Wilkinson Elementary School

2015-16 School Improvement Plan

Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

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 was approved by the Sarasota County School Board on 12/8/2015.

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.

Table of Contents

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
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wilkinson Elementary School believes that all children are entitled to a safe and stimulating environment, which will enable them to grow emotionally, intellectually, and physically. We will tailor the education of every student so that each child will excel!

Provide the school's vision statement

Wilkinson Elementary School will strive to ensure that all learners in our school community develop knowledge, personal skills, self-esteem, positive attitudes, and values necessary to meet the challenges of an ever changing world.

School Environment

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

Wilkinson has a very diverse student population. Our current school population includes over fifteen nationalities. We pride ourselves on creating inclusive environments that embrace and celebrate diversity. We have implemented many strategies and activities to address and meet the diverse needs of our learners. Our ESOL team provides several activities and opportunities throughout the year for parents and families to engage in school activities. These include: ESOL Parent Information Nights, Parent Engagement, International Celebration, Curriculum Night, Title I Information Night, Literacy Night, Science Fair Nights, Math Family Night, and individual parent conferences as needed. We have also embraced restorative strategies to help build relationships between teachers and students. Additionally, the school leadership team is completing a book study centered on meeting the needs of diverse learners, particularly boys and students who work below level.

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

Wilkinson Elementary has a security plan that has been developed and implemented school-wide. The campus is secure at all times. Students are greeted in the morning by identified staff throughout the campus who secure the perimeter of the school. Any visitor who enters the campus must go through the front office and be screened in the Raptor system. Dismissal procedures are organized in a secure, structured method. Students are released via gate pass, car tag, or bus.
All positive behavior expectations are reviewed on the morning news, used in the classroom and throughout the campus. Teachers greet students at their classroom door, welcoming students to school and creating an atmosphere of respect.
There is a selected crisis-response team to respond to any and all emergencies. Drills are reviewed and practiced in accordance with district policy and procedures.
Students are aware to request for the opportunity to meet with the school guidance counselor regarding any possible bullying situations or any safety concerns.

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

Wilkinson uses the Florida state positive behavior system of support (PBS). We have five identified school-wide expectations: Be polite. Be respectful. Be responsible. Be safe. Be an active learner. We have a PBS committee that meets monthly to establish weekly and monthly celebrations, analyze data, and communicate PBS to their grade level teams members. CPI procedures will continue to be used for disciplinary procedures throughout the school. All grade level teams designed their own protocol for diciplinary infractions; all plans were submitted to administration for approval. The procedures must be followed prior to any student discipline referral.

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

Students have many options for emotional support. Students identified with IEPs and BIPs receive daily or weekly services with our school guidance counselor, behavior specialist, and/or intervention specialist. Daily social skills are provided by the behavior specialist for all students identified with social-emotional needs. Students with BIPs that are in the mainstream general educational classes are serviced daily by the intervention specialist. The school guidance counselor works with several outside mental health agencies to provide in-school mental health counseling. The school guidance counselor is also working with classroom teachers to implement restorative strategies within the classroom.

Early Warning Systems

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

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

The School Wide Support Team (SWST) meets weekly to problem solve regarding the early warning signs. Interventions are developed to address concerns related to academics, behavior and attendance. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. Communication with the family occurs throughout the process.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	19	6	12	10	17	72
One or more suspensions	1	11	5	8	8	9	42
Course failure in ELA or Math	3	6	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	49	35	43	127

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	6	2	9	4	6	27

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

All Wilkinson staff members have been trained in the MTSS process. Grade level teams meet weekly to discuss student performance data. Data chats are held every 6-8 weeks to review student performance and identify trends. Interventions are created at SWST meetings to best meet the needs of students. Progress and results are reviewed regularly and interventions are modified as needed. The Administrative Team also meets weekly to problem solve and address areas of need. Team members work directly with teachers and small groups of students as needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/202425.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Wilkinson Elementary strives to develop strong relationships with community businesses. We have a system for partnering with businesses to ensure a reciporical relationship between both parties. Wilkinson supports businesses through various forms of advertisements, such as: banners in the parents pick-up car loop, space on our website and/or yearbook, names listed in our bi-monthly newsletters, name and logo on the back of our Wildcat Run teeshirts. Businesses support our students through monetary donations or business certificates used to support PBS celebrations, Honor Roll, and miscellaneous celebrations. Selected business partners have also participated as volunteers at school-wide events. The Kiwanis club will continue partnering with Wilkinson to implement the BUGS (Bringing Up Grades) program. All Faiths Food Bank partners with our school to provide our families with a food pantry. We currently have more than thirty PALS approved volunteers who work in our classrooms to support student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Thomas, Ruth	Principal
Hansen, Emilie	Instructional Coach
Barnett, Cara	Guidance Counselor
Ostwald, Janie	Other
Michalojko, Leigh	Instructional Coach
Kisner, Jaime	Assistant Principal
Brody, Holly	Teacher, ESE
Brooks, Jamie	Teacher, K-12
Bolduc, Mercedes	Other

Duties

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

The team uses the Principal and Assistant Principal to define the shared vision of the school and the stakeholders. The administration provides support to make the changes necessary for goal-setting. The team uses an on-going problem solving and reflection practice to identify root causes for students' academic performance year-to-year and identify specific interventions designed to address the students' needs. The Team uses the Florida Standards to guide strong differentiated core curriculum (Tier I) objectives for grades Pre-K - Grade 5. The team uses on-going assessment and Progress Monitoring for team and school decisions. The team provides a needs-assessment for Professional Development both at the school and district level to align with school and district level goals.

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

The Team meets weekly and consults with district personnel (School Psychologist and Social Worker) to identify and track students at risk both academically and behaviorally. The team uses a systematic problem-solving approach for Tier II and Tier III strategies/interventions to close the achievement gap for small groups or individual students and for those students who may need a more direct explicit approach for positive behavior support. The team works with the students' teacher(s) to implement the strategy/intervention. The team sets a timeline to review how the strategy worked based on student data. The team also attends grade level collaborative planning meetings to discuss students and instructional strategies that may increase student achievement.
Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. Title one funds are used throughout the school year to provide extra remedial tutoring after school for students identified on the district/state progress monitoring list. Title I funds are also used to provide professional development to staff to increase use of instructional best practices, such as accountable talk and building academic vocabulary. Title I funds are used for Parent Engagement Events in which teachers provide data, training and materials to parents in order to further support students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ruth Thomas	Principal
Edward Hashey	Teacher
Robert Loeffler	Teacher
Melvin Christian	Business/Community
Narelle Timm De La Rosa	Parent
Anita McClung	Parent
Michelle Schwemler	Parent
Nicole Coggin	Parent
Gary Hayes	Parent
Patti Fink	Teacher
Victoria Crooke	Teacher
Folashade Franklin	Parent
Megan Schell	Parent
Kimberly Moore	Parent
Diane Preston	Business/Community
Nancy Oss	Teacher
Ashley Najjar	Teacher
Nitza Manzano	Education Support Employee
Tyquita Hamilton	Teacher
Katherine Streeter	Parent
Maria Castro	Parent

Duties

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

Evaluation of last year's school improvement plan

Last year's School Improvement Plan was presented by the Principal, Ruth Thomas on November 11, 2014 to the entire School Advisory Council membership. The plan was presented in hard copy and also a visual on the ActivBoard. The plan was shared and up for discussion. There was no additional input given and the plan was approved with 100% yeas, no nays reported in that same meeting.

Development of this school improvement plan

SAC members are requested by email and written communication for input. SAC members are asked specific questions regarding improved academics and improvements for parent and community involvement. The completed SIP is reviewed with all members at a designated SAC meeting scheduled for October 20, 2015. Members are given the opportunity to provide further input. SAC approves the plan with a motion.

Preparation of the school's annual budget and plan

The Principal received a District prepared budget with allotted positions. The Principal reviewed and identified each teacher and other staff for each position. The Principal received input from the Assistant Principal. Once the budget was prepared, she reviewed the budget with all members of the School Advisory Council on April 7, 2015. The budget was approved.

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

Students grades 1-5 will receive a student planner/agenda book to use for planning, homework, and parent student communication.
Kindergarten received School to Home communication folders.
The amount used $2300.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Thomas, Ruth	Principal
McCarron, Jennifer	Teacher, K-12
Angerame, Victoria	Teacher, K-12
Snider, Deanna	Teacher, K-12
Gutierrez, Erin	Teacher, K-12
Gillett, Renee	Teacher, K-12
Michalojko, Leigh	Instructional Coach
Hansen, Emilie	Instructional Coach
Kisner, Jaime	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team continues to focus on the implementation of Florida Standards specifically close reading, analyzing various texts, lexile ranges, and vertical alignment. The team continues to implement differentiated strategies and practices, as well as, collaborate on lesson planning. School wide events focused on literacy include Reading Counts, Parent Engagement, Literacy Night and International Night. The Literacy Leadership Team is also participating in a book study focusing on targeting below level students to increase academic achievement.

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

Wilkinson teachers meet weekly as collaborative planning teams. Teams are made up of the grade level teachers as well as support staff. CPT meetings encourage positive working relationships as the teachers plan, analyze student data and work samples, and develop and share differentiated strategies and interventions.

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

1. Partnering new staff with veteran teachers
2. Principal uses 30-60-90 day meetings (Studer) with new hires
3. School-based Professional Development to strengthen teacher skills
4. Collaborative Team Planning to ensure teacher support
5. Administrators will observe and give teacher feedback
6. Individual Professional Development to strengthen teacher skills
7. Reading and Math Support Teachers will model lessons, co-teach, or support with lesson planning whenever necessary
8. Monthly meetings with SCIP mentors
9. Studer meetings with 2nd year teachers

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

The Sarasota County School Board provides a comprehensive mentoring program for all first year teachers working in Sarasota County Schools. Each teacher is paired with a certified mentor who has specific training in the Sarasota County School District's PRIDE Evaluation system. The purpose is to aide in introducing new hires into the culture of the school and district, establishing collegial connections, learning the curriculum and best instructional practices, acquiring technology resources, and advancing instructional and professional behaviors that meet the high standards of the district.
The pairings are determined with similar grade level or special area experiences in mind. Mentors meet with their new teachers daily for the first two weeks of school and then weekly thereafter to complete SCIP requirements, collaborate, and problem solve. The lead mentor provides monthly meetings to ensure the SCIP requirements are being met and provides additional areas of training and needs for the mentees.
Mentees complete required documentation, a video reflection of both mentor teaching and mentee teaching. All requirements are turned in to the District Mentee Coordinator at the end of the first year.

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

We provide district adopted ELA and math programs that align with Florida State Standards. Also, we are using a computer based instructional program, i-Ready, that is aligned with Florida State Standards. In addition to the Reading and Math Series, the district provides instructional focus guides that provide FSA materials and strategies that teachers can utilize to ensure the Florida State Standards are being met. The district and school site offers up-to-date, on-going professional development on utilizing the adopted curriculum to meet the Florida Standards. Wilkinson has also provided staff with training on the implementation of Accountable Talk and the utilization of Academic Vocabulary journals.

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

We have on-going (approximately every 6 weeks) progress monitoring meetings in which student data is analyzed to identify learning gaps. Teachers differentiate instruction and provide tiered remediation to address the skill deficits. Teachers use student data folders to track learning progress. Support team members meet monthly with classroom teachers to review progress and modify intervention plans as needed.

We use various resources to modify instruction including Reading Wonders intervention materials, GO Math, i-Ready, FCRR, CPALMS, and supplemental resources located in the IFG.

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: 3,840

First, Second and Third grade students, who are identified with specific deficits through the progress monitor system, will partake in an after school system program in which selected teachers will utilize computer assisted and direct instruction to address the specific skill deficits.

Strategy Rationale

The students are provided with intensive, additional, small group instruction based on their specific skill deficit. Research has shown that this additional instruction is vital for success and mastery of standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Thomas, Ruth, ruth.thomas@sarasotacountyschools.net

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

Specific data is collected throughout the year: i-Ready, FSA, classroom assessments

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

In the spring of each year, Wilkinson has a Kindergarten Roundup which allows preschoolers and their families an opportunity to visit the school. Parents receive information about the school's policies and procedures. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participates to assist in kindergarten registration and to answer questions about student transition to kindergarten.
The school offers tours to students and parents which includes a visit to classrooms.
A "Meet the Teacher" Event is held the Thursday before school begins. This event offers students and families an opportunity to meet the teacher and explore the classroom.

Readiness Screeners are administered to all kindergarten students during the first two weeks of the school year. The Florida Kindergarten Readiness Screener is administered during the first 30 days. This provides detailed information in 19 social and academic areas.

Reading and Math iReady Diagnostic Assessments are administered three times a year to all students in grades K-5. Teachers use results from these assessments to differentiate their instruction and meet the needs of all students.

Wilkinson staff participates in articulation meetings with local middle schools. This ensures a smooth transition for exiting 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

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

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

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

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:

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. By the year 2016, Wilkinson will decrease the number of students with chronic attendance concerns.

G2. By the year 2016, the school will decrease the number of discipline referrals and out-of-school suspensions.

G3. Reading Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G4. Math Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G5. Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5).

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. By the year 2016, Wilkinson will decrease the number of students with chronic attendance concerns.
`1a`

`G072480`

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0
Attendance Below 90%	75.0

Resources Available to Support the Goal `2`

- School Wide Support Team
- Bus Transportation
- PBS Incentives for attendance

Targeted Barriers to Achieving the Goal `3`

- Motivation
- Parents getting students to the bus stop or school on time

Plan to Monitor Progress Toward G1. `8`

Analyze and review attendance and tardy data

Person Responsible
Jaime Kisner

Schedule
Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion
Attendance and tardy reports from SIS, attendance spreadsheet, student contracts, brag tag celebration log

G2. By the year 2016, the school will decrease the number of discipline referrals and out-of-school suspensions. `1a`

Targets Supported `1b`

`G072481`

Indicator	Annual Target
One or More Suspensions	40.0
2+ Behavior Referrals	40.0

Resources Available to Support the Goal `2`

- Positive Behavior Support
- Restorative Strategies
- Behavior Specialist
- School Counselor
- Intervention Specialist
- ACE Program

Targeted Barriers to Achieving the Goal `3`

- Multiple bus referrals
- High number of behavior referrals
- Students demonstrate lack of empathy

Plan to Monitor Progress Toward G2. `8`

Analyze and review pertinent behavior data: TPS, number of discipline referrals, bus incident reports, number of out-of-school suspensions

Person Responsible
Jaime Kisner

Schedule
Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion
Comparative data from 2014-15 school year and 2015-16 school year

G3. Reading Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1a`

Targets Supported `1b`

🔍 `G072482`

Indicator	Annual Target
FSA English Language Arts - Achievement	46.0

Resources Available to Support the Goal `2`

- IFGs for the ELA Florida Standards
- McGraw-Hill Reading Wonders Series
- i-Ready: computer assisted and teacher led instruction
- Reading Support Teacher
- Learning A-Z Resources including: Reading A-Z; RAZ KIds, Writing A-Z, and Vocabulary
- Professional Development with direct instruction and model lessons in classrooms.
- Parent Engagement Program
- Rourke - nonfiction readers

Targeted Barriers to Achieving the Goal `3`

- Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks
- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards
- Home Environment
- Larger Percentage of ELL students
- Low achievement levels for ESE students

Plan to Monitor Progress Toward G3. `8`

The data collected to determine progress toward goal includes: student work samples, assessment results (standardized, benchmarks, weekly assessments), progress monitoring data (including the three diagnostic reports and growth monitoring reports generated through i-ready), teacher observation notes, and notes from CPTs.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations

G4. Math Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1a`

`G072483`

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	47.0

Resources Available to Support the Goal `2`

- GO MATH
- iReady
- Math Coach
- Instructional Focus Guide
- Data Literacy Coach

Targeted Barriers to Achieving the Goal `3`

- Lack of Problem Solving Strategies
- Master of Prior Standards; Lack of basic facts/math fluency
- Lack of Math Vocabulary
- Teacher depth of knowledge of core curriculum and Florida standards
- Low achievement of ESE and minority students

Plan to Monitor Progress Toward G4. `8`

Various formative and summative standards-based assessments will be utilized throughout the year to determine student progress towards mastery of grade level content and proficiency standards

Person Responsible
Jaime Kisner

Schedule
Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion
Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations

G5. Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). 1a

G072484

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Fusion science series
- Science/Technology lab with direct instruction and hands on experiments
- MAD Science
- Science Fair
- Family Science Adventure Night

Targeted Barriers to Achieving the Goal 3

- Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.
- Lack of experience with scientific inquiry process
- Lack of prior knowledge about scientific concepts

Plan to Monitor Progress Toward G5. 8

Review of data from: Harcourt Fusion assessments, projects, district benchmark science assessments, FCAT 2.0

Person Responsible
Ruth Thomas

Schedule
Semiannually, from 12/14/2015 to 6/3/2016

Evidence of Completion
Progress Monitoring using data from assessments and rubrics of completed projects.

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. By the year 2016, Wilkinson will decrease the number of students with chronic attendance concerns. [1]

🔑 G072480

G1.B1 Motivation [2]

🔑 B188869

G1.B1.S1 Students will earn a brag tag for each week they are present in a given quarter. At the end of the quarter, students who meet the goal will participate in a celebration. [4]

🔑 S200321

Strategy Rationale

Positive reinforcement paired with visual supports increase accountability and motivation.

Action Step 1 [5]

Teachers will give a brag tag to all students who were present for the week

Person Responsible

Holly Brody

Schedule

Weekly, from 11/2/2015 to 6/3/2016

Evidence of Completion

observation

Action Step 2 `5`

Quarterly celebrations

Person Responsible

Holly Brody

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

pictures, participation list, brag tag observation

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

Administrator will review attendance reports to ensure all students who qualify are invited to participate.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

SIS attendance reports, brag tag counts

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

Administration will analyze attendance reports in correlation with achievement in Brag Tag initiative to determine trends. Administration will also monitor achievement of the targeted chronic attendance students.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

SIS attendance reports, brag tag celebration rosters

G1.B2 Parents getting students to the bus stop or school on time 2

B188870

G1.B2.S1 Teach students how to use an alarm clock and provide one for the home if needed. 4

S200322

Strategy Rationale

Students will learn how to become more independent and responsible.

Action Step 1 5

Reviewed the 2015 chronic absences report and selected targeted students

Person Responsible

Jaime Kisner

Schedule

On 9/7/2015

Evidence of Completion

Absence Report

Action Step 2 5

Schedule School Wide Support Team meetings to problem solve and plan for targeted students

Person Responsible

Cara Barnett

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

SWST meeting minutes, SWST schedule

Action Step 3 `5`

Provide direct instruction to targeted students on how to used the supplied alarm clock

Person Responsible

Cara Barnett

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

receipts, student contract

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Review attendance and tardy reports of the targeted students

Person Responsible

Cara Barnett

Schedule

Biweekly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Attendance spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Review attendance and tardy reports of targeted students

Person Responsible

Jaime Kisner

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Attendance Spreadsheet, SIS reports

G2. By the year 2016, the school will decrease the number of discipline referrals and out-of-school suspensions. 1

🔑 G072481

G2.B1 Multiple bus referrals 2

🔑 B188872

G2.B1.S1 Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions. 4

🔑 S200324

Strategy Rationale

Using a team-approach to collaborate with drivers will facilitate consistent interventions, expectations, and support.

Action Step 1 5

Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 10/5/2015 to 6/3/2016

Evidence of Completion

meeting minutes

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

Review of meeting minutes

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 10/5/2015 to 6/3/2016

Evidence of Completion

meeting minutes

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

Review of bus referral data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

bus referral data

G2.B1.S2 PBS bus interventions `4`

🔑 S200325

Strategy Rationale

PBS recognizes positive behavior choices made by students that support a safe bus environment for all.

Action Step 1 `5`

Students who follow behavior expectations on the bus will be recognized through the PBS plan.

Person Responsible

Holly Brody

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

PBS celebration list, news announcement

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Review of data from PBS bus intervention

Person Responsible

Holly Brody

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

data indicating number of students/frequency of recognition

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Comparison of intervention data to bus referral data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

data indicating number of students/frequency of recognition, data indicating number/
frequency of bus referrals

G2.B2 High number of behavior referrals [2]

B188873

G2.B2.S1 Behavior Specialist [4]

S200326

Strategy Rationale

The Behavior Specialist works with ESE students on developing appropriate peer interactions and following school expectations. She also provides support to staff members in developing behavior interventions.

Action Step 1 [5]

The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.

Person Responsible

Holly Brody

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Meet with support staff to review behavior data

Person Responsible

Holly Brody

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

meeting minutes, behavior incident data

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

Review of behavior data and lesson plans

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

data indicating behavior incident trends

G2.B2.S2 Intervention Specialist `4`

🔑 S200327

Strategy Rationale

The Intervention Specials meets with students who have FBAs, tracks behavior data, and establishes school-home connections.

Action Step 1 `5`

Wilkinson has an Intervention Specialist who works with regular education students who have BIPs.

Person Responsible

Holly Brody

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

TPS system data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Meetings with Support Staff to review TPS data and parent conferences

Person Responsible

Holly Brody

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

TPS data, parent conference forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Administrative observations, review of behavior and parent contact data

Person Responsible

Ruth Thomas

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

observation notes and forms, behavior/TPS data, parent contact data

G2.B2.S3 School Counselor 4

S200328

Strategy Rationale

The School Counselor works with teachers and students on developing positive interactions and building classroom community. She also works teachers to develop behavior interventions.

Action Step 1 5

The School Counselor delivers individual, small group, and classroom guidance lessons. She also provides daily incentives for students who make appropriate choices.

Person Responsible

Cara Barnett

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Point sheets of students who earn the rewards, teacher lesson plans, and the School Counselor's schedule.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

The Counselor will meet with Support Staff to review discipline referral and attendance data and provide updates on Restorative Strategies.

Person Responsible

Cara Barnett

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

SIS disciple referral and attendance data, Support team meeting agenda

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Administration will conduct observations and review behavior data to evaluate the effectiveness of the Counselor.

Person Responsible

Ruth Thomas

Schedule

Semiannually, from 8/24/2015 to 6/3/2016

Evidence of Completion

observation notes and forms, behavior/restorative strategies data

G2.B2.S4 The ACE Program `4`

🔑 S200329

Strategy Rationale

The program offers an alternative to out-of-school suspension. The program includes: parental input, social skills and support from the school counselor.

Action Step 1 `5`

Wilkinson will implement the ACE program as an alternative to out-of-school suspensions.

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

discipline referrals

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Administration will conduct walk-throughs of ACE program.

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

walk-through notes

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Intervention Specialist will meet with Administration to discuss implementation and observed behaviors.

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

walk-through notes, discussion notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Administration will review and analyze referral data and identify trends.

Person Responsible

Jaime Kisner

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

SIS referral data

G2.B4 Students demonstrate lack of empathy 2

B188875

G2.B4.S1 Restorative Strategies 4

S200330

Strategy Rationale

Restorative Strategies will be used to increase empathy with our students. It will also provide a place that our kids will be able to communicate their feelings and solve problems that can arise in class.

Action Step 1 5

Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.

Person Responsible

Cara Barnett

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Classroom visits, additional training as needed, discussion during CPTs

Person Responsible

Cara Barnett

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT minutes, observations by counselor

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Survey students and staff about the effectiveness of restorative strategies, review behavior referral data

Person Responsible

Ruth Thomas

Schedule

Semiannually, from 12/14/2015 to 6/3/2016

Evidence of Completion

student and staff surveys, behavior referral data

G3. Reading Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). 1

G072482

G3.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks 2

B188876

G3.B1.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

S200331

Strategy Rationale

i-Ready is a research based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 5

i-Ready program will be used on a daily basis for all students grades K-5.

Person Responsible

Emilie Hansen

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Class and Individual Response to Instruction Reports

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

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-Ready program

Person Responsible

Emilie Hansen

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

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

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, SAT 10, Access, other curriculum assessments)

Person Responsible

Emilie Hansen

Schedule

Semiannually, from 12/7/2015 to 6/3/2016

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G3.B1.S2 Reading Support Teacher `4`

S200332

Strategy Rationale

The reading support teacher works with students who are in the bottom quartile as indicated by progress monitoring. She also supports staff in best practices in the area of English Language Arts.

Action Step 1 `5`

Wilkinson has a Reading Support Teacher to support staff and students

Person Responsible

Leigh Michalojko

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence will be collected through student work samples, assessments, and progress monitoring data. This data is discussed at weekly Administrative team meetings and monthly curriculum leader meetings.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

The Reading Support position is monitored through data meetings with administration.

Person Responsible

Leigh Michalojko

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data of the bottom quartile students, encompassing multiple pieces of data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

The Reading Support Teacher will be monitored for effectiveness.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, progress monitoring updates at monthly meetings.

G3.B1.S3 Reading Wonders Core Curriculum `4`

🔑 S200333

Strategy Rationale

Reading Wonders is a research-based curriculum that has a multitude of resources including: on, approaching, and above level reading materials and assessment materials. These materials provide students the opportunity to level up or down based on need. The program supports best reading practices such as close reading, accountable talks, and student access to complex text. Reading Wonders also has TIER II materials to support differentiated instruction. The program additionally has a strong phonemic awareness component to support students struggling with decoding.

Action Step 1 `5`

The Reading Wonders Core Curriculum is implemented during our ELA block

Person Responsible

Leigh Michalojko

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, student work samples, classroom observations

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration will review lesson plans and conduct classroom walk-throughs.

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom Observations/Walk-through notes, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Data chats to analyze results of standardized and benchmark testing

Person Responsible

Jaime Kisner

Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

results from assessments, meeting minutes

G3.B1.S4 Learning A-Z Resources 4

S200334

Strategy Rationale

This program provides teachers with a wealth of reading material at all different levels (starting with beginning readers) and topics. The program also has an on-line student component entitled RAZ Kids that provides the teacher with the types of comprehension questions the students are missing (such as main idea, cause and effect, etc.). The teacher can set the level of the student to ensure the program is tailored for that student's instructional reading level.

Action Step 1 5

The teachers will utilize the resources in Learning A-Z to support instruction.

Person Responsible

Leigh Michalojko

Schedule

Daily, from 11/2/2015 to 6/3/2016

Evidence of Completion

Classroom Materials/Resources being utilized

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

The classroom teachers will utilize the resources provided through Learning A-Z to support instruction in reading

Person Responsible

Leigh Michalojko

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

The Learning A-Z resources being utilized will be monitored through CPT discussions and teacher surveys.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

The Learning A-Z resources will be monitored for effectiveness when looking at school data from a variety of resources

Person Responsible

Leigh Michalojko

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Student work samples, assessment results, and progress monitoring data.

G3.B1.S5 Rally! Education was purchased as a supplement for students who need extra support in the area of reading comprehension. 4

S200335

Strategy Rationale

The program provides skill-by-skill reading practices at various levels which lends itself to differentiated instruction as well as additional comprehension support.

Action Step 1 5

Rally! Education will be utilized for additional Reading Support for students who are below benchmark level in the area of Reading Comprehension.

Person Responsible

Leigh Michalojko

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Observations of small group skill based instruction targeting reading comprehension.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, Lesson Plans, and Progress Monitoring Data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Students will meet grade level standards in the area of reading comprehension.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Reading Comprehension Assessments, FSA data, and I-Ready Diagnostic Data.

G3.B1.S6 After school program to target those students who need additional reading support. `4`

S200336

Strategy Rationale

To provide students who need extra support beyond the regular school day to meet their grade level expectations in the areas of reading

Action Step 1 `5`

Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the learning gap with students who still lacking in foundation reading skills.

Person Responsible

Ruth Thomas

Schedule

Daily, from 1/11/2016 to 4/29/2016

Evidence of Completion

Wildcat Academy program design

Plan to Monitor Fidelity of Implementation of G3.B1.S6 `6`

The after school program will incorporate i-Ready: both computer assisted and teacher directed components; fidelity is monitored through student data in the program.

Person Responsible

Ruth Thomas

Schedule

Every 6 Weeks, from 1/11/2016 to 4/29/2016

Evidence of Completion

Progress Monitoring and Data Reports generated from i-ready components.

Plan to Monitor Effectiveness of Implementation of G3.B1.S6 7

Student data will be analyzed to monitor the program for effectiveness.

Person Responsible

Ruth Thomas

Schedule

On 5/13/2016

Evidence of Completion

Student Progress Reports and standard mastery generated from i-Ready

G3.B2 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards 2

🔑 B188877

G3.B2.S1 Jennifer Tress is providing professional development to all instructional staff on using Accountable Talk. PD includes direct instruction, modeled lessons in each grade level classroom, and debriefing after the lessons for a question answer sessions. 4

🔑 S200337

Strategy Rationale

This strategy supports teacher learning of how to implement accountable talk strategies in the classroom.

Action Step 1 5

Jennifer Tress will lead three half day professional development opportunities on Using Accountable Talk.

Person Responsible

Jaime Kisner

Schedule

Triannually, from 9/7/2015 to 6/3/2016

Evidence of Completion

Professional development sign-in sheets

Action Step 2 5

Teachers will demonstrate best practices learned from the Professional Development in their ELA blocks as modeled and discussed by Jennifer Tress.

Person Responsible

Jaime Kisner

Schedule

Every 2 Months, from 11/2/2015 to 6/3/2016

Evidence of Completion

lesson plans, administrator observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Classroom observations of the ELA block will be used to monitor the fidelity of implementation of the strategies learned through the Professional Development.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 10/26/2015 to 10/26/2015

Evidence of Completion

Lesson Plans, Data Chats from CPTs, student work samples, and assessment data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Evaluation of classroom observations, review of assessment data

Person Responsible

Ruth Thomas

Schedule

Semiannually, from 12/14/2015 to 5/20/2016

Evidence of Completion

Classroom observations, teacher lesson plans, data chats and progress monitoring notes from CPTs.

G3.B2.S3 Literacy Data Coach 4

S200339

Strategy Rationale

The literacy data coach works with individual teachers and teams to use data to guide instructional decisions. Her support facilitates a deeper understanding of the standards in relation to student achievement.

Action Step 1 5

The Literacy Data coach organizes and manages benchmark testing as well as the disaggregation of data. She works with individual teachers and teams to use data to guide instructional decisions.

Person Responsible

Emilie Hansen

Schedule

Daily, from 8/17/2015 to 6/7/2016

Evidence of Completion

data reports, meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

The Literacy Data Coach reports data updates weekly to support team.

Person Responsible

Emilie Hansen

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

data reports, meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

The Data Literacy Coach will be monitored for effectiveness.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

CPT minutes, lesson plans, data reports

G3.B2.S4 Amy Beechy provided professional development on Marzano's Six Step Process for Building Academic Vocabulary. PD included direct instruction, a teacher work session, and debriefing for questions. `4`

🔑 S200340

Strategy Rationale

Research has shown the impact of vocabulary on reading comprehension. This professional development provided teachers with practical applications for building academic vocabulary in their classrooms.

Action Step 1 `5`

Amy Beechy will provide professional development on building academic vocabulary.

Person Responsible

Jaime Kisner

Schedule

On 8/19/2015

Evidence of Completion

Agenda, materials, and teacher sign in sheet from the training.

Action Step 2 `5`

Classroom teachers will utilize the strategies learned in the training during their ELA, Math, and Science Blocks.

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, observations, and student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S4 `6`

Observations of ELA, Math, and Science blocks will be utilized to monitor for fidelity of implementation.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence will be collected through classroom observation notes, lesson plans, student work samples, and CPT notes.

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 `7`

Student data will be analyzed to determine the effectiveness of the Academic Vocabulary Training.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student formative and summative assessment results, student work samples, i-Ready Progress Monitoring and Diagnostic, and FSA data for grades three through five.

G3.B2.S5 Professional development will be provided during six CPT meetings. 4

S200341

Strategy Rationale

Professional development will be provided in a small group setting. PD is tailored to meet the needs of the specific grade level.

Action Step 1 5

Teachers voted during a staff meeting to ratify a proposal to have professional development provided during six CPT meetings throughout the year.

Person Responsible

Ruth Thomas

Schedule

On 9/15/2015

Evidence of Completion

voting results, staff meeting agenda

Action Step 2 5

Throughout the year, various professional development sessions will be provided during six CPT sessions.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

CPT minutes, PD log

Plan to Monitor Fidelity of Implementation of G3.B2.S5 6

Administration will monitor the schedule and frequency of PD.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

PD schedule

Plan to Monitor Effectiveness of Implementation of G3.B2.S5 7

Administration will review lesson plans and conduct classroom walk-throughs and observations, looking for evidence of implementation of PD strategies.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 9/28/2015 to 6/3/2016

Evidence of Completion

lessons plans, observation and walk-through notes

G3.B3 Home Environment 2

🔧 B188878

G3.B3.S1 Wilkinson hosts monthly parent involvement nights which include specific dates that are Title I Parent Involvement activities in which learning occurs. 4

🔧 S200342

Strategy Rationale

Through the Parent Involvement Nights, parents can be informed and play an active part in their child's education while being in an welcoming environment at Wilkinson. Title I Parent Involvement Activities are educational for parents as well as students.

Action Step 1 5

The Parent Involvement Coordinators will schedule monthly parent involvement nights.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Handouts, Agendas, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

The schedule of events will be utilized to monitor for fidelity of implementation

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, handouts, sign-in sheet, and other pertinent information provided by the parent involvement night.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

The schedule is sent out at the beginning of the year and placed on the Wilkinson calendar to ensure parents enough time to attend; Attendance is monitored and feedback is taken to help determine effectiveness.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, agendas, feedback forms, and handouts

G3.B3.S3 The Parent Engagement Program includes 3 parent training nights. Parents meet as a group with the classroom teacher. The teacher reviews class data, assists parents with goal setting, provides practice materials, and trains parents on a specific strategies to use to help their child achieve his/her goals. `4`

🔑 S200344

Strategy Rationale

The program builds classroom community and parent partnerships. Armed with the specific knowledge of how support their child's learning, the parent involvement strengthens, which impacts student learning and achievement.

Action Step 1 `5`

All staff members received training from Amy Beechy on the Parent Engagement Program.

Person Responsible

Ruth Thomas

Schedule

On 5/15/2015

Evidence of Completion

training sign in log, training materials

Action Step 2 `5`

Administration meets with Sarasota Polytech High School administration to organize a volunteer program. SPHS students will attend Parent Engagement activities in the place of parents who are unable to attend. Throughout the school year, SPHS volunteers will work with their assigned students on specified Parent Engagement activities.

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 7/30/2015 to 6/3/2016

Evidence of Completion

volunteer sign in sheets, PALS

Action Step 3 `5`

Amy Beechy provides support with program implementation during CPTs.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 9/2/2015 to 3/25/2016

Evidence of Completion

meeting minutes, training materials

Action Step 4 `5`

Three Parent Engagement Night events

Person Responsible

Ruth Thomas

Schedule

Triannually, from 9/29/2015 to 3/8/2016

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Administrative walk-throughs during Parent Engagement Events

Person Responsible

Ruth Thomas

Schedule

Triannually, from 9/29/2015 to 3/8/2016

Evidence of Completion

Observational notes

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Debriefing with Curriculum Leaders

Person Responsible

Ruth Thomas

Schedule

Triannually, from 10/6/2015 to 3/22/2016

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

Parent/Teacher Surveys

Person Responsible

Ruth Thomas

Schedule

On 3/15/2016

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 `7`

Student achievement data as it relates to the classroom and individual student goals set during Parent Engagement Nights

Person Responsible

Ruth Thomas

Schedule

Semiannually, from 12/15/2015 to 3/8/2016

Evidence of Completion

Classroom data reports

G3.B4 Larger Percentage of ELL students `2`

🔍 B188879

G3.B4.S1 We have an ESOL Liaison who is a bridge between the home and school. She supports the students in the classroom by providing the teachers with resources and strategies to support ELL students. `4`

🔍 S200345

Strategy Rationale

ELL students require certain research-based strategies and, at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

Action Step 1 `5`

We will utilize our ESOL Liaison to help support ELL students in the classroom.

Person Responsible

Mercedes Bolduc

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

student work samples, lesson plans, assessment results, notes from progress monitoring meetings and CPTs

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.

Person Responsible

Mercedes Bolduc

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Administration will review the effectiveness of the ESOL Liaison.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results

G3.B5 Low achievement levels for ESE students 2

B188880

G3.B5.S1 Wilkinson Elementary has two ESE liaisons. 4

S200346

Strategy Rationale

27% of our student population is comprised of students with disabilities. The ESE liaisons provide support to students, teachers, and parents.

Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

Person Responsible

Janie Ostwald

Schedule

Daily, from 10/12/2015 to 6/3/2016

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

Person Responsible

Janie Ostwald

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

Administration will review the effectiveness of the ESE Liaisons.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results, observation notes

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G3.B5.S2 Inclusion model for ESE students `4`

🔍 S200347

Strategy Rationale

Using an inclusive model will provide a less restrictive environment to our ESE students and afford more exposure to grade level standards and materials.

Action Step 1 `5`

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in the classroom during the ELA and Math blocks.

Person Responsible

Janie Ostwald

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

Review of lesson plans, classroom walk-thrus, Progress monitoring and CPT discussion about inclusion services

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, observation notes, CPT minutes, Progress Monitoring minutes

Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7

Review of student progress

Person Responsible

Jaime Kisner

Schedule

Every 6 Weeks, from 9/21/2015 to 6/3/2016

Evidence of Completion

student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments

G4. Math Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1`

`G072483`

G4.B1 Lack of Problem Solving Strategies `2`

`B188881`

G4.B1.S1 Use of math problem solving journals `4`

`S200348`

Strategy Rationale

Daily use of individual math journals in response to problem-solving scenarios that require critical thinking and utilization of various strategies, give students the opportunity to solve problems and communicate mathematical thinking in writing.

Action Step 1 `5`

Daily use of math journals

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

student samples, lesson plans

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

Classroom Walk-thrus, CPT discussion

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom observations, student performance

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

Classroom observations, review of student performance data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, student journals

G4.B1.S2 Use of math manipulatives in daily lessons `4`

🔑 S200349

Strategy Rationale

Using manipulatives to teach math concepts affords students the opportunity to develop conceptual understanding at a deeper depth of knowledge.

Action Step 1 `5`

Teachers will incorporate use of math manipulatives into daily lessons.

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

classroom walk-thrus, lesson plan review in CPTs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

classroom walk-thru notes, lesson plans, student work samples

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Review of formative and summative data, lesson plan review

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

various formative and summative assessments, lesson plans, student work samples

G4.B2 Master of Prior Standards; Lack of basic facts/math fluency 2

🔑 B188882

G4.B2.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

🔑 S200350

Strategy Rationale

i-Ready is a research based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 5

iReady program will be used on a daily basis for all students grades K-5.

Person Responsible

Emilie Hansen

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Class and individual student Response to Instruction reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program

Person Responsible

Emilie Hansen

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, other curriculum assessments)

Person Responsible

Ruth Thomas

Schedule

Semiannually, from 12/14/2015 to 6/3/2016

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G4.B2.S2 Mrs. Thomas will work with a weekly Lunch Bunch. 4

🔑 S200351

Strategy Rationale

The Lunch Bunch targets identified minority students in grades 3-5 focusing on math fluency.

Action Step 1 5

Mrs. Thomas will work with a weekly Lunch Bunch. The included students are identified minority students in grades 3-5. Mrs. Thomas will work with the girls on increasing their math fact fluency.

Person Responsible

Ruth Thomas

Schedule

Weekly, from 10/12/2015 to 6/3/2016

Evidence of Completion

lunch bunch student invitation list, attendance record

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

An attendance log will be kept.

Person Responsible

Ruth Thomas

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

attendance log

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Weekly fact knowledge will be monitored and analyzed for trends

Person Responsible

Ruth Thomas

Schedule

Weekly, from 10/12/2015 to 6/3/2016

Evidence of Completion

fact drill sheets

G4.B3 Lack of Math Vocabulary 2

B188883

G4.B3.S1 Each student uses an academic vocabulary journal/binder. 4

S200352

Strategy Rationale

Implementation of Marzano's 6-step Vocabulary Process improves overall content vocabulary

Action Step 1 5

Professional development of Marzano's 6-step Vocabulary Process with Amy Beechy

Person Responsible

Jaime Kisner

Schedule

On 8/19/2015

Evidence of Completion

Staff sign in sheet

Action Step 2 5

Teachers and students utilize vocabulary binders to document important content vocabulary

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, observations, student work samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Classroom walk-throughs and observations

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

observation notes, student work samples

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Analysis of i-Ready, classroom assessments and FSA results

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

i-Ready diagnostic and growth monitoring reports, gradebook, and FSA result reports

G4.B5 Teacher depth of knowledge of core curriculum and Florida standards `2`

🔍 B188885

G4.B5.S1 Math Support Teacher `4`

🔍 S200354

Strategy Rationale

The math support teacher is to work with students who are in the bottom quartile as indicated by progress monitoring. She also supports all staff and students by providing resources and best practice knowledge in the area of mathematics.

Action Step 1 `5`

The Math support teacher will provide resources and guided support for teachers and students for implementation of the Mathematics Florida Standards.

Person Responsible

Jamie Brooks

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G4.B5.S1 `6`

The Math Support Position is monitored through data meetings with administration to student work and progress.

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data of the bottom quartile students, encompassing multiple pieces of data, student work samples, assessment results

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 `7`

Student Progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, assessment results, lesson plans, notes from CPTs and Progress Monitoring meetings.

G4.B5.S2 The Instructional Focus Guides `4`

🔑 S200355

Strategy Rationale

The IFGs provide teachers with an abundance of resources and professional development as they navigate Florida Standards for Mathematics.

Action Step 1 `5`

IFGs will be utilized to support instruction in the area of Mathematics

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom observations/visits, student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B5.S2 6

The use of IFGs will be monitored through CPTs notes and teacher instructional lessons

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Notes from CPTs, progress monitoring data, student work samples

Plan to Monitor Effectiveness of Implementation of G4.B5.S2 7

Student progress will be monitored for effectiveness as well as updated IFGs to support implementation

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

student work samples, assessment results, progress monitoring notes

G4.B5.S3 Data Literacy Coach 4

S200356

Strategy Rationale

The literacy data coach works with individual teachers and teams to use data to guide instructional decisions. Her support facilitates a deeper understanding of the standards in relation to student achievement.

Action Step 1 5

The Literacy Data coach organizes and manages benchmark testing as well as the disaggregation of data. She works with individual teachers and teams to use data to guide instructional decisions.

Person Responsible

Emilie Hansen

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

data reports, meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B5.S3 6

The Literacy Data Coach reports data updates weekly to support team.

Person Responsible

Emilie Hansen

Schedule

On 6/3/2016

Evidence of Completion

data reports, meeting minutes

Plan to Monitor Effectiveness of Implementation of G4.B5.S3 `7`

The Data Literacy Coach will be monitored for effectiveness.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

CPT minutes, lesson plans, data reports

G4.B5.S4 Implementation of the GO Math Series `4`

🔑 S200357

Strategy Rationale

GO Math is a research-based curriculum that has a multitude of resources including online student textbooks, personal math tracker, QR code helper, and intervention & enrichment materials

Action Step 1 `5`

GO Math Curriculum is implemented during the math block

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, student work samples, observations

Action Step 2 `5`

Professional Development provided by Sue D'Angelo

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Training sign in sheet

Plan to Monitor Fidelity of Implementation of G4.B5.S4 `6`

Administrators will review lesson plans and conduct classroom walk-throughs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, observation notes

Plan to Monitor Effectiveness of Implementation of G4.B5.S4 `7`

Data chats to analyze results of standardized and benchmark testing

Person Responsible

Jaime Kisner

Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Results from assessments and meeting minutes

G4.B6 Low achievement of ESE and minority students 2

B188886

G4.B6.S1 Wilkinson Elementary has two ESE liaisons. 4

S200358

Strategy Rationale

27% of our student population is comprised of students with disabilities. The ESE liaisons provide support to students, teachers, and parents.

Action Step 1 5

We will utilize our ESE liaisons to help support ESE students in the classroom.

Person Responsible

Janie Ostwald

Schedule

Daily, from 10/12/2015 to 6/3/2016

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

The ESE Liaisons will report ESE data during weekly Administrative Team Meetings

Person Responsible

Janie Ostwald

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes.

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 `7`

Administration will review the effectiveness of the ESE Liaisons.

Person Responsible

Ruth Thomas

Schedule

Quarterly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results, observation notes

G4.B6.S2 Inclusion model for ESE students `4`

🔑 S200359

Strategy Rationale

Using an inclusive model will provide a less restrictive environment to our ESE students and afford more exposure to grade level standards and materials.

Action Step 1 `5`

ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in the classroom during the ELA and Math blocks.

Person Responsible

Janie Ostwald

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G4.B6.S2 6

Review of lesson plans, classroom walk-thrus, Progress monitoring and CPT discussion about inclusion services

Person Responsible

Janie Ostwald

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, observation notes, CPT minutes, Progress Monitoring minutes

Plan to Monitor Effectiveness of Implementation of G4.B6.S2 7

Review of student progress

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments

G5. Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). 1

🔍 G072484

G5.B1 Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text. 2

🔍 B188887

G5.B1.S2 Having an integrated approach to addressing Science topics in all content areas including use of the Marzano strategy with visual journals 4

🔍 S200361

Strategy Rationale

Rather than approaching science as an isolated subject, science concepts and materials will be reinforced using reading strategies during ELA block and connected (when appropriate) with math concepts.

Action Step 1 5

Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum.

Person Responsible

Jaime Kisner

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

CPT lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/ units that integrate science concepts across content areas.

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT notes, lesson/project plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Data chats/Project review during CPT or Progress Monitoring meetings.

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CPT or PM meeting notes/minutes

G5.B2 Lack of experience with scientific inquiry process `2`

🔑 B188888

G5.B2.S1 MAD Science Program `4`

🔑 S200362

Strategy Rationale

The program affords students the opportunity to gain science knowledge and confidence through exploration and inquiry.

Action Step 1 `5`

Fifth grade students will participate in the Mad Science program (10 one-hour sessions).

Person Responsible

Renee Gillett

Schedule

Biweekly, from 9/28/2015 to 4/1/2016

Evidence of Completion

master calendar, student journals

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Administrative walk-throughs, reflection in CPTs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/21/2015 to 4/1/2016

Evidence of Completion

Walk-thru notes, CPT minutes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Evaluation of program objectives, evaluation of student performance on benchmark and standardized assessments as well as inquiry projects

Person Responsible

Jaime Kisner

Schedule

Semiannually, from 1/11/2016 to 6/3/2016

Evidence of Completion

Benchmark assessments, Harcourt assessments, rubrics

G5.B2.S2 Participation in science fair [4]

Strategy Rationale

Students will have the opportunity to complete the scientific method and engage in inquiry processes.

Action Step 1 [5]

All students in grades 3,4,5 will complete individual science fair projects and participate in the school science fair.

Person Responsible

Rob Loeffler

Schedule

Weekly, from 10/5/2015 to 11/24/2015

Evidence of Completion

student projects, notebooks

Action Step 2 [5]

Rob Loeffler, the science teacher, will host a Title I Parent Involvement Night focused on preparing families for participation in the science fair.

Person Responsible

Rob Loeffler

Schedule

On 10/20/2015

Evidence of Completion

Science Fair Night sign in log

Plan to Monitor Fidelity of Implementation of G5.B2.S2 `6`

Rob Loeffler will provide teachers with timeline for completion and communicate with classroom teachers throughout the process to address challenges.

Person Responsible

Rob Loeffler

Schedule

Weekly, from 10/5/2015 to 11/24/2015

Evidence of Completion

science fair timeline, CPT minutes, Science Fair night paperwork

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 `7`

Review and analysis of student work samples

Person Responsible

Rob Loeffler

Schedule

On 12/11/2015

Evidence of Completion

Student projects, science fair notebooks

G5.B2.S3 Inquiry based instruction in science lab during Specials block with hands-on experiments 4

S200364

Strategy Rationale

Research based best practices in Science Instruction

Action Step 1 5

All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.

Person Responsible

Rob Loeffler

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G5.B2.S3 6

walk-thrus, observations, lesson plan review

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

walk-thrus notes, observation forms, conference notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 `7`

Administration will evaluate the effectiveness of inquiry-based instruction in the science lab based on formal and informal observation and student performance on standardized tests.

Person Responsible

Ruth Thomas

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

classroom observations, teacher evaluation, FCAT 2.0 science data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will give a brag tag to all students who were present for the week	Brody, Holly	11/2/2015	observation	6/3/2016 weekly
G1.B2.S1.A1	Reviewed the 2015 chronic absences report and selected targeted students	Kisner, Jaime	9/7/2015	Absence Report	9/7/2015 one-time
G2.B1.S1.A1	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.	Kisner, Jaime	10/5/2015	meeting minutes	6/3/2016 quarterly
G2.B1.S2.A1	Students who follow behavior expectations on the bus will be recognized through the PBS plan.	Brody, Holly	11/2/2015	PBS celebration list, news announcement	6/3/2016 monthly
G2.B2.S1.A1	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.	Brody, Holly	9/8/2015	Lesson Plans	6/3/2016 daily
G2.B2.S2.A1	Wilkinson has an Intervention Specialist who works with regular education students who have BIPs.	Brody, Holly	8/24/2015	TPS system data	6/3/2016 daily
G2.B2.S3.A1	The School Counselor delivers individual, small group, and classroom guidance lessons. She also provides daily incentives for students who make appropriate choices.	Barnett, Cara	8/24/2015	Point sheets of students who earn the rewards, teacher lesson plans, and the School Counselor's schedule.	6/3/2016 weekly
G2.B2.S4.A1	Wilkinson will implement the ACE program as an alternative to out-of-school suspensions.	Kisner, Jaime	8/24/2015	discipline referrals	6/3/2016 daily
G2.B4.S1.A1	Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.	Barnett, Cara	8/24/2015	lesson plans	6/3/2016 weekly
G3.B1.S1.A1	i-Ready program will be used on a daily basis for all students grades K-5.	Hansen, Emilie	8/31/2015	Class and Individual Response to Instruction Reports	6/3/2016 daily
G3.B1.S2.A1	Wilkinson has a Reading Support Teacher to support staff and students	Michalojko, Leigh	8/24/2015	Evidence will be collected through student work samples, assessments, and progress monitoring data. This data is discussed at weekly	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Administrative team meetings and monthly curriculum leader meetings.	
G3.B1.S3.A1	The Reading Wonders Core Curriculum is implemented during our ELA block	Michalojko, Leigh	8/24/2015	Lesson Plans, student work samples, classroom observations	6/3/2016 daily
G3.B1.S4.A1	The teachers will utilize the resources in Learning A-Z to support instruction.	Michalojko, Leigh	11/2/2015	Classroom Materials/Resources being utilized	6/3/2016 daily
G3.B1.S5.A1	Rally! Education will be utilized for additional Reading Support for students who are below benchmark level in the area of Reading Comprehension.	Michalojko, Leigh	8/24/2015	lesson plans	6/3/2016 weekly
G3.B1.S6.A1	Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the learning gap with students who still lacking in foundation reading skills.	Thomas, Ruth	1/11/2016	Wildcat Academy program design	4/29/2016 daily
G3.B2.S1.A1	Jennifer Tress will lead three half day professional development opportunities on Using Accountable Talk.	Kisner, Jaime	9/7/2015	Professional development sign-in sheets	6/3/2016 triannually
G3.B2.S3.A1	The Literacy Data coach organizes and manages benchmark testing as well as the disaggregation of data. She works with individual teachers and teams to use data to guide instructional decisions.	Hansen, Emilie	8/17/2015	data reports, meeting minutes	6/7/2016 daily
G3.B2.S4.A1	Amy Beechy will provide professional development on building academic vocabulary.	Kisner, Jaime	8/19/2015	Agenda, materials, and teacher sign in sheet from the training.	8/19/2015 one-time
G3.B2.S5.A1	Teachers voted during a staff meeting to ratify a proposal to have professional development provided during six CPT meetings throughout the year.	Thomas, Ruth	9/15/2015	voting results, staff meeting agenda	9/15/2015 one-time
G3.B3.S1.A1	The Parent Involvement Coordinators will schedule monthly parent involvement nights.	Thomas, Ruth	8/17/2015	Handouts, Agendas, Sign-in sheets	6/3/2016 monthly
G3.B3.S3.A1	All staff members received training from Amy Beechy on the Parent Engagement Program.	Thomas, Ruth	5/11/2015	training sign in log, training materials	5/15/2015 one-time
G3.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.	Bolduc, Mercedes	8/24/2015	student work samples, lesson plans, assessment results, notes from progress monitoring meetings and CPTs	6/3/2016 daily
G3.B5.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.	Ostwald, Janie	10/12/2015	student work samples, lesson plans	6/3/2016 daily
G3.B5.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in the classroom during the ELA and Math blocks.	Ostwald, Janie	8/24/2015	lesson plans	6/3/2016 daily
G4.B1.S1.A1	Daily use of math journals	Kisner, Jaime	8/24/2015	student samples, lesson plans	6/3/2016 daily
G4.B1.S2.A1	Teachers will incorporate use of math manipulatives into daily lessons.	Kisner, Jaime	8/24/2015	lesson plans, student work samples	6/3/2016 daily
G4.B2.S1.A1	iReady program will be used on a daily basis for all students grades K-5.	Hansen, Emilie	8/31/2015	Class and individual student Response to Instruction reports	6/3/2016 daily
G4.B2.S2.A1	Mrs. Thomas will work with a weekly Lunch Bunch. The included students are identified minority students in	Thomas, Ruth	10/12/2015	lunch bunch student invitation list, attendance record	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	grades 3-5. Mrs. Thomas will work with the girls on increasing their math fact fluency.				
G4.B3.S1.A1	Professional development of Marzano's 6-step Vocabulary Process with Amy Beechy	Kisner, Jaime	8/19/2015	Staff sign in sheet	8/19/2015 one-time
G4.B5.S1.A1	The Math support teacher will provide resources and guided support for teachers and students for implementation of the Mathematics Florida Standards.	Brooks, Jamie	8/24/2015	lesson plans, student work samples	6/3/2016 daily
G4.B5.S2.A1	IFGs will be utilized to support instruction in the area of Mathematics	Kisner, Jaime	8/24/2015	Classroom observations/visits, student work samples, lesson plans	6/3/2016 daily
G4.B5.S3.A1	The Literacy Data coach organizes and manages benchmark testing as well as the disaggregation of data. She works with individual teachers and teams to use data to guide instructional decisions.	Hansen, Emilie	8/17/2015	data reports, meeting minutes	6/3/2016 daily
G4.B5.S4.A1	GO Math Curriculum is implemented during the math block	Kisner, Jaime	8/24/2015	Lesson plans, student work samples, observations	6/3/2016 daily
G4.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.	Ostwald, Janie	10/12/2015	student work samples, lesson plans	6/3/2016 daily
G4.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in the classroom during the ELA and Math blocks.	Ostwald, Janie	8/24/2015	Lesson plans	6/3/2016 daily
G5.B1.S2.A1	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum.	Kisner, Jaime	8/24/2015	lesson plans	6/3/2016 biweekly
G5.B2.S1.A1	Fifth grade students will participate in the Mad Science program (10 one-hour sessions).	Gillett, Renee	9/28/2015	master calendar, student journals	4/1/2016 biweekly
G5.B2.S2.A1	All students in grades 3,4,5 will complete individual science fair projects and participate in the school science fair.	Loeffler, Rob	10/5/2015	student projects, notebooks	11/24/2015 weekly
G5.B2.S3.A1	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.	Loeffler, Rob	8/24/2015	lesson plans, student work samples	6/3/2016 weekly
G1.B1.S1.A2	Quarterly celebrations	Brody, Holly	11/2/2015	pictures, participation list, brag tag observation	6/3/2016 quarterly
G1.B2.S1.A2	Schedule School Wide Support Team meetings to problem solve and plan for targeted students	Barnett, Cara	9/7/2015	SWST meeting minutes, SWST schedule	6/3/2016 monthly
G3.B2.S1.A2	Teachers will demonstrate best practices learned from the Professional Development in their ELA blocks as modeled and discussed by Jennifer Tress.	Kisner, Jaime	11/2/2015	lesson plans, administrator observations	6/3/2016 every-2-months
G3.B2.S4.A2	Classroom teachers will utilize the strategies learned in the training during their ELA, Math, and Science Blocks.	Kisner, Jaime	8/24/2015	Lesson Plans, observations, and student work samples	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S5.A2	Throughout the year, various professional development sessions will be provided during six CPT sessions.	Thomas, Ruth	9/16/2015	CPT minutes, PD log	5/25/2016 monthly
G3.B3.S3.A2	Administration meets with Sarasota Polytech High School administration to organize a volunteer program. SPHS students will attend Parent Engagement activities in the place of parents who are unable to attend. Throughout the school year, SPHS volunteers will work with their assigned students on specified Parent Engagement activities.	Kisner, Jaime	7/30/2015	volunteer sign in sheets, PALS	6/3/2016 quarterly
G4.B3.S1.A2	Teachers and students utilize vocabulary binders to document important content vocabulary	Kisner, Jaime	8/24/2015	lesson plans, observations, student work samples	6/3/2016 weekly
G4.B5.S4.A2	Professional Development provided by Sue D'Angelo	Kisner, Jaime	8/17/2015	Training sign in sheet	6/3/2016 quarterly
G5.B2.S2.A2	Rob Loeffler, the science teacher, will host a Title I Parent Involvement Night focused on preparing families for participation in the science fair.	Loeffler, Rob	10/20/2015	Science Fair Night sign in log	10/20/2015 one-time
G1.B2.S1.A3	Provide direct instruction to targeted students on how to used the supplied alarm clock	Barnett, Cara	11/2/2015	receipts, student contract	6/3/2016 monthly
G3.B3.S3.A3	Amy Beechy provides support with program implementation during CPTs.	Thomas, Ruth	9/2/2015	meeting minutes, training materials	3/25/2016 quarterly
G3.B3.S3.A4	Three Parent Engagement Night events	Thomas, Ruth	9/29/2015	Parent sign in sheets	3/8/2016 triannually
G1.MA1	Analyze and review attendance and tardy data	Kisner, Jaime	9/7/2015	Attendance and tardy reports from SIS, attendance spreadsheet, student contracts, brag tag celebration log	6/3/2016 monthly
G1.B1.S1.MA1	Administration will analyze attendance reports in correlation with achievement in Brag Tag initiative to determine trends. Administration will also monitor achievement of the targeted chronic attendance students.	Thomas, Ruth	11/2/2015	SIS attendance reports, brag tag celebration rosters	6/3/2016 quarterly
G1.B1.S1.MA1	Administrator will review attendance reports to ensure all students who qualify are invited to participate.	Thomas, Ruth	11/2/2015	SIS attendance reports, brag tag counts	6/3/2016 quarterly
G1.B2.S1.MA1	Review attendance and tardy reports of targeted students	Kisner, Jaime	11/2/2015	Attendance Spreadsheet, SIS reports	6/3/2016 monthly
G1.B2.S1.MA1	Review attendance and tardy reports of the targeted students	Barnett, Cara	11/2/2015	Attendance spreadsheet	6/3/2016 biweekly
G2.MA1	Analyze and review pertinent behavior data: TPS, number of discipline referrals, bus incident reports, number of out-of-school suspensions	Kisner, Jaime	11/2/2015	Comparative data from 2014-15 school year and 2015-16 school year	6/3/2016 monthly
G2.B1.S1.MA1	Review of bus referral data	Kisner, Jaime	10/5/2015	bus referral data	6/3/2016 monthly
G2.B1.S1.MA1	Review of meeting minutes	Kisner, Jaime	10/5/2015	meeting minutes	6/3/2016 quarterly
G2.B2.S1.MA1	Review of behavior data and lesson plans	Kisner, Jaime	9/7/2015	data indicating behavior incident trends	6/3/2016 monthly
G2.B2.S1.MA1	Meet with support staff to review behavior data	Brody, Holly	9/8/2015	meeting minutes, behavior incident data	6/3/2016 weekly
G2.B4.S1.MA1	Survey students and staff about the effectiveness of restorative strategies, review behavior referral data	Thomas, Ruth	12/14/2015	student and staff surveys, behavior referral data	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Classroom visits, additional training as needed, discussion during CPTs	Barnett, Cara	8/24/2015	CPT minutes, observations by counselor	6/3/2016 every-2-months
G2.B1.S2.MA1	Comparison of intervention data to bus referral data	Kisner, Jaime	11/2/2015	data indicating number of students/ frequency of recognition, data indicating number/frequency of bus referrals	6/3/2016 monthly
G2.B1.S2.MA1	Review of data from PBS bus intervention	Brody, Holly	11/2/2015	data indicating number of students/ frequency of recognition	6/3/2016 monthly
G2.B2.S2.MA1	Administrative observations, review of behavior and parent contact data	Thomas, Ruth	8/24/2015	observation notes and forms, behavior/ TPS data, parent contact data	6/3/2016 semiannually
G2.B2.S2.MA1	Meetings with Support Staff to review TPS data and parent conferences	Brody, Holly	8/24/2015	TPS data, parent conference forms	6/3/2016 weekly
G2.B2.S3.MA1	Administration will conduct observations and review behavior data to evaluate the effectiveness of the Counselor.	Thomas, Ruth	8/24/2015	observation notes and forms, behavior/ restorative strategies data	6/3/2016 semiannually
G2.B2.S3.MA1	The Counselor will meet with Support Staff to review discipline referral and attendance data and provide updates on Restorative Strategies.	Barnett, Cara	8/24/2015	SIS disciple referral and attendance data, Support team meeting agenda	6/3/2016 weekly
G2.B2.S4.MA1	Administration will review and analyze referral data and identify trends.	Kisner, Jaime	11/2/2015	SIS referral data	6/3/2016 monthly
G2.B2.S4.MA1	Administration will conduct walk-throughs of ACE program.	Kisner, Jaime	8/24/2015	walk-through notes	6/3/2016 weekly
G2.B2.S4.MA3	Intervention Specialist will meet with Administration to discuss implementation and observed behaviors.	Kisner, Jaime	9/28/2015	walk-through notes, discussion notes	6/3/2016 monthly
G3.MA1	The data collected to determine progress toward goal includes: student work samples, assessment results (standardized, benchmarks, weekly assessments), progress monitoring data (including the three diagnostic reports and growth monitoring reports generated through i-ready), teacher observation notes, and notes from CPTs.	Thomas, Ruth	8/24/2015	Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations	6/3/2016 monthly
G3.B1.S1.MA1	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, SAT 10, Access, other curriculum assessments)	Hansen, Emilie	12/7/2015	Comparative analysis of iReady data and additional indicator(s)	6/3/2016 semiannually
G3.B1.S1.MA1	Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-Ready program	Hansen, Emilie	8/31/2015	Computer generated progress monitoring reports from the i-Ready Program	6/3/2016 monthly
G3.B2.S1.MA1	Evaluation of classroom observations, review of assessment data	Thomas, Ruth	12/14/2015	Classroom observations, teacher lesson plans, data chats and progress monitoring notes from CPTs.	5/20/2016 semiannually
G3.B2.S1.MA1	Classroom observations of the ELA block will be used to monitor the fidelity of implementation of the strategies learned through the Professional Development.	Thomas, Ruth	10/26/2015	Lesson Plans, Data Chats from CPTs, student work samples, and assessment data	10/26/2015 quarterly
G3.B3.S1.MA1	The schedule is sent out at the beginning of the year and placed on the Wilkinson calendar to ensure parents enough time to attend; Attendance is monitored and feedback is taken to help determine effectiveness.	Thomas, Ruth	8/24/2015	Sign-in sheets, agendas, feedback forms, and handouts	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1	The schedule of events will be utilized to monitor for fidelity of implementation	Thomas, Ruth	8/17/2015	Agendas, handouts, sign-in sheet, and other pertinent information provided by the parent involvement night.	6/3/2016 monthly
G3.B4.S1.MA1	Administration will review the effectiveness of the ESOL Liaison.	Thomas, Ruth	8/24/2015	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results	6/3/2016 quarterly
G3.B4.S1.MA1	The ESOL Liaison will report ESOL data during weekly Administrative Team Meetings.	Bolduc, Mercedes	8/24/2015	Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes.	6/3/2016 weekly
G3.B5.S1.MA1	Administration will review the effectiveness of the ESE Liaisons.	Thomas, Ruth	11/2/2015	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results, observation notes	6/3/2016 quarterly
G3.B5.S1.MA1	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Ostwald, Janie	8/24/2015	Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes	6/3/2016 weekly
G3.B1.S2.MA1	The Reading Support Teacher will be monitored for effectiveness.	Thomas, Ruth	8/24/2015	Student work samples, progress monitoring updates at monthly meetings.	6/3/2016 quarterly
G3.B1.S2.MA1	The Reading Support position is monitored through data meetings with administration.	Michalojko, Leigh	8/24/2015	Progress Monitoring Data of the bottom quartile students, encompassing multiple pieces of data.	6/3/2016 monthly
G3.B5.S2.MA1	Review of student progress	Kisner, Jaime	9/21/2015	student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments	6/3/2016 every-6-weeks
G3.B5.S2.MA1	Review of lesson plans, classroom walk-thrus, Progress monitoring and CPT discussion about inclusion services	Kisner, Jaime	8/24/2015	lesson plans, observation notes, CPT minutes, Progress Monitoring minutes	6/3/2016 weekly
G3.B1.S3.MA1	Data chats to analyze results of standardized and benchmark testing	Kisner, Jaime	8/24/2015	results from assessments, meeting minutes	6/3/2016 every-6-weeks
G3.B1.S3.MA1	Administration will review lesson plans and conduct classroom walk-throughs.	Kisner, Jaime	8/24/2015	Classroom Observations/Walk-through notes, teacher lesson plans	6/3/2016 monthly
G3.B2.S3.MA1	The Data Literacy Coach will be monitored for effectiveness.	Thomas, Ruth	10/26/2015	CPT minutes, lesson plans, data reports	6/3/2016 quarterly
G3.B2.S3.MA1	The Literacy Data Coach reports data updates weekly to support team.	Hansen, Emilie	9/28/2015	data reports, meeting minutes	6/3/2016 weekly
G3.B3.S3.MA1	Parent/Teacher Surveys	Thomas, Ruth	3/8/2016	Survey results	3/15/2016 one-time
G3.B3.S3.MA4	Student achievement data as it relates to the classroom and individual student goals set during Parent Engagement Nights	Thomas, Ruth	12/15/2015	Classroom data reports	3/8/2016 semiannually
G3.B3.S3.MA1	Administrative walk-throughs during Parent Engagement Events	Thomas, Ruth	9/29/2015	Observational notes	3/8/2016 triannually
G3.B3.S3.MA2	Debriefing with Curriculum Leaders	Thomas, Ruth	10/6/2015	Meeting minutes	3/22/2016 triannually
G3.B1.S4.MA1	The Learning A-Z resources will be monitored for effectiveness when looking at school data from a variety of resources	Michalojko, Leigh	11/2/2015	Student work samples, assessment results, and progress monitoring data.	6/3/2016 quarterly
G3.B1.S4.MA1	The classroom teachers will utilize the resources provided through Learning A-Z to support instruction in reading	Michalojko, Leigh	11/2/2015	The Learning A-Z resources being utilized will be monitored through CPT discussions and teacher surveys.	6/3/2016 monthly
G3.B2.S4.MA1	Student data will be analyzed to determine the effectiveness of the Academic Vocabulary Training.	Thomas, Ruth	8/24/2015	Student formative and summative assessment results, student work samples, i-Ready Progress Monitoring and Diagnostic, and FSA data for grades three through five.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S4.MA1	Observations of ELA, Math, and Science blocks will be utilized to monitor for fidelity of implementation.	Thomas, Ruth	8/24/2015	The evidence will be collected through classroom observation notes, lesson plans, student work samples, and CPT notes.	6/3/2016 quarterly
G3.B1.S5.MA1	Students will meet grade level standards in the area of reading comprehension.	Thomas, Ruth	8/24/2015	Reading Comprehension Assessments, FSA data, and I-Ready Diagnostic Data.	6/3/2016 monthly
G3.B1.S5.MA1	Observations of small group skill based instruction targeting reading comprehension.	Thomas, Ruth	8/24/2015	Student work samples, Lesson Plans, and Progress Monitoring Data.	6/3/2016 monthly
G3.B2.S5.MA1	Administration will review lesson plans and conduct classroom walk-throughs and observations, looking for evidence of implementation of PD strategies.	Thomas, Ruth	9/28/2015	lessons plans, observation and walk-through notes	6/3/2016 monthly
G3.B2.S5.MA1	Administration will monitor the schedule and frequency of PD.	Thomas, Ruth	9/8/2015	PD schedule	6/3/2016 monthly
G3.B1.S6.MA1	Student data will be analyzed to monitor the program for effectiveness.	Thomas, Ruth	4/29/2016	Student Progress Reports and standard mastery generated from i-Ready	5/13/2016 one-time
G3.B1.S6.MA1	The after school program will incorporate i-Ready: both computer assisted and teacher directed components; fidelity is monitored through student data in the program.	Thomas, Ruth	1/11/2016	Progress Monitoring and Data Reports generated from i-ready components.	4/29/2016 every-6-weeks
G4.MA1	Various formative and summative standards-based assessments will be utilized throughout the year to determine student progress towards mastery of grade level content and proficiency standards	Kisner, Jaime	8/24/2015	Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations	6/3/2016 monthly
G4.B1.S1.MA1	Classroom observations, review of student performance data	Kisner, Jaime	8/24/2015	Progress monitoring, district benchmarks, formative and summative assessments, FSA, student journals	6/3/2016 monthly
G4.B1.S1.MA1	Classroom Walk-thrus, CPT discussion	Kisner, Jaime	8/24/2015	Lesson plans, classroom observations, student performance	6/3/2016 monthly
G4.B2.S1.MA1	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, other curriculum assessments)	Thomas, Ruth	12/14/2015	Comparative analysis of iReady data and additional indicator(s)	6/3/2016 semiannually
G4.B2.S1.MA1	Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program	Hansen, Emilie	8/31/2015	Computer generated progress monitoring reports from the i-Ready Program	6/3/2016 monthly
G4.B3.S1.MA1	Analysis of i-Ready, classroom assessments and FSA results	Kisner, Jaime	8/24/2015	i-Ready diagnostic and growth monitoring reports, gradebook, and FSA result reports	6/3/2016 quarterly
G4.B3.S1.MA1	Classroom walk-throughs and observations	Kisner, Jaime	8/24/2015	observation notes, student work samples	6/3/2016 monthly
G4.B5.S1.MA1	Student Progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.	Thomas, Ruth	8/24/2015	Student work samples, assessment results, lesson plans, notes from CPTs and Progress Monitoring meetings.	6/3/2016 monthly
G4.B5.S1.MA1	The Math Support Position is monitored through data meetings with administration to student work and progress.	Kisner, Jaime	8/24/2015	Progress Monitoring Data of the bottom quartile students, encompassing multiple pieces of data, student work samples, assessment results	6/3/2016 weekly
G4.B6.S1.MA1	Administration will review the effectiveness of the ESE Liaisons.	Thomas, Ruth	11/2/2015	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results, observation notes	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B6.S1.MA1	The ESE Liaisons will report ESE data during weekly Administrative Team Meetings	Ostwald, Janie	8/24/2015	Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes.	6/3/2016 weekly
G4.B1.S2.MA1	Review of formative and summative data, lesson plan review	Kisner, Jaime	8/24/2015	various formative and summative assessments, lesson plans, student work samples	6/3/2016 monthly
G4.B1.S2.MA1	classroom walk-thrus, lesson plan review in CPTs	Kisner, Jaime	8/24/2015	classroom walk-thru notes, lesson plans, student work samples	6/3/2016 monthly
G4.B2.S2.MA1	Weekly fact knowledge will be monitored and analyzed for trends	Thomas, Ruth	10/12/2015	fact drill sheets	6/3/2016 weekly
G4.B2.S2.MA1	An attendance log will be kept.	Thomas, Ruth	10/5/2015	attendance log	6/3/2016 weekly
G4.B5.S2.MA1	Student progress will be monitored for effectiveness as well as updated IFGs to support implementation	Thomas, Ruth	10/26/2015	student work samples, assessment results, progress monitoring notes	6/3/2016 quarterly
G4.B5.S2.MA1	The use of IFGs will be monitored through CPTs notes and teacher instructional lessons	Kisner, Jaime	8/24/2015	Notes from CPTs, progress monitoring data, student work samples	6/3/2016 weekly
G4.B6.S2.MA1	Review of student progress	Kisner, Jaime	9/21/2015	student work samples, iReady diagnostic and growth monitoring data, benchmark and classroom assessments	6/3/2016 monthly
G4.B6.S2.MA1	Review of lesson plans, classroom walk-thrus, Progress monitoring and CPT discussion about inclusion services	Ostwald, Janie	8/24/2015	lesson plans, observation notes, CPT minutes, Progress Monitoring minutes	6/3/2016 weekly
G4.B5.S3.MA1	The Data Literacy Coach will be monitored for effectiveness.	Thomas, Ruth	10/26/2015	CPT minutes, lesson plans, data reports	6/3/2016 quarterly
G4.B5.S3.MA1	The Literacy Data Coach reports data updates weekly to support team.	Hansen, Emilie	8/24/2015	data reports, meeting minutes	6/3/2016 one-time
G4.B5.S4.MA1	Data chats to analyze results of standardized and benchmark testing	Kisner, Jaime	8/24/2015	Results from assessments and meeting minutes	6/3/2016 every-6-weeks
G4.B5.S4.MA1	Administrators will review lesson plans and conduct classroom walk-throughs	Kisner, Jaime	8/24/2015	lesson plans, observation notes	6/3/2016 monthly
G5.MA1	Review of data from: Harcourt Fusion assessments, projects, district benchmark science assessments, FCAT 2.0	Thomas, Ruth	12/14/2015	Progress Monitoring using data from assessments and rubrics of completed projects.	6/3/2016 semiannually
G5.B2.S1.MA1	Evaluation of program objectives, evaluation of student performance on benchmark and standardized assessments as well as inquiry projects	Kisner, Jaime	1/11/2016	Benchmark assessments, Harcourt assessments, rubrics	6/3/2016 semiannually
G5.B2.S1.MA1	Administrative walk-throughs, reflection in CPTs	Kisner, Jaime	9/21/2015	Walk-thru notes, CPT minutes	4/1/2016 monthly
G5.B1.S2.MA1	Data chats/Project review during CPT or Progress Monitoring meetings.	Kisner, Jaime	8/24/2015	CPT or PM meeting notes/minutes	6/3/2016 quarterly
G5.B1.S2.MA1	CPT lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/units that integrate science concepts across content areas.	Kisner, Jaime	8/24/2015	CPT notes, lesson/project plans	6/3/2016 monthly
G5.B2.S2.MA1	Review and analysis of student work samples	Loeffler, Rob	11/23/2015	Student projects, science fair notebooks	12/11/2015 one-time
G5.B2.S2.MA1	Rob Loeffler will provide teachers with timeline for completion and communicate with classroom teachers throughout the process to address challenges.	Loeffler, Rob	10/5/2015	science fair timeline, CPT minutes, Science Fair night paperwork	11/24/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S3.MA1	Administration will evaluate the effectiveness of inquiry-based instruction in the science lab based on formal and informal observation and student performance on standardized tests.	Thomas, Ruth	8/24/2015	classroom observations, teacher evaluation, FCAT 2.0 science data	6/3/2016 monthly
G5.B2.S3.MA1	walk-thrus, observations, lesson plan review	Thomas, Ruth	8/24/2015	walk-thrus notes, observation forms, conference notes	6/3/2016 monthly

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. Reading Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G3.B2 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

G3.B2.S1 Jennifer Tress is providing professional development to all instructional staff on using Accountable Talk. PD includes direct instruction, modeled lessons in each grade level classroom, and debriefing after the lessons for a question answer sessions.

PD Opportunity 1

Jennifer Tress will lead three half day professional development opportunities on Using Accountable Talk.

Facilitator

Jaime Kisner

Participants

Instructional Staff

Schedule

Triannually, from 9/7/2015 to 6/3/2016

G3.B2.S4 Amy Beechy provided professional development on Marzano's Six Step Process for Building Academic Vocabulary. PD included direct instruction, a teacher work session, and debriefing for questions.

PD Opportunity 1

Amy Beechy will provide professional development on building academic vocabulary.

Facilitator

Jaime Kisner

Participants

Instructional Staff

Schedule

On 8/19/2015

G3.B3 Home Environment

G3.B3.S3 The Parent Engagement Program includes 3 parent training nights. Parents meet as a group with the classroom teacher. The teacher reviews class data, assists parents with goal setting, provides practice materials, and trains parents on a specific strategies to use to help their child achieve his/her goals.

PD Opportunity 1

All staff members received training from Amy Beechy on the Parent Engagement Program.

Facilitator

Amy Beechy

Participants

All staff members

Schedule

On 5/15/2015

PD Opportunity 2

Amy Beechy provides support with program implementation during CPTs.

Facilitator

Amy Beechy

Participants

Instructional Staff

Schedule

Quarterly, from 9/2/2015 to 3/25/2016

G4. Math Proficiency Goal: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G4.B3 Lack of Math Vocabulary

G4.B3.S1 Each student uses an academic vocabulary journal/binder.

PD Opportunity 1

Professional development of Marzano's 6-step Vocabulary Process with Amy Beechy

Facilitator

Amy Beechy

Participants

all staff

Schedule

On 8/19/2015

G4.B5 Teacher depth of knowledge of core curriculum and Florida standards

G4.B5.S4 Implementation of the GO Math Series

PD Opportunity 1

Professional Development provided by Sue D'Angelo

Facilitator

Sue D'Angelo

Participants

Instructional staff members

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will give a brag tag to all students who were present for the week	$0.00
2	G1.B1.S1.A2	Quarterly celebrations	$0.00
3	G1.B2.S1.A1	Reviewed the 2015 chronic absences report and selected targeted students	$0.00
4	G1.B2.S1.A2	Schedule School Wide Support Team meetings to problem solve and plan for targeted students	$0.00
5	G1.B2.S1.A3	Provide direct instruction to targeted students on how to used the supplied alarm clock	$0.00
6	G2.B1.S1.A1	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.	$0.00
7	G2.B1.S2.A1	Students who follow behavior expectations on the bus will be recognized through the PBS plan.	$0.00
8	G2.B2.S1.A1	The Behavior Specialist provides instruction in social skills to ESE students with behavior goals.	$62,260.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$62,260.00
			Notes: Notes			

9	G2.B2.S2.A1	Wilkinson has an Intervention Specialist who works with regular education students who have BIPs.	$37,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$37,000.00
			Notes: Intervention Specialist			

10	G2.B2.S3.A1	The School Counselor delivers individual, small group, and classroom guidance lessons. She also provides daily incentives for students who make appropriate choices.	$0.00
11	G2.B2.S4.A1	Wilkinson will implement the ACE program as an alternative to out-of-school suspensions.	$0.00
12	G2.B4.S1.A1	Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.	$0.00
13	G3.B1.S1.A1	i-Ready program will be used on a daily basis for all students grades K-5.	$0.00

Budget Data

		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0291 - Wilkinson Elementary School	Title I Part A		$0.00
				Notes: Training and substitutes include training for both the reading and math components of the program.			
14	G3.B1.S2.A1	**Wilkinson has a Reading Support Teacher to support staff and students**					**$75,590.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0291 - Wilkinson Elementary School	Title I Part A		$75,590.00
				Notes: Notes			
15	G3.B1.S3.A1	**The Reading Wonders Core Curriculum is implemented during our ELA block**					**$0.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0291 - Wilkinson Elementary School	Title I Part A		$0.00
				Notes: Classroom LIbraries from McGraw-Hill to support our Core Curriculum Reading Wonders			
16	G3.B1.S4.A1	**The teachers will utilize the resources in Learning A-Z to support instruction.**					**$6,770.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0291 - Wilkinson Elementary School	Title I Part A		$6,770.00
				Notes: Site Licenses			
17	G3.B1.S5.A1	**Rally! Education will be utilized for additional Reading Support for students who are below benchmark level in the area of Reading Comprehension.**					**$0.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				0291 - Wilkinson Elementary School	Title I Part A		$0.00
18	G3.B1.S6.A1	**Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the learning gap with students who still lacking in foundation reading skills.**					**$30,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
				District-Wide	Title I Part A		$30,000.00
19	G3.B2.S1.A1	**Jennifer Tress will lead three half day professional development opportunities on Using Accountable Talk.**					**$16,500.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0291 - Wilkinson Elementary School	Title I Part A		$16,500.00
			Notes: Includes instructional materials and subs			
20	G3.B2.S1.A2	Teachers will demonstrate best practices learned from the Professional Development in their ELA blocks as modeled and discussed by Jennifer Tress.				$0.00
21	G3.B2.S3.A1	The Literacy Data coach organizes and manages benchmark testing as well as the disaggregation of data. She works with individual teachers and teams to use data to guide instructional decisions.				$0.00
22	G3.B2.S4.A1	Amy Beechy will provide professional development on building academic vocabulary.				$0.00
23	G3.B2.S4.A2	Classroom teachers will utilize the strategies learned in the training during their ELA, Math, and Science Blocks.				$0.00
24	G3.B2.S5.A1	Teachers voted during a staff meeting to ratify a proposal to have professional development provided during six CPT meetings throughout the year.				$0.00
25	G3.B2.S5.A2	Throughout the year, various professional development sessions will be provided during six CPT sessions.				$0.00
26	G3.B3.S1.A1	The Parent Involvement Coordinators will schedule monthly parent involvement nights.				$0.00
27	G3.B3.S3.A1	All staff members received training from Amy Beechy on the Parent Engagement Program.				$0.00
28	G3.B3.S3.A2	Administration meets with Sarasota Polytech High School administration to organize a volunteer program. SPHS students will attend Parent Engagement activities in the place of parents who are unable to attend. Throughout the school year, SPHS volunteers will work with their assigned students on specified Parent Engagement activities.				$0.00
29	G3.B3.S3.A3	Amy Beechy provides support with program implementation during CPTs.				$0.00
30	G3.B3.S3.A4	Three Parent Engagement Night events				$48,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150		0291 - Wilkinson Elementary School	Title I Part A		$48,000.00
			Notes: Materials, transportation, snacks, drinks, teacher contracts, overtime for paraprofessionals			
31	G3.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL students in the classroom.				$0.00
32	G3.B5.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				$0.00
33	G3.B5.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in the classroom during the ELA and Math blocks.				$0.00

Budget Data

34	G4.B1.S1.A1	Daily use of math journals				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$0.00
			Notes: iReady math text to support Blended Learning Instruction)			
			0291 - Wilkinson Elementary School	Title I Part A		$0.00
			Notes: iReady training and substitutes			
35	G4.B1.S2.A1	Teachers will incorporate use of math manipulatives into daily lessons.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$0.00
			Notes: Math Manipulatives were purchased for instructional staff			
36	G4.B2.S1.A1	iReady program will be used on a daily basis for all students grades K-5.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$0.00
			Notes: The cost for the i-Ready training (professional development) and substitutes was added under the budget for Reading. This is the cost of the math books that were purchased in addition to support the program.			
37	G4.B2.S2.A1	Mrs. Thomas will work with a weekly Lunch Bunch. The included students are identified minority students in grades 3-5. Mrs. Thomas will work with the girls on increasing their math fact fluency.				$0.00
38	G4.B3.S1.A1	Professional development of Marzano's 6-step Vocabulary Process with Amy Beechy				$0.00
39	G4.B3.S1.A2	Teachers and students utilize vocabulary binders to document important content vocabulary				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$2,500.00
			Notes: Notes			
40	G4.B5.S1.A1	The Math support teacher will provide resources and guided support for teachers and students for implementation of the Mathematics Florida Standards.				$61,470.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0291 - Wilkinson Elementary School	Title I Part A		$61,470.00
			Notes: Notes			
41	G4.B5.S2.A1	IFGs will be utilized to support instruction in the area of Mathematics				$0.00
42	G4.B5.S3.A1	The Literacy Data coach organizes and manages benchmark testing as well as the disaggregation of data. She works with individual teachers and teams to use data to guide instructional decisions.				$65,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$65,500.00
			Notes: Notes			
43	G4.B5.S4.A1	GO Math Curriculum is implemented during the math block				$0.00
44	G4.B5.S4.A2	Professional Development provided by Sue D'Angelo				$0.00
45	G4.B6.S1.A1	We will utilize our ESE liaisons to help support ESE students in the classroom.				$0.00
46	G4.B6.S2.A1	ESE teachers and paraprofessionals will use the inclusion model, providing ESE support in the classroom during the ELA and Math blocks.				$0.00
47	G5.B1.S2.A1	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum.				$0.00
48	G5.B2.S1.A1	Fifth grade students will participate in the Mad Science program (10 one-hour sessions).				$4,585.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$4,585.00
49	G5.B2.S2.A1	All students in grades 3,4,5 will complete individual science fair projects and participate in the school science fair.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Wilkinson Elementary School	Title I Part A		$0.00
			Notes: Science Boards are purchased for each student			
50	G5.B2.S2.A2	Rob Loeffler, the science teacher, will host a Title I Parent Involvement Night focused on preparing families for participation in the science fair.				$0.00
51	G5.B2.S3.A1	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.				$0.00

Budget Data	
Total:	**$410,175.00**