

The School Board of Highlands County

# Fred Wild Elementary School



2015-16 School Improvement Plan

## Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

<http://www.highlands.k12.fl.us/~fwe/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	91%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	69%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Highlands 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

All students are challenged to reach their maximum potential. We provide a safe environment to grow, inspire and empower the learners of today to become leaders of tomorrow.

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

Fred Wild will grow, inspire and empower leaders.

#### School Environment

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

Our current population is 92% free and reduced lunch. We have an extremely diverse low socio-economic population. Teachers take much time in learning about our students and their families. Our teachers have student questionnaires and surveys that they use to get to know the students. Administration reaches out to low-income receiving families with backpacks of food for the weekends. The guidance counselor works diligently with staff to arrange community resources for families in need.

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

School Staff expectations to create an safe learning environment: Be Proactive: From the beginning, know what you are going to do every minute of the day, quarter, semester and year and stick to it! Students must be shown respect and you must expect it back from them. The key to maintaining classroom control is respect. BE CONSISTENT!

Minor discipline cases are best handled by the teacher. If trivial issues are referred to administration his/her effectiveness for problems of a more serious nature will be lessened and children soon become aware of the ineffectiveness of the classroom teacher. If at any time a student must be sent to a buddy classroom for reflection, reflections or "Think sheets" should relate to the 7 Habits. If, upon returning to the classroom, the misbehavior continues, feel free to call parents and send discipline referral to the office.

Building relationships, respect and rapport will help you better understand your students and prevent severe incidents from happening. Children should be taught and shown how to take responsibility for the choices that they make. One of the biggest mistakes a teacher can make is getting into a power struggle with a student. Do Not Engage! Simply state what it is you want the child to do, then walk away. After a fair amount of time, go back to the student and repeat your expectation. If it is possible to give a choice, do that. That will help the student maintain some form of control over the situation. "I need you to work on your spelling." "I can see that you are still not working on your spelling. You can choose to work on it now, or at recess. It is your choice." We want children to learn from their mistakes opposed to punishment.

Through the entire discipline process, parent communication is a must! Class Dojo is used in classrooms to keep parents informed. No discipline referral should come to the office without first having contacted the parent. The only exception to this rule is violence, sexual misconduct, racial slurs, vandalism, bullying, or other severe misbehavior.

It is the intention of administration to support every staff member. We want children to learn from their mistakes opposed to punishment. Continuing our voyage through the 7 Habits and reminding



ourselves as leaders to remind kids of these habits will hopefully encourage more students to make better choices.

ZERO TOLERANCE for Bullying, Students are able to speak freely to administration at any time. There is also a Bully Box located in our media center. Students are able to leave anonymous notes about bully situation in the box.

Our entire staff is trained yearly on Bullying and bullying procedures. Administration addresses these procedures with staff through out the year.

**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**

Fred Wild Behavior Expectations: Fred Wild has now adopted a school wide discipline model to be used in all classrooms. In each room there will be a behavior chart based on a color system. All students will begin their day on green, saying they are coming in the room ready to learn. Each student will be able to move up on the behavior chart for good choices and will move down the chart for inappropriate behavior. If they move down on the chart, they will have the opportunity to move back up by improving their behavior. Each day the behavior color will be noted in your child's agenda, or folder, where we ask that you initial or sign your name saying you have checked the agenda or folder

Red: Demonstrates extremely exceptional behavior. If students move their clip to Outstanding they add a special decoration to their clip and receive a special note to take home. This level is reserved for extraordinary behavior, and will not be given out loosely. I want this to remain special; please don't expect your student to reach this level daily.

Orange: Demonstrates exceptional behavior. Students move to Great Job for continuing to make good choices throughout the day. Please congratulate your student when they reach this level!

Yellow: Demonstrates an extra good day. Students move to Good Day for making good choices, trying their best, and showing good character. This is a good level to end the day.

Green: I had a good day and followed classroom rules. All students begin the day on Ready To Learn. They will move up or down during the day depending on the choices they make. This is an acceptable level to stay at. They did not get in trouble; it just means they didn't go "above and beyond."

Blue: I had a few warnings about my misbehavior. Students move to Think About It as a reminder that they need to follow the classroom rules.

Purple: I was spoken to numerous times about misbehavior. When students move to Teachers Choice the teacher will choose an appropriate consequence. It could be taking a time out, loss of recess time, loss of privileges, phone call home, whatever is logical for the misbehavior and meaningful to the student.

Pink: Students who move to Parent Contact will receive a phone call or written communication home explaining the situation. Students may be given a written assignment to reflect on which of the "7 Habits" he/she should improve on. The written assignment will also be sent home in addition to parent contact. The student may also lose recess time or other privileges.

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then be understood
6. Synergize
7. Sharpen the Saw

**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**

Guidance resource provides individual support for students. The guidance resource teacher also has small group gender support groups for preteens. The School resource officer is part of our faculty. The SRO is often on campus and teaching DARE lessons. Our staff has also been trained on completing Brief Service referrals (BSR). The BSR is then followed by a school district social worker. Fred Wild has a good working relationship with Youth and Family Alternatives, Inc. This agency assists our students and families on truancy and ungovernable issues. The case manager frequently visits the school to check in on students.

**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**

Indicator Definitions:

Number of Retention

The total number of times the student has been retained in K-12

Course Performance-

At the time the report is ran it will look at course grades ALL 9 weeks grading periods that occurred for current year.

Attendance:

The percentage of instructional time missed for the current year. Attendance is for excused or unexcused- instructional time lost. The percentage is calculated as of the date the report is ran compared to number of student contact days so far ( i.e. – 60 days of school so far and the student has missed 6 days resulting in 10%).

Discipline ALL-

Number of referrals as of the date the report is ran- ( This includes, ISS, OSS,-referral count- not the number of days given.)

OSS- Count of OSS referrals as of the date the report is ran.

ISS- Count of ISS referrals as of the date the report is ran.

Assessments-

Elementary School 3rd-5th grade State Assessments- Level 1 on ELA or Math state assessments.

**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
	2	3	4	5	
Attendance below 90 percent	1	2	2	1	6
One or more suspensions	0	1	0	0	1
Course failure in ELA or Math	1	3	3	0	7
Level 1 on statewide assessment	0	0	3	1	4

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	3	3	1	8

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

First: Identify Early Warning Sign Student

Second: set up a conference with teacher, administration, guidance, and parent/guardian.

- calendar monthly meetings

Third:

-If student is showing signs of acting out behaviors begin a Functional Behavior Assessment, followed by a Behavior Intervention plan.

-If student is in need of academic support, then staff will begin implementing Tier 2 services and a progress monitoring plan.

Fourth: Set limits/goals with student

Fifth: reward students for achievement of goals

Sixth: reflect on what has worked or has not worked and begin making adjustments.

### **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?**

No

#### ***PIP Link***

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

#### ***Description***

SEE Title 1 Parent Involvement plan

#### **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**

School advisory business partners support our school. To continue successful relationships with generous business, we recognize them in many ways.

Our students acknowledge them with thank you letters. Staff often will invite community stakeholder in for lunch. We advertise on our fence, marquee, webpage, and newsletters thanking each business that has generously supported our school. We are continuing to improve these partnerships and hoping to gain more. Our Leader in Me program has open up doors to many opportunities.

Detailed information can be found in the online Title One Parent Involvement Plan.

### **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:**

Name	Title
Green, Page	Principal
Tunning, Kevin	Assistant Principal
Ibrahim, Allissa	Instructional Coach
Baxter, Michelle	Teacher, K-12
Goins, Sandra	Teacher, K-12
McGovern, Kristina	Teacher, K-12
Szlosek, Debby	Teacher, K-12
Wack, Katie	Teacher, K-12
Madden, Neatha	Teacher, ESE
Randolph, Samantha	Teacher, K-12

### Duties

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

Leadership Team roles and responsibilities (not limited too) :

- Assist the principal in making decisions.
- Guarantee that decisions focus on learning and the continuous improvement to student success.
- Analyzes data to determine the gaps and accolades achievement
- Data decision making
- Commitment to the schools mission, vision and culture
- The Leadership team supports the principal’s goal to build capacity and teacher leaders

***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***

Team meets to discuss classroom progress and individual students that are below grade level. The Leadership Team along with the MTSS team reviews the student’s data to determine an intervention that can help with areas of need. Students are progress monitored weekly, biweekly, or monthly (depending on the criteria set by the MTSS committee. The students’ progress is then reviewed every four weeks to determine the next steps, whether to continue the intervention or change it. The reading coach provides training to the persons responsible for implementation of the intervention. The guidance counselor then monitors the fidelity of interventions that are in place. In addition, the entire core (Tier 1) is monitored three times a year.

To help support our students and their families, we use the services and funds provided to us in an intentional manner to serve our student population. We provide our migrant families support through the use of a liaison during parent nights to welcome them to our school and provide a pathway of communication. These parent nights are for our whole student population and their families to promote the academic work of their students and to inform them of how they can impact their child's academic environment. To enhance our students’ academic achievements, a highly qualified certified retired teacher provides tutoring to those students who need the intervention. Also, our students partake in the fruits and vegetable program to help with their nourishment

### School Advisory Council (SAC)

**Membership:**

Name	Stakeholder Group
Kevin Tunning	Principal
Chauncey Charlery	Parent
Sandra Goins	Teacher
Sherrie Daniels	Parent
Jennifer Fralix	Parent
Bonnie Johns	Parent
	Student

**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*

Evaluation of the last year's SIP will be taking place at the September 14th meeting.

*Development of this school improvement plan*

The updated 2015-2016 school improvement plan will be reviewed and revised with SAC input on Sept 14th.

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

School Improvement budget for 2014-2015

Budget: \$20000.00

Purpose: Increase Student Academic Achievement

Time line September 2014- August 2015

Priority: Assure that every student receives high quality instruction. Teachers will make data driven decision that impact instruction to increase student growth and achievement. Teachers will implement, and model researched based practices in classrooms to successfully raise student achievement in low socio economic classroom.

Items:

Data analysis and grade level Team instructional lesson planning.

Summer Trainings: SIP, Data Team, Parent Involvement Planning

Ruby Payne A Framework for Understanding Poverty

5th Grade Science Boot Camp

The Leader in Me Symposium 2015

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

The following events, but not limited to are scheduled for the 2013-2014 school year

\$18000.00

LEADER In ME

Curriculum Mapping

Data Analysis

Vertical Alignment

Domain Specific Professional Learning Communities

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

No

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

The first 204-2015 SAC meeting will be September 15th.  
During the meeting the preceding questions will answered.

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Ibrahim, Allissa	Instructional Coach
Harris, Janet	Teacher, K-12
Rancourt, Erielle	
Smith, Charlene	Teacher, K-12
Randolph, Samantha	Teacher, K-12
Polston, Kristi	Teacher, K-12

#### Duties

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

Monitor and provide resources for teachers to organize classroom libraries  
Monitor the results of classroom, and school wide implementation of Accelerated Reader, i-ready, and Write Bright,  
Provide Reading PD on effective instructional strategies, i.e. close reading.  
PD on writing to sources ( text dependent writing)  
Novel Studies/Literacy Circles

### 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**

Collaborative Team building:  
"Fantastic Four"

Objective: To increase the quality of instructional practices through a deeper understanding of the Danielson rubric and collaborative reflection.

Process: Teachers will be grouped with in a pod. Once with in the first three quarters of the year, a peer will observe the other during a videotaped lesson for approximately twenty minutes and provide feedback on domains two and three from the Danielson rubric. After reflecting upon the video and meeting with the peer, each teacher will submit a written reflection to administration which will provide the evidence required for the professional growth plan (PGP).

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

Screening for teachers that are highly qualified is completed at the district level. An interview committee compiled of administration, teachers and other stakeholders then hold Interviews at the school The hire process is then followed and recommendation for hire is made. Instructional staff that are not ELL endorsed are taking the necessary steps to adding the endorsement on their certificate.



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

### TEACHERS ELIGIBLE FOR SUPPORT

#### Year One Support:

- All Alternative Certification Training (ACT or EPI) Program teachers receive an assigned Mentor Teacher
- All Professional Educator Competency (PEC) Program teachers receive an assigned Mentor Teacher
- Administrators at schools with three (3) or more ACT/EPI or PEC teachers may identify a "Lead Mentor" to serve as liaison, program support and program contact for the school's mentor teachers (will be paid the mentor teacher supplement)
- All new teachers on Professional Educator Certificates with less than three years of teaching experience who are observed as needing development in a domain area may be assigned a mentor teacher (Principal recommendation via Positive Support Approach/PSA per HCEA contract – will receive the mentor supplement)
- Teachers new to the district on Professional Educator Certificates with more than three (3) years of experience who are not in need of development, however request support, may receive support from a National Board Certified Teacher (NBCT) or school "buddy"
- All Educator Preparation Program Interns receive assigned trained Supervising Teachers

#### Year Two:

- ACT/EPI and PEC Program teachers may request or Principal may recommend continued support via assigned mentor (if needed development is observed), NBCT's and/or school buddy
- Other new teachers in their second+ year in the district may request and/or Principal may recommend a "school buddy" to assist in acclimation to school or district

## **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***

District and school level instruction representatives work together to agree upon a core curriculum that will complement the standards second year, for Florida State Standards. Teachers are using FSA portal and online resources to crosswalk the common core standards to the Florida State Standards. Once this has been reviewed teachers take time to unwrap standards. This is a learning process that will direct the rigor of instructional deliver and high yield strategies that need to be used during a lesson. Teachers area also using i-Ready supplemental materials and the computer based lessons to teach standards. School curriculum staff and District Specialist have worked diligently over t he summer to create grade level pacing guides.

#### **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***

Formative and Summative data is analyzed to make instructional decisions. Differentiated grouping for struggling readers. Enrichment activities for higher achieving students.

Rosetta Stone is set in place for LY learners.

I-ready prescriptive lessons will be used to target struggling math and reading students.

First and second grade will be implementing a walk to intervention model based on results from the BEAR spelling assessment.

**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:** After School Program

**Minutes added to school year:** 0

n/a

**Strategy Rationale**

n/a

**Strategy Purpose(s)**

""

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

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

n/a

## 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**

Special events such as open house nights for upcoming first graders is held every spring. This allows kindergarten parents the opportunity to meet first grade teachers. Parents and students are also able to see the academic expectations for first grade students.

Transition meetings with guidance counselor also take place for incoming kindergartners and outgoing fifth graders.

### 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**

N/A

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

N/A

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

N/A

**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**

n/a



## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results
- G2.** Questioning: Practice, write, implement and reflect on effective questioning.
- G3.** Novel Studies: Increase comprehension, and vocabulary in context, while creating an environment where students enjoy reading.

## 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.** Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results **1a**

 G069488

**Targets Supported** **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** **2**

- Instruction: Write Bright supplemental program
- Instruction : FSA four point rubric
- C Palms

**Targeted Barriers to Achieving the Goal** **3**

- Deeper understanding of ELA writing Standards

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

Student Writing progress

**Person Responsible**

Allissa Ibrahim

**Schedule**

Weekly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

Weekly writng scores

**G2. Questioning: Practice, write, implement and reflect on effective questioning.** 1a

G069489

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	35.0
FSA English Language Arts - Achievement	30.0
FCAT 2.0 Science Proficiency	30.0

**Resources Available to Support the Goal** 2

- School based Reading Coach School based STEM Coach District Reading ( Literacy), Math, and Science Specialist Administration coaching model support Professional Development on Questioning
- Professional Learning Communities: Domain specific instructional strategies.... Florida State Standards

**Targeted Barriers to Achieving the Goal** 3

- Teacher depth of knowledge of instructional performance appraisal rubric Domain 3 B

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

Effective classroom instructional strategies implemented

**Person Responsible**

Kevin Tunning

**Schedule**

Weekly, from 8/24/2015 to 5/30/2016

**Evidence of Completion**

Weekly walk throughs

**G3. Novel Studies: Increase comprehension, and vocabulary in context, while creating an environment where students enjoy reading.** 1a

G069490

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	35.0
FSA English Language Arts - Achievement	30.0
FCAT 2.0 Science Proficiency	20.0

**Resources Available to Support the Goal** 2

- Literature Novel Sets Core curriculum materials Reading coach District Level specialist (math, reading, science) Professional Development, Administration Teacher modeling in classrooms i-Ready

**Targeted Barriers to Achieving the Goal** 3

- First year of implementation of Novel Studies in grades 2nd-5th ELA

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

Student achievement outcomes

**Person Responsible**

Page Green

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

student assessment performance, formative and summative

## 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.** Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results **1**

 G069488

**G1.B1** Deeper understanding of ELA writing Standards **2**

 B180853

**G1.B1.S1** Simplify ELA Writing standards with students. **4**

 S192246

#### Strategy Rationale

To build deeper level of knowledge in order to understand the intent/rigor of each standard

#### Action Step 1 **5**

Whole class simplifying of the ELA Writing Standard

#### Person Responsible

Allissa Ibrahim

#### Schedule

Weekly, from 9/1/2015 to 5/31/2016

#### Evidence of Completion

Classroom display of chart paper with whole class simplifying activity.

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

Walk throughs

**Person Responsible**

Page Green

**Schedule**

Every 3 Weeks, from 9/7/2015 to 5/31/2016

***Evidence of Completion***

Feedback forms, walk throughs, True North Logic notes

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

Student results on Writing assessments

**Person Responsible**

Allissa Ibrahim

**Schedule**

Every 3 Weeks, from 9/7/2015 to 5/31/2016

***Evidence of Completion***

4th and 5th grade ELA teachers documentation and scoring sheets from writing prompts.  
Compare BOY, MOY and EOY prompts

**G2. Questioning: Practice, write, implement and reflect on effective questioning. 1**

G069489

**G2.B1 Teacher depth of knowledge of instructional performance appraisal rubric Domain 3 B 2**

B180854

**G2.B1.S1** Teachers will have a deeper understanding of the rubric as it relates to best practices to drive their instruction. Rubric/ Domain 1-4 PD, Monthly meetings with colleagues "Fantastic four" 4

S192247

**Strategy Rationale**

To reflect on effective instructional strategies, to implement in the classroom.

**Action Step 1 5**

The composite percentage of component ratings that result in highly effective in domain 3B will increase from on the 2015-2016 IPC summative evaluations. Teachers will gain experience with reflective practice through videotaping their classroom and discussion with another teacher who has observed their classroom. This is a reciprocal practice.

**Person Responsible**

Page Green

**Schedule**

Semiannually, from 8/20/2015 to 5/4/2016

**Evidence of Completion**

PGP/ Reflection summary Self Assessment

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

PLC " Fantastic Four" and Performance Appraisal Danielson Rubric PD/PLC

**Person Responsible**

Kevin Tunning

**Schedule**

Semiannually, from 9/1/2015 to 5/1/2016

**Evidence of Completion**

Teacher Reflecion Summary, completion of PGP, and self assessment, video



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

Questioning Domain 3B

**Person Responsible**

Page Green

**Schedule**

Monthly, from 9/1/2015 to 5/30/2016

**Evidence of Completion**

Walk throughs, Observations, Summative, PGP, reflection summary, feedback, True North Logic

**G3. Novel Studies: Increase comprehension, and vocabulary in context, while creating an environment where students enjoy reading.** 1

 G069490

**G3.B1 First year of implementation of Novel Studies in grades 2nd-5th ELA** 2

 B180855

**G3.B1.S1 Literacy Circles** 4

 S192248

**Strategy Rationale**

Students are able to make choices about their learning. Cooperative learning takes place in literacy circles. Literacy circles are a powerful strategy for struggling readers.

**Action Step 1** 5

Literacy Circle Fidelity walkthroughs

**Person Responsible**

Page Green

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Data analysis progress monitoring notes by grade level and content area and walkthroughs

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

Walk throughs

**Person Responsible**

Kevin Tunning

**Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Administration feedback

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

Analyze student assesment results

**Person Responsible**

Page Green

**Schedule**

Weekly, from 9/1/2015 to 5/29/2016

**Evidence of Completion**

Pinnacle, i-ready, leadership binders, AR, Summative assessments

**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	Whole class simplifying of the ELA Writing Standard	Ibrahim, Allissa	9/1/2015	Classroom display of chart paper with whole class simplifying activity.	5/31/2016 weekly
G2.B1.S1.A1	The composite percentage of component ratings that result in highly effective in domain 3B will increase from on the 2015-2016 IPC summative evaluations. Teachers will gain experience with reflective practice through videotaping their classroom and discussion with another teacher who has observed their classroom. This is a reciprocal practice.	Green, Page	8/20/2015	PGP/ Reflection summary Self Assessment	5/4/2016 semiannually
G3.B1.S1.A1	Literacy Circle Fidelity walkthroughs	Green, Page	9/1/2015	Data analysis progress monitoring notes by grade level and content area and walkthroughs	5/31/2016 biweekly
G1.MA1	Student Writing progress	Ibrahim, Allissa	9/1/2014	Weekly writng scores	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Student results on Writing assessments	Ibrahim, Allissa	9/7/2015	4th and 5th grade ELA teachers documentation and scoring sheets from writing prompts. Compare BOY, MOY and EOY prompts	5/31/2016 every-3-weeks
G1.B1.S1.MA1	Walk throughs	Green, Page	9/7/2015	Feedback forms, walk throughs, True North Logic notes	5/31/2016 every-3-weeks
G2.MA1	Effective classroom instructional strategies implemented	Tunning, Kevin	8/24/2015	Weekly walk throughs	5/30/2016 weekly
G2.B1.S1.MA1	Questioning Domain 3B	Green, Page	9/1/2015	Walk throughs, Observations, Summative, PGP, reflection summary, feedback, True North Logic	5/30/2016 monthly
G2.B1.S1.MA1	PLC " Fantastic Four" and Performance Appraisal Danielson Rubric PD/PLC	Tunning, Kevin	9/1/2015	Teacher Reflecion Summary, completion of PGP, and self assessment, video	5/1/2016 semiannually
G3.MA1	Student achievement outcomes	Green, Page	9/1/2014	student assessment performance, formative and summative	5/29/2015 weekly
G3.B1.S1.MA1	Analyze student assesment results	Green, Page	9/1/2015	Pinnacle, i-ready, leadership binders, AR, Summative assessments	5/29/2016 weekly
G3.B1.S1.MA1	Walk throughs	Tunning, Kevin	9/1/2015	Administration feedback	5/31/2016 biweekly

## 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.*

**G3.** Novel Studies: Increase comprehension, and vocabulary in context, while creating an environment where students enjoy reading.

**G3.B1** First year of implementation of Novel Studies in grades 2nd-5th ELA

**G3.B1.S1** Literacy Circles

### **PD Opportunity 1**

Literacy Circle Fidelity walkthroughs

#### **Facilitator**

Grade level Literacy Team member, reading Coach

#### **Participants**

ELA content teachers 2nd-5th

#### **Schedule**

Biweekly, from 9/1/2015 to 5/31/2016

**Technical Assistance Items**

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

**Budget**

**Budget Data**

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Whole class simplifying of the ELA Writing Standard</b>				<b>\$2,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	0081 - Fred Wild Elementary School	School Improvement Funds		\$2,100.00
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>The composite percentage of component ratings that result in highly effective in domain 3B will increase from on the 2015-2016 IPC summative evaluations. Teachers will gain experience with reflective practice through videotaping their classroom and discussion with another teacher who has observed their classroom. This is a reciprocal practice.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	120-Classroom Teachers	0081 - Fred Wild Elementary School	School Improvement Funds		\$1,500.00
<b>3</b>	<b>G3.B1.S1.A1</b>	<b>Literacy Circle Fidelity walkthroughs</b>				<b>\$3,023.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142		0081 - Fred Wild Elementary School	Other		\$3,023.00
					<b>Total:</b>	<b>\$6,623.00</b>