing Restorative Practices, Conscious Discipline, System of Care Services and Social Workers, and partnering with Meridian and Corner Drug Store. We also participate in the Fresh Fruits and Vegetable program as well as weekend backpack food program.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Our school counselor is our point person for all counseling and school-based mental health services. She closely monitors overall emotional needs of our students and coordinates our collaboration with System of Care and Meridian. This is crucial and provides wraparound and mental health supports to our families and students. We will continue our work with state and local PBIS leaders to ensure fidelity of implementation of our PBIS program.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

We host a health and career fair each year to expose students to various workforce opportunities. We also provide an opportunity for students to visit the Professionals Academy @ Loften to learn about the programs offered there.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Tier 1 - Academic/Behavior concerns noted by teacher. Modify/adjust instruction to meet individual needs and Differentiate instruction (small group, re-teach, literacy workstations, etc.). Monitor progress in Tier 1 and gather supporting data from FSA, weekly tests, current grades If Successful - Continue to modify and adjust Tier 1 as needed Unsuccessful - Teacher meets with parents to review data and complete EPT Data Sheet and meet with Principal and AP to schedule EPT.

Tier 2 Leadership team reviews student data. Student placed in interventions and teacher holds parent-teacher conference. Reviews intervention plan, data and develops Progress Monitoring Plan. Teacher enters scores (Comprehension, Phonics, Behavior, etc.) in Skyward or school-based google documents (weekly or biweekly). Team monitors Tier 2 interventions for minimum of 6-8 weeks. If

Successful - Document interventions in Skyward. Discuss dismissal at data chats. If Unsuccessful - Update EPT Data Sheet and teacher completes Skyward referral and request EPT meeting. Hold EPT to move to Tier 3, interventions planned

Tier 3 Monitor progress of Tier 3 for 6-8 weeks. Second EPT meeting to review progress. If Successful - Continue Tier 3 or move back to Tier 2 interventions. If Unsuccessful - Refer for evaluation.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional learning/development includes the following: - MTSS/RtI - Core Curriculum - Small Group instruction, differentiation, and writing (District coaches support) - PBIS - Coaching Support for Math, Science, and new teachers - Paraprofessional training in the areas of De-escalation strategies, and implementation of school programs (PBIS, UFLI)

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Pre-school students are invited to attend Kindergarten Round-Up. This event is advertised through local media and flyers. The focus of Kindergarten Round-Up is to provide information to parents of preschool children who will be entering public school for the first time. Information includes immunization needs, self-help skills, and early academic skills and school readiness resources. Title I provides "Florida Kids Learn" student workbooks for each student.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

People are our greatest resource in addressing student's needs. Instructional coaches provide support to teachers to implement programs with fidelity. Paraprofessionals provide intervention and foundational support for students. Instructional Coach and Paraprofessionals work with teachers and students throughout the entire school year.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00