

Sumter District Schools

# Wildwood Elementary School



2015-16 School Improvement Plan

## Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[ no web address on file ]

### School Demographics

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

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	66%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Wildwood Elementary School will provide a community focused effort to enrich our learning environment. A positive environment that focuses on students who are active citizens and responsible stewards of tomorrow.

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

Wildwood Elementary...Winner Within Every Student.

#### School Environment

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

Many of the administration, teachers, and staff are from the Wildwood community. They were raised in the area, have their families in the community, and have continued to contribute to the community. It is through conversations with staff, parents, students and other community members that the connections with students and families are built. Events in the school and in the community are combined to build those relationships and a mutual respect for each other both on and off campus.

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

As students arrive at school, they are greeted and welcomed by a number of teachers and staff members. During this time, staff are posted throughout the campus to supervise their area and ensure a safe environment in which students feel welcome and accepted. After the morning bell, teachers pick up students from their holding area and escort them back to the classroom. Throughout the day, administrators, instructional coaches and support staff are highly visible on campus and within the classrooms. They serve as a support system to help ensure that students engage in appropriate behavior that is conducive to learning. In addition, the open door policy allows students to report any issues and concerns to administrators or counselors. Teachers are also expected to closely monitor the class regularly and communicate with perspective administrators/ counselors of any issues that may arise.

After school, staff and teachers supervise their departure areas. There is a clear line of communication between staff members, office, and transportation to ensure that all students are in the correct areas at the end of the day.

##### 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

"Champs" behavior system is used campus-wide to maintain a consistent policy for all grades. Expectations for various areas of campus are posted for students to see as a reminder as well as practiced regularly to maintain the routine. In grades K-3, teachers use a visual guide for the students to participate in self monitoring their behavior. This way the students are able to move up and down the scale of behavior. Teachers are contacting parents when there is a behavior issues prior to administration following up with the parent. Discussions about behavior and discipline are brought to



the leadership committee monthly in order to maintain consistency. Students are able to earn "Wildcat bucks" and earn incentives (dress down days) for good behaviors. There is also a behavior resource coach that helps with discipline and positive reinforcement on a daily basis. In addition, the county behavior support specialist is housed at the school three days a week to work with the special needs students who require the added support.

**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**

Wildwood Elementary has multiple programs in order to support students with social-emotional needs. The two school-based counselors target students based upon their needs to provide them with pull-out counseling sessions as well as monitor students' behaviors. Additionally, students have access to outside local agencies that provides counselors to come on campus and work with students on a regular basis.

The school also provides a mentoring/tutoring program with a local community group that pairs retired volunteers with students and teachers for academic as well as moral support in the classroom. The school's MTSS program is also infused within the academic programs to provide additional structure throughout the students day.

**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**

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

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

**Description**

**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**

Wildwood Elementary School constantly strives to build strong ties with community members and organizations. Administrators, coaches, and other members of the leadership team communicate closely with these community members through email, telephone calls and/or meetings. Once these partnerships are established, the ties are strengthened and maintained to maximize their impact on students. It is through these local and community partnerships that students are able to have incentive programs, enhanced literacy initiatives, and other valuable academic resources. Therefore, maintaining the communication is key to a continuing support of our students.

**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
Skipper, Sanci	Assistant Principal
Crosby, Laticia	Instructional Coach
Temple, John	Principal
Gandy, Tracy	Teacher, K-12
Delgorio, Tina	Teacher, K-12
Patrick, Alison	Teacher, K-12
Lipham, Jerry	Teacher, K-12
Magliocca, Linda	Guidance Counselor
Walley, Pamela	Instructional Media
Ugur, Aysegul	Assistant Principal
Shea, Melynda	Instructional Coach
Badger, Eileen	Instructional Coach
DeVeau, Voncia	Teacher, K-12
Burns, Amy	Teacher, K-12
Mannino, Meggen	Other

**Duties**

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

John Temple (Principal)-Oversees program  
Sanci Skipper (Assistant Principal)-Responsible for curriculum and discipline in grades K-2.  
Aysegul Ugur (Assistant Principal)-Responsible for curriculum and discipline in grades 3-5.

Megan Mannino (MTSS/ESE Facilitator)-Collect data from teachers and distributes it to parents. Works with the team to determine when a student needs to be dismissed from MTSS or referred to ESE, and works with ESE students.

Eileen Badger (MTSS Facilitator and Math Coach)-Collects data from teachers and distributes it to parents. Works with the team to determine when a student needs to be dismissed from MTSS and referred to ESE. Leads teachers with the math curriculum and coaches teachers in effective math instruction. Works with the lowest quartile students to provide remedial math instruction during small group pull-out.

Laticia Crosby (Reading Coach)- Works with students and teachers in grades 3-5. Leads teachers with the ELA curriculum and coaches in effective reading instruction. Works with the lowest quartile students to provide remedial reading instruction during small group pull-out.

Melynda Shea (Reading Coach)- Works with students and teachers in grades K-2. Leads teachers with the ELA curriculum and coaches in effective reading instruction. Works with the lowest quartile students to provide remedial reading instruction during small group pull-out.

Dr. Jon Houston (Guidance Counselor)- Responsible for counseling services in grades K-2 and ESOL.

Linda Magliocca (Guidance Counselor)- Responsible for counseling services in grades K-2 and ESOL. Also in charge of reviewing ESE BIPS.

Tracy Gandy- liason for all Kindergarten teachers and supporting academic/behavioral planning.

Tina Delgorio-liason for all first grade teachers and supporting academic/behavioral planning.

Vonica DeVeau-liason for all second grade teachers and supporting academic/behavioral planning.

Amy Burns- liason for all third grade teachers and supporting academic/behavioral planning.

Alison Patrick-liason for all fourth grade teachers and supporting academic/behavioral planning.

Jerry Lipham- liason for all fifth grade teachers and supporting academic/behavioral planning.

Pam Walley-Media specialist representing special areas.

***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 MTSS problem solving process helps to develop and implement the school's SIP plan by looking at the data to see which interventions work for the students and which ones may need to be changed. By accessing this data, the team can then decide the best course of action for the continued success of the students as well as possible programs to support the students.

Title I, Part A

All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.

Title II

Wildwood Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. The oversight of all professional development comes from the district.

Title III

The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines.

Wildwood Elementary's ESOL program and use of ESOL aides follow county and state guidelines.

**Title X- Homeless**

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs, as appropriate.

**Violence Prevention Programs**

All Wildwood Elementary students participate in the monthly "Character Education" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-bullying. Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Wildwood Elementary also implements a school-wide positive behavior support plan throughout the school year.

**Nutrition Programs**

Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
	Parent
Kathy Orozco	Education Support Employee
Vicki Lyals	Education Support Employee
Paul Mannino	Teacher
Alison Patrick	Teacher
Jennifer McLean	Parent
Nicole Dixon	Parent
Lakeisha Stokes	Parent
Taishawn Solomon	Parent
Chuck Padgett	Business/Community
Jerry Lipham	Teacher
John Temple	Principal
Aysegul Ugur	Principal

**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*

During the SAC meeting, the School Improvement plan was presented to the committee. The SAC members were informed of data in each core academic subject area as well as information regarding

discipline, attendance, and parental involvement. The SAC committee was invited to provide constructive feedback and voice any questions or concerns.

*Development of this school improvement plan*

Throughout the school year, the School Advisory Council will give input on data that is tracked as well as policies that are put into place. This collective feedback is one of the facets that are taken into consideration when developing the School Improvement Plan. When the plan was developed, the School Advisory Council met to review and provide feedback concerning the School Improvement Plan. The SAC committee also contributed points that needed to be researched for the school.

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

The SAC committee is involved in the discussion of the school's goals and progress with regards to the school's annual budget. The committee is also informed of the SAC budget and are asked to provide suggestions for different ways to utilize that budget in order to maximize student learning.

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

The total amount for the School Improvement Fund from the last fiscal year was \$4874.60. The School Advisory Committee proposed the School Improvement budget to be spent in the following manner: Saxon Phonics (4 Sets) for \$2141.56; incentives based on performance for \$1800.00; technology for 783.04; and T-shirts for math field day for \$150.00. The actual expenditure of the SAC budget is as follows: Performance based incentive for \$143.76; Saxon Phonics (4 sets) for \$2141.56; and technology for \$300.00.

***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
Crosby, Laticia	Instructional Coach
Shea, Melynda	Instructional Coach
Walley, Pamela	Instructional Media
Chesley, Loucile	Teacher, K-12
Crenshaw, Liza	Teacher, K-12
Burns, Amy	Teacher, K-12
Sarabia, Patrisia	Teacher, K-12
Ugur, Aysegul	Assistant Principal
Mannino, Meggen	Other

**Duties**

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

The Literacy Leadership team's goal is to empower teacher leaders to promote literacy within their grade levels and the school as a whole. Therefore, the team is focused on developing innovative ideas that will increase student motivation and achievement in the area of reading, language arts, and writing. In order to accomplish this, the team will do the following:

- Assess the needs of students and teachers school wide through each grade level.
- Present professional developments to grade levels on an as needed basis.
- Represent and support the school's reading initiatives by communicating with community members and sponsors including Friends of the Library.
- Brainstorm ways to enhance the reading culture of the school and help implement it.
- Develop reading incentive programs to increase participation in AR.
- Make school-based decisions about the reading program and curriculum.

## 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**

Wildwood Elementary School promotes positive collaboration and communication among teachers, instructional coaches, and staff. Twice a month, teachers participate in Professional Learning Communities (PLCs) in which they review data; target an area of need within their grade level; receive support, training, and coaching within that area; and implement a plan of action to help close the achievement gap. Instructional coaches play a central role in this process and help promote that sense of community and teamwork within grade levels. In addition, teachers create weekly and unit plans with their grade level team members, based on their area of expertise. Extended planning time is given to teachers beyond the school day in which they are able to meet as a team and discuss research-based instructional strategies and how it may be incorporated into their daily instruction. Periodically throughout the school year teachers are provided substitutes so that they can have extended collaborative time.

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

Highly effective teachers are recruited in a variety of ways. Recruiting is done through the utilization of programs such as Teachers to Teachers and Troops to Teachers. In addition, the out-of-state recruiting of highly effective teachers is common place and gives the school access to a variety of professionals with specialized skills and certifications. Potential teachers are able to seek for positions and the qualifications through the county website. During the interview process, they are asked a combination of behavior-based questions as well as questions about their education, background and experiences. These strategically picked questions help determine if an individual possesses the necessary knowledge, experience and skills to be successful teaching the school's unique population. Certification checks are completed prior to hiring. If a new hire is out of field, the school provides support and assistance in obtaining the necessary certification.

Once new teachers are hired, they receive extensive training in the specific programs that are utilized in the county including Learning Focused Strategies, Core Connections, and Skyward. All new hires go through the new teacher induction program, prior to pre-planning to ensure that they understand the procedures and policies of the district and school. Through the school's mentoring program, guided by the district, experienced teachers on campus support the new teachers in regular conversations/ meetings on a variety of topics from classroom management, set up, academic support and required documentations. For teachers that need extra support, time is provided during set days for the instructional coaches and some district staff to come in with ideas/materials to assist.

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



New teachers are paired with their mentor based on experience, grade level as well as clinical education certification. With the support of Alison Nave, the mentor utilizes the district mentoring guide with scheduled observations; communication logs; discussion topic checklists; and reflection logs. Mentors meet with their peer teacher before school, during planning times, and/or after school to ensure that the new teacher receives the needed support. Resources within the school have been used to support the mentor to have extra time, when needed, to observe the peer teacher and give input into areas of need. Regular classroom walkthroughs by administration and instructional coaches provides insight on which new teachers might need added support. If any concerns about a new teacher arises, this is communicated to the mentor so that it may be addressed during their meetings. To ensure that the mentoring process is followed through with fidelity, the assistant principal oversees the mentors and checks in with them each month.

## 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***

The school follows district curriculum maps and district adopted instructional materials. These maps are created in CPALMS which directly links to the Florida course descriptions and teacher's outlook calendars. Teachers also have been trained to deconstruct the Florida Standards, pulling out the learning goals for their lessons.

Both school and district administrators conduct frequent walk-throughs in all classes to ensure that Florida Standards are covered in multiple curricular areas. Ensuring that the standards being taught are in line with the district curriculum map.

#### Instructional Strategies

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

The use of multiple data sources to differentiate instruction is an expectation and common practice at Wildwood Elementary School. Teachers utilize a variety of data sources including SuccessMaker, Discovery Education, IStation, Unify, and STAR. The data warehouse, Performance Matters provides an easy outlet to access all of these data points and make cross-references so that patterns and trends are easily detected. District and state assessments also provide key data that is used to make important instructional decisions. This data is reviewed during Professional Learning Communities (PLCs), as well as grade level meetings. Teachers are trained and coached on how to best utilize this data and apply it in the classroom to maximize student learning. Decisions regarding flexible grouping, intensive intervention instruction, and differentiation. Data also helps to dictate the manner in which certain resources within the school are utilized. Additional instructional resources and paraprofessionals are allocated for classrooms containing a higher percentage of struggling learners. This helps promote differentiation and satisfy the needs of individual students.

Wildwood Elementary School has incorporated a new MTSS coordinator along with a behavior specialist to help teachers implement interventions and accommodations associated with Individual Education Plans (IEPs) as well as within the Multi Tiered Support System (MTSS). These accommodations include but are not limited to frequent breaks, modified assignments, simplified instructions, visual aids, and behavior modification interventions. With the support of teachers and staff, struggling students receive the fair and equitable instruction needed to close the achievement gap between them and their peers and help them to achieve the requirements of the Florida Standards.

**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:** 25,050

Students in 2nd through 5th grade receive extra instruction in the areas of science, technology, engineering, arts, and math. Through project-based learning, students are engaging in interactive, hands-on activities that help strengthen their knowledge and skills in the core academic areas. Programs implemented during this time include Tinker, Odyssey of the Mind, Lego League, and LitArt. By using these programs to preview curriculum and differentiate instruction, student learning is accelerated.

### **Strategy Rationale**

Through the implementation of high interest programs that integrates the different academic domains, students are accelerating their learning, which will consequently help close the achievement gap. Implementing a STEM program allows students to use their critical thinking skills and apply their learning to solve real-world problems. Differentiating the after school program from the regular school day helps to maintain student interest while boosting motivation and confidence.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Ugur, Aysegul, aysegul.ugur@sumter.k12.fl.us

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

Monitoring students achievement levels during the school year will be achieved through DEA assessments, monthly program test used in the school day, SuccessMaker, as well as other programs that are used as they progress through the year.

## **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**

Each spring, the schools in the county hold VPK and kindergarten "Round Ups." During this time, parents are assisted with completing required registration forms. Students also participate in a kindergarten readiness assessment along with speech and language screenings.

For the outgoing cohorts, the school coordinates time for the 5th grade teachers to meet with the 6th grade teachers for vertical articulation. The teachers use this time to discuss common goals and expectations. The 5th grade students also visit the feeder middle school in the spring of their 5th grade year.

### **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Reading: 48% (166) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2016.
- G2.** Math: 47% (163) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2016.
- G3.** Science: 37% (48) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2016.
- G4.** Discipline: Decrease in school disciplinary incidents by 25% (210) from last year.
- G5.** Attendance: Attendance of students missing 10 or more days will drop by 25% from last year.
- G6.** Parent Involvement: Parent involvement will increase from 10% average attendance to 20% average attendance of parents participating in school sponsored events.

## 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. Reading: 48% (166) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2016.** 1a

G073713

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

**Resources Available to Support the Goal** 2

- McGraw Hill Wonders Series for instructional support.
- Intensive flexible grouping during the reading block.
- AVID elementary for all 4th and 5th grade students.
- Customized SuccessMaker Courses for students.
- Resource teachers provide small group and one-on-one support to students.
- 180 minute literacy block.
- Use of iStation to provide personalized instruction for students areas of need.
- Implementation of Core Connections to navigate writing instruction.
- Utilization of an outside tutoring service to provide additional support for ESE, ESOL, and MTSS students.
- Implementation of the Word Wizards program to support vocabulary development.
- Saxon Phonics to build foundational skills in grades K-1.
- Small group weekly reading pull-out program for intensive reading remediation.
- Integration of iPads into the primary grades.

**Targeted Barriers to Achieving the Goal** 3

- Students lack prior knowledge and prerequisite skills.
- Lack of vocabulary knowledge and /or oral language development.
- Lack of student motivation in reading.

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

Teachers will use pre-, mid- and post- Discovery Education Assessments; McGraw-Hill weekly tests; iStation monthly progress monitoring, and SuccessMaker data to monitor progress towards goal with all students in grades K-5.

**Person Responsible**

Laticia Crosby

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The evidence that will be used to monitor whether progress has been made includes Discovery Education data; McGraw-Hill scores, iStation scores, and Successmaker levels from the beginning of the year to the end.

**G2. Math:** 47% (163) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2016. 1a

G073714

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Implement AVID Elementary.
- Harcourt Go Math Florida Standards
- Customized courses through SuccessMaker
- Implement iStation in grades K-5.
- Continue spiraling curriculum homework
- Math remediation pull out groups.
- Sumdog instructional computer program
- Mountain Math in grades 3-5.
- Tutors for kids during Success Maker and math block.

**Targeted Barriers to Achieving the Goal** 3

- Students lack math fact fluency.
- Students need more instructional time.
- Students lack ability to explain reasoning of content.

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

Data that will be collected throughout the year to determine progress toward the goal includes pre-, mid- and post Discovery Education Assessments; AVID assessments; iStation monthly progress monitoring; Unify monthly formatives and Florida Standards Assessment.

**Person Responsible**

Eileen Badger

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Reports from the Discovery Education Assessments; AVID assessments; iStation monthly progress monitoring; Unify monthly formatives and Florida Standards Assessment will be collected quarterly.

**G3. Science:** 37% (48) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2016. 1a

G073715

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Pearson Interactive Science
- School wide science fair
- After School STEAM Program through 21st Century Grant.
- Study Island used as an instructional tool as well as progress monitoring.
- Brain Pop videos used to support science content.
- Incorporation of informational and technical science texts during AR time.
- BoardWorks Instructional PowerPoints

**Targeted Barriers to Achieving the Goal** 3

- Lack of science vocabulary knowledge
- Lack of continuity of science instruction in grades 3-5
- Lack of background knowledge and prerequisite skills.

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

Data will be collected from Study Island, Pearson science unit tests, as well as Discovery Education Assessments to track progress towards goal.

**Person Responsible**

Aysegul Ugur

**Schedule**

On 5/27/2016

**Evidence of Completion**

Science Discovery Education Assessment scores and 2016 Florida Standards scores will be used as evidence to monitor for progress towards meeting the goal.

**G4. Discipline: Decrease in school disciplinary incidents by 25% (210) from last year.** 1a

G073716

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Wildcat Bucks
- Behavioral staff support
- Individual classroom incentives
- Quarterly incentives for students- Field day, movie time, dance, etc.
- Dress down days
- Character Education Program
- One-on-One mentoring through tutors
- Counseling services for students with BIPs/IEPs

**Targeted Barriers to Achieving the Goal** 3

- Inconsistency in implementing behavior plans

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

Administrators and behavior resource teachers will monitor progress towards goal by collecting bus conduct forms, in-School suspension forms, and Long forms on a quarterly basis. Each quarter will be compared to the one previous to determine an increase or decrease in discipline incidences.

**Person Responsible**

Aysegul Ugur

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The number of behavior referrals (bus conduct, in-school suspension, and long forms) for individual students, classes and grade levels will be used as evidence towards meeting the goal.

**G5. Attendance:** Attendance of students missing 10 or more days will drop by 25% from last year. 1a

G073717

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Youth and Family Services to work with counseling the students.
- Use of sheriff resource officer to check residency when students move without notifying the school.
- Case Study Team meetings to monitor communication with the families
- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Mass callout system for attendance reminders.
- Mass callout system for attendance reminders.
- Mass callout system for attendance reminders.
- Mass callout system for attendance reminders.
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- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Mass callout system for attendance reminders.
- 
- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Mass callout system for attendance reminders.
- 

**Targeted Barriers to Achieving the Goal** 3

- Conflicting schedules of parents

**Plan to Monitor Progress Toward G5. 8**

Attendance rates for individual students, classes, and grade levels from Skyward will be collected to monitor progress towards meeting goal.

**Person Responsible**

Sanci Skipper

**Schedule**

On 5/27/2016

**Evidence of Completion**

Individual, class, and grade level attendance reports from Skyward.

**G6. Parent Involvement:** Parent involvement will increase from 10% average attendance to 20% average attendance of parents participating in school sponsored events. 1a

**Targets Supported 1b**

 G073718

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

- Community and local business support
- PTO support of school events
- Parental Involvement Event Feedback Form
- Mass calling system
- 

**Targeted Barriers to Achieving the Goal 3**

- Conflicting schedules of parents.

**Plan to Monitor Progress Toward G6. 8**

The Title I parent feedback forms will be utilized during evening events to gain feedback from parents concerning the events. The feedback that parents give will indicate whether combining events was helpful and convenient.

**Person Responsible**

Aysegul Ugur

**Schedule**

Annually, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The Title I feedback forms and parent sign-in sheets will be used as evidence towards meeting the overall goal.



## 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.** Reading: 48% (166) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2016. **1**

 G073713

**G1.B1** Students lack prior knowledge and prerequisite skills. **2**

 B192463

**G1.B1.S1** Students in the primary grades will receive instruction through Saxon phonics. **4**

 S203952

### Strategy Rationale

Students are building a solid foundation in phonics skills through the incremental introduction of concepts and a multisensory approach to acquiring phonics. This will ensure that students have the basic building blocks needed to be fluent readers in the intermediate grades.

### Action Step 1 **5**

Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other early literacy skills.

#### Person Responsible

Melynda Shea

#### Schedule

Daily, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

Implementation of Saxon Phonics will be evident through teachers' lesson plans.

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

Fidelity will be monitored weekly by administration and instructional coaches through lesson plans and classroom walkthroughs. Teachers will be using the ready to use Saxon Phonics scripted lesson plans during the ELA block.

**Person Responsible**

Melynda Shea

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Implementation of Saxon Phonics will be evident through teacher's LFS lesson plans. Evidence of implementation will also be collected when Saxon Phonics instruction is observed during classroom walkthroughs.

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

iStation progress monitoring scores for individual students, classes, and grade levels will be used to monitor effectiveness of Saxon Phonics.

**Person Responsible**

Melynda Shea

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

The iStation monthly progress monitoring assessment will be used to monitor effectiveness of strategy as witnessed through classroom walkthroughs.

**G1.B1.S2** Bottom quartile students in grades 3-5 will receive small group pull-out reading instruction twice a week. This amounts to an additional 60 minutes of intensive ELA instruction a week. Instructional coaches will use their expertise and knowledge in the content area to instruct students using iStation and iPads. 4

 S203953

### Strategy Rationale

By providing struggling students with intensive, targeted instruction in specific areas of need, they will gain the necessary prerequisite skills to be successful in the ELA classroom.

### Action Step 1 5

Reading coaches will work with bottom quartile students in grades 3-5 twice weekly, with a focus on previewing curriculum and vocabulary using iPad Apps and iStation.

#### Person Responsible

Laticia Crosby

#### Schedule

Biweekly, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

Reading coaches' lesson plans will be collected as evidence to demonstrate completion of the activity. In addition, attendance taken during small group time will ensure that reading coaches are following through with their plans.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will conduct monthly walkthroughs of the reading classrooms to monitor fidelity. They will use the walkthrough form to look for evidence of small group instruction that is data-based and targeted to each students' needs.

#### Person Responsible

Aysegul Ugur

#### Schedule

Monthly, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

The walkthrough observation forms will be collected as evidence to ensure fidelity. Other additional evidence including lesson plans, attendance and weekly iStation reports will be used to provide insight on fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

iStation monthly progress monitoring assessments will be used to monitor for effectiveness of implementation. Data will be collected and compared with previous assessments to ensure student growth.

**Person Responsible**

Laticia Crosby

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

iStation ISIP monthly progress monitoring data will be used and compared monthly to monitor for effectiveness.

**G1.B2** Lack of vocabulary knowledge and /or oral language development. 2

 B192464

**G1.B2.S1** Utilization of the Word Wizards Program in grades K-5. This program encourages students to use their weekly academic and robust vocabulary in their written and oral language. Each time a student utilizes a vocabulary word they are able to earn points for incentives. 4

 S203954

**Strategy Rationale**

Since a majority of the students at Wildwood Elementary come from low literacy environments, providing a school-wide vocabulary program will help increase students' word knowledge and repertoire of vocabulary strategies they use in the classroom.

**Action Step 1** 5

The word wizards program will be implemented in grades K-5 for the duration of the year.

**Person Responsible**

Melynda Shea

**Schedule**

Daily, from 8/7/2015 to 5/27/2016

**Evidence of Completion**

The reading coach will collect the total number of points students earned from the program each week from the grade level chairs.

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

Each week grade level chairs will report weekly totals from the Word Wizards program to the reading coach.

**Person Responsible**

Melynda Shea

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Classroom tally charts and emails of points from grade level chairs will serve as evidence for fidelity.

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

The reading coach will monitor for effectiveness using the vocabulary subtest of the pre-, mid- and post- Discovery Education assessments. They will also utilize iStation to monitor learning gains in vocabulary.

**Person Responsible**

Melynda Shea

**Schedule**

Triannually, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Evidence from the vocabulary subtest of Discovery Education Assessments will be collected for each grade level. Growth will be tracked by individual classes, grade levels and the school as a whole.

**G1.B3** Lack of student motivation in reading. 2

B192465

**G1.B3.S1** iPads/tablets will be utilized during reading centers in the primary grades and reading remediation pull-out groups in grades 3-5. 4

S203955

**Strategy Rationale**

The younger students will become more motivated if given a more hands-on way to learn. iPads will increase student interest and engagement when learning foundational reading skills. Older students will utilize technology to enhance their learning and will these stay engaged and actively learning for longer periods of time.

**Action Step 1** 5

In grades K-2, classroom teachers will utilize iPads during literacy centers in which students will use various phonics and vocabulary apps to enhance their foundational skills. Students in grades 3-5 will utilize iPads to better understand vocabulary, create literacy projects and build background.

**Person Responsible**

Melynda Shea

**Schedule**

Daily, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Classroom walkthrough forms will serve as evidence in the completion of the activity.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Fidelity will be monitored using weekly by the reading coach through classroom walkthroughs, teacher lesson plans, and iPad usage data.

**Person Responsible**

Melynda Shea

**Schedule**

Weekly, from 9/21/2015 to 5/27/2016

**Evidence of Completion**

The reading walkthrough form, lesson plans, and iPad usage data will be collected and used to ensure fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Administrators and reading coaches will monitor effectiveness by conducting classroom walkthroughs and monitoring for student engagement and motivation during the ELA block. They will also monitor effectiveness by analyzing independent reading data through STAR.

**Person Responsible**

Melynda Shea

**Schedule**

Quarterly, from 9/13/2015 to 5/27/2016

***Evidence of Completion***

Qualitative and quantitative data will be collected during center time to check for effectiveness. This includes observations of student behavior while working on the iPads as well as scores from the apps students are using. Quarterly STAR data will also be used to monitor increases in independent reading.

**G2. Math:** 47% (163) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2016. **1**

G073714

**G2.B1** Students lack math fact fluency. **2**

B192466

**G2.B1.S1** Implementation of a quarterly fact fluency (multiplication) competition in grades 3-5. Students will work to learn their multiplication math facts and take a timed fluency test each week. **4**

S203956

### Strategy Rationale

By providing students with an incentive, they will be encouraged to memorize basic math facts to help them compute more complex math problems.

### Action Step 1 **5**

The math coach will implement a quarterly math fact fluency competition in grades 3-5. Each student will receive a multiplication fact sheet to study. The math coach will go into each 3rd-5th grade classroom to administer a timed assessment. Winners will be determined based on the amount of problems completed in the given time frame.

#### Person Responsible

Eileen Badger

#### Schedule

Quarterly, from 10/8/2015 to 5/27/2016

#### Evidence of Completion

Classroom averages from the timed fact fluency test will be used to demonstrate completion of the activity.

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

Fidelity for implementation will be monitored through the competition process which includes the distribution of materials to each classroom; timeline to study and work on math facts; and classroom assessment schedule.

#### Person Responsible

Eileen Badger

#### Schedule

Quarterly, from 10/8/2015 to 5/27/2016

#### Evidence of Completion

Evidence that proves fidelity of implementation includes the classroom assessment schedule and study materials.



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

Effectiveness of implementation will be monitored by administering the math fact fluency assessment to each class in grades 3-5.

### Person Responsible

Eileen Badger

### Schedule

Quarterly, from 10/8/2015 to 5/27/2016

### Evidence of Completion

The quarterly math fact fluency averages will be used as evidence in the effectiveness of implementation.

## G2.B2 Students need more instructional time. 2

 B192467

**G2.B2.S1** Students in the bottom quartile in grades 4 and 5 will receive small group math instruction twice weekly for 30 minute sessions. This instruction will take place outside of the math block and will allow students to increase math fact fluency while working backwards in the curriculum to preview content. 4

 S203957

### Strategy Rationale

By providing struggling students with additional math instruction in problem areas, students will preview upcoming content and will build the necessary foundation skills to compute more complex mathematical expressions.

## Action Step 1 5

The math coach will provide small group instruction to students in the bottom quartile twice a week for 30 minutes sessions using instructional resources such as SumDog, iStation and Go Math Intervention.

### Person Responsible

Eileen Badger

### Schedule

Biweekly, from 8/10/2015 to 5/27/2016

### Evidence of Completion

The math coach's lesson plans will serve as evidence for implementation.

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

The administrators will monitor fidelity of implementation through the daily attendance and math classroom walkthroughs that will be conducted monthly.

**Person Responsible**

Aysegul Ugur

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Student attendance records, lesson plans, and walkthrough forms will be collected and utilized as evidence of implementation.

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

iStation progress monitoring assessments will be administered monthly to monitor for effectiveness.

**Person Responsible**

Eileen Badger

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Data for iStation monthly progress monitoring data reports will be collected as evidence for implementation.

**G2.B3** Students lack ability to explain reasoning of content. 2

B192468

**G2.B3.S1** Implementation of interactive notebooks in grades 3-5 as well as incorporating writing in the math block. Students will record essential notes and formulas to help expand their reasoning in math. 4

S203959

**Strategy Rationale**

The interactive notebooks will allow students to break down math problems into smaller steps and the writing will allow students to explain their reasoning.

**Action Step 1** 5

Teachers in grades 3-5 will integrate interactive notebooks and writing in the content area during instruction. Students will record notes, formulas, vocabulary and other essential information daily.

**Person Responsible**

Eileen Badger

**Schedule**

Daily, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The interactive notebook and AVID binder will be used as evidence for implementation.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Fidelity of implementation will be monitored using classroom walkthroughs and teacher lesson plans.

**Person Responsible**

Eileen Badger

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Teacher lesson plans and walkthrough forms will be used as evidence for fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

The math coach will monitor for effectiveness on a weekly basis by collecting scores for the Harcourt Go Math Chapter Assessments and Unify Assessments. These assessments will provide insight on whether student reasoning solving math problems have increased.

**Person Responsible**

Eileen Badger

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Go Math Chapter Assessment Scores and Unify Assessment Scores will be used as evidence to monitor for effectiveness.

**G3. Science: 37% (48) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2016. 1**

 G073715

**G3.B1 Lack of science vocabulary knowledge 2**

 B192469

**G3.B1.S1 Implementation of Study Island to increase tier 3 science vocabulary knowledge. Through instruction and guided practice, students will be exposed to essential content related vocabulary words in various contexts. 4**

 S203960

**Strategy Rationale**

During science centers, students will engage in instructional tutorials that will expose them to a variety of science terminology. Multiple exposures to these words within various contexts will ensure that students are mastering the vocabulary as well as the content.

**Action Step 1 5**

Fifth grade science teachers will implement Study Island lessons at least 3 times a week during science center time.

**Person Responsible**

Jerry Lipham

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Evidence for implementation will be documented through weekly lesson plans.

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

Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on Study Island science program.

**Person Responsible**

Aysegul Ugur

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Weekly walkthrough forms will be used as evidence for fidelity of implementation.

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

Science teachers will monitor effectiveness through the use of the Study Island progress monitoring component.

**Person Responsible**

Jerry Lipham


**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Data from Study Island progress monitoring will be collected as evidence to monitor for effectiveness of the program.

**G3.B2** Lack of continuity of science instruction in grades 3-5 **2**

 B192470

**G3.B2.S1** A school-wide science fair will be implemented in grades K-5. Each class will choose a topic and engage in the scientific process to test a variable. The science projects will be presented at the school's annual science fair. **4**

 S203961

**Strategy Rationale**

By implementing a school-wide science fair, this will allow all students in grades K-5 to engage in the scientific process and critical thinking skills. It will create a vertical alignment and continuity of the scientific process among grade levels.

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

Students in grades K-5 will participate in a school-wide science fair. Each class will have the opportunity to create a project that test variables and goes through each step of the scientific process. With teacher guidance, these projects will tie into the Florida Science Standards and address grade-level appropriate content.

**Person Responsible**

Aysegul Ugur

**Schedule**

On 11/30/2015

***Evidence of Completion***

Project submissions will serve as evidence for the completion of the activity.

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

The school administrator will monitor fidelity weekly through teachers' adherence to the science fair timeline including submission of topic, lesson plans, and submission of final projects.

**Person Responsible**

Aysegul Ugur

**Schedule**

Biweekly, from 9/21/2015 to 11/30/2015

***Evidence of Completion***

Teachers will need to report a topic, a lesson plan and time line for the completion of the class science fair project.

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

The teacher will monitor for effectiveness of the strategy through the judging of the science fair projects. A panel will use rubric to score each class project and check their correlation to the standards.

**Person Responsible**

Aysegul Ugur

**Schedule**

On 11/30/2015

**Evidence of Completion**

The science fair rubrics and class scores will serve as evidence to monitor for effectiveness.

**G3.B3 Lack of background knowledge and prerequisite skills.** 2

 B192471

**G3.B3.S1** Students will participate in STEM investigation activities through STEAM program grades 2-5. Students will engage in hands-on, project based learning activities that integrates science, technology, engineering and math. 4

 S203962

**Strategy Rationale**

Through participation in STEM projects, students are able to acquire background knowledge through hands-on experiences and real-world application.

**Action Step 1** 5

Teachers in grades 2-5 will implement STEM programs during school and in the after school program using a variety of resources including Tynker, Leo League and Odyssey of the Mind.

**Person Responsible**

Aysegul Ugur

**Schedule**

Daily, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Weekly lesson plans will be used to monitor the completion of the activity.

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

Administrators will conduct weekly walkthroughs to monitor for fidelity of implementation.

**Person Responsible**

Aysegul Ugur

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Classroom Walkthrough form will serve as evidence in the implementation of STEM programs in the science classroom.

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

Administrators will be monitor for effectiveness using the pre-, mid- and post- Science Discovery Education Assessments.

**Person Responsible**

Aysegul Ugur

**Schedule**

Triannually, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Discovery Education Assessment data for each individual student, classes and grade levels will be used as evidence for effectiveness.



**G4. Discipline: Decrease in school disciplinary incidents by 25% (210) from last year. 1**

G073716

**G4.B1 Inconsistency in implementing behavior plans 2**

B192472

**G4.B1.S1** Teachers in grades K-5 will implement the Positive Behavior Reward System (PBS) to encourage appropriate behavior. Wildcat Bucks will be used to reward students in the classrooms, around campus, and on the bus. Students will have opportunities to "purchase" special rewards with their Wildcat Bucks including quarterly rewards such as movie day and bounce houses. 4

S203963

**Strategy Rationale**

By rewarding students for positive behavior, it will encourage others to act appropriately, creating a positive culture among the campus. Additionally, by having a specific plan of action for PBS, teachers will implement it consistently within and among grade levels.

**Action Step 1 5**

Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher developed plan.

**Person Responsible**

Aysegul Ugur

**Schedule**

Daily, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Evidence of implementation will be evident through the teacher created PBS plan.

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

Administrators will monitor fidelity of implementation by conducting classroom walkthroughs on a weekly basis.

**Person Responsible**

Aysegul Ugur

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Observable elements of the Positive Behavior System will be used as evidence of fidelity including Wildcat Bucks, expectations/rules charts, reward charts, and behavior monitoring charts.

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

Administrators will monitor for effectiveness quarterly through the number of discipline referrals as indicated by Skyward.

**Person Responsible**

Aysegul Ugur

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The total number of quarterly long forms and bus conducts will serve as evidence for effectiveness.

**G5. Attendance: Attendance of students missing 10 or more days will drop by 25% from last year. 1**

 G073717

**G5.B1 Conflicting schedules of parents 2**

 B192474

**G5.B1.S1 Implementation of Case Study Team (CST) meetings to provide interventions that will help improve student attendance. 4**

 S203965

**Strategy Rationale**

By providing parents with support from an outside agency, parents will gain knowledge and assistance on ensuring that students attend school regularly. Collaborative meetings will help parents work around their home life to help students maintain a high attendance rate which will directly help support academics.

**Action Step 1 5**

Students and parents will be referred for Case Study Team (CST) meetings upon receiving 5 unexcused absences, to provide interventions that will help improve student attendance.

**Person Responsible**

Sanci Skipper

**Schedule**

Quarterly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The Case Study Team referrals will be used as evidence for implementation.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Fidelity of implementation will be monitored through the case study meetings. The assistant principal will keep track of parents that attend the meetings by completing a CST form.

**Person Responsible**

Sanci Skipper

**Schedule**

Biweekly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

The CST meeting forms will serve as evidence of fidelity.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Effectiveness will be monitored using Skyward attendance reports. The number of absences from each quarter will be tracked for individual students.

**Person Responsible**

Sanci Skipper

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Attendance reports showing tardies, checkouts and absences for individual students will be used as evidence to monitor effectiveness.

**G5.B1.S2** Implementation of an incentive program to encourage students to attend school regularly. 4

S203966

**Strategy Rationale**

The incentives will motivate students to want to attend school regularly which will decrease absences, tardies, and early checkouts.

**Action Step 1** 5

Implementation of an incentive program to encourage students to attend school regularly.

**Person Responsible**

Aysegul Ugur

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Number of students that participate in the incentive program.

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

Fidelity will be monitored using attendance records.

**Person Responsible**

Aysegul Ugur

**Schedule**

Weekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Teacher's tracking attendance and providing students with incentives.

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

Skyward attendance will be used to monitor the effectiveness of the strategy.

**Person Responsible**

Aysegul Ugur

**Schedule**

Quarterly, from 8/10/2016 to 8/10/2016


**Evidence of Completion**

Skyward attendance data will be collected as evidence.

**G6. Parent Involvement:** Parent involvement will increase from 10% average attendance to 20% average attendance of parents participating in school sponsored events. 1

 G073718

**G6.B1** Conflicting schedules of parents. 2

 B192476

**G6.B1.S1** Parent events will be combined to limit amount of time parents have to come out. If parents come out to one event, they can stay to attend another event that will begin right after. 4

 S203967

**Strategy Rationale**

If parent events are combined, then it is more likely that they can make time to attend them. Parents have already committed the time by rearranging their schedules, therefore, they will most likely stay for the second event as well.

**Action Step 1 5**

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week.

**Person Responsible**

Aysegul Ugur

**Schedule**

Biweekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The school calendar will be used as evidence of implementation.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1 6**

Fidelity of implementation will be monitored through the scheduling of events using outlook calendar.

**Person Responsible**

Aysegul Ugur

**Schedule**

On 5/27/2016

**Evidence of Completion**

An increase in combined events on the calendar such as AR night and math night or SAC meeting and literacy night, will be used as evidence of implementation,

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7**

Parent participants will be asked to sign in when attending events. The number of parents will signify the effectiveness of the strategy.

**Person Responsible**

Aysegul Ugur

**Schedule**

Biweekly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

The event sign-in sheet indicating the number of parents showing up for events will serve as evidence for effectiveness.

**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 in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other early literacy skills.	Shea, Melynda	8/10/2015	Implementation of Saxon Phonics will be evident through teachers' lesson plans.	5/27/2016 daily
G1.B1.S2.A1	Reading coaches will work with bottom quartile students in grades 3-5 twice weekly, with a focus on previewing curriculum and vocabulary using iPad Apps and iStation.	Crosby, Laticia	8/10/2015	Reading coaches' lesson plans will be collected as evidence to demonstrate completion of the activity. In addition, attendance taken during small group time will ensure that reading coaches are following through with their plans.	5/27/2016 biweekly

**Sumter - 0102 - Wildwood Elementary School - 2015-16 SIP**

*Wildwood Elementary School*

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B2.S1.A1	The word wizards program will be implemented in grades K-5 for the duration of the year.	Shea, Melynda	8/7/2015	The reading coach will collect the total number of points students earned from the program each week from the grade level chairs.	5/27/2016 daily
G1.B3.S1.A1	In grades K-2, classroom teachers will utilize iPads during literacy centers in which students will use various phonics and vocabulary apps to enhance their foundational skills. Students in grades 3-5 will utilize iPads to better understand vocabulary, create literacy projects and build background.	Shea, Melynda	8/10/2015	Classroom walkthrough forms will serve as evidence in the completion of the activity.	5/27/2016 daily
G2.B1.S1.A1	The math coach will implement a quarterly math fact fluency competition in grades 3-5. Each student will receive a multiplication fact sheet to study. The math coach will go into each 3rd-5th grade classroom to administer a timed assessment. Winners will be determined based on the amount of problems completed in the given time frame.	Badger, Eileen	10/8/2015	Classroom averages from the timed fact fluency test will be used to demonstrate completion of the activity.	5/27/2016 quarterly
G2.B2.S1.A1	The math coach will provide small group instruction to students in the bottom quartile twice a week for 30 minutes sessions using instructional resources such as SumDog, iStation and Go Math Intervention.	Badger, Eileen	8/10/2015	The math coach's lesson plans will serve as evidence for implementation.	5/27/2016 biweekly
G2.B3.S1.A1	Teachers in grades 3-5 will integrate interactive notebooks and writing in the content area during instruction. Students will record notes, formulas, vocabulary and other essential information daily.	Badger, Eileen	8/10/2015	The interactive notebook and AVID binder will be used as evidence for implementation.	5/27/2016 daily
G3.B1.S1.A1	Fifth grade science teachers will implement Study Island lessons at least 3 times a week during science center time.	Lipham, Jerry	8/10/2015	Evidence for implementation will be documented through weekly lesson plans.	5/27/2016 weekly
G3.B2.S1.A1	Students in grades K-5 will participate in a school-wide science fair. Each class will have the opportunity to create a project that test variables and goes through each step of the scientific process. With teacher guidance, these projects will tie into the Florida Science Standards and address grade-level appropriate content.	Ugur, Aysegul	9/21/2015	Project submissions will serve as evidence for the completion of the activity.	11/30/2015 one-time
G3.B3.S1.A1	Teachers in grades 2-5 will implement STEM programs during school and in the after school program using a variety of resources including Tynker, Leo League and Odyssey of the Mind.	Ugur, Aysegul	8/17/2015	Weekly lesson plans will be used to monitor the completion of the activity.	5/27/2016 daily
G4.B1.S1.A1	Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher developed plan.	Ugur, Aysegul	8/10/2015	Evidence of implementation will be evident through the teacher created PBS plan.	5/27/2016 daily
G5.B1.S1.A1	Students and parents will be referred for Case Study Team (CST) meetings upon receiving 5 unexcused absences, to provide interventions that will help improve student attendance.	Skipper, Sanci	8/10/2015	The Case Study Team referrals will be used as evidence for implementation.	5/27/2016 quarterly

**Sumter - 0102 - Wildwood Elementary School - 2015-16 SIP**

*Wildwood Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.A1	Implementation of an incentive program to encourage students to attend school regularly.	Ugur, Aysegul	8/10/2015	Number of students that participate in the incentive program.	5/27/2016 monthly
G6.B1.S1.A1	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week.	Ugur, Aysegul	8/10/2015	The school calendar will be used as evidence of implementation.	5/27/2016 biweekly
G1.MA1	Teachers will use pre-, mid- and post-Discovery Education Assessments; McGraw-Hill weekly tests; iStation monthly progress monitoring, and SuccessMaker data to monitor progress towards goal with all students in grades K-5.	Crosby, Laticia	8/10/2015	The evidence that will be used to monitor whether progress has been made includes Discovery Education data; McGraw-Hill scores, iStation scores, and Successmaker levels from the beginning of the year to the end.	5/27/2016 quarterly
G1.B1.S1.MA1	iStation progress monitoring scores for individual students, classes, and grade levels will be used to monitor effectiveness of Saxon Phonics.	Shea, Melynda	8/10/2015	The iStation monthly progress monitoring assessment will be used to monitor effectiveness of strategy as witnessed through classroom walkthroughs.	5/27/2016 monthly
G1.B1.S1.MA1	Fidelity will be monitored weekly by administration and instructional coaches through lesson plans and classroom walkthroughs. Teachers will be using the ready to use Saxon Phonics scripted lesson plans during the ELA block.	Shea, Melynda	8/10/2015	Implementation of Saxon Phonics will be evident through teacher's LFS lesson plans. Evidence of implementation will also be collected when Saxon Phonics instruction is observed during classroom walkthroughs.	5/27/2016 weekly
G1.B2.S1.MA1	The reading coach will monitor for effectiveness using the vocabulary subtest of the pre-, mid- and post-Discovery Education assessments. They will also utilize iStation to monitor learning gains in vocabulary.	Shea, Melynda	8/10/2015	Evidence from the vocabulary subtest of Discovery Education Assessments will be collected for each grade level. Growth will be tracked by individual classes, grade levels and the school as a whole.	5/27/2016 triannually
G1.B2.S1.MA1	Each week grade level chairs will report weekly totals from the Word Wizards program to the reading coach.	Shea, Melynda	8/10/2015	Classroom tally charts and emails of points from grade level chairs will serve as evidence for fidelity.	5/27/2016 weekly
G1.B3.S1.MA1	Administrators and reading coaches will monitor effectiveness by conducting classroom walkthroughs and monitoring for student engagement and motivation during the ELA block. They will also monitor effectiveness by analyzing independent reading data through STAR.	Shea, Melynda	9/13/2015	Qualitative and quantitative data will be collected during center time to check for effectiveness. This includes observations of student behavior while working on the iPads as well as scores from the apps students are using. Quarterly STAR data will also be used to monitor increases in independent reading.	5/27/2016 quarterly
G1.B3.S1.MA1	Fidelity will be monitored using weekly by the reading coach through classroom walkthroughs, teacher lesson plans, and iPad usage data.	Shea, Melynda	9/21/2015	The reading walkthrough form, lesson plans, and iPad usage data will be collected and used to ensure fidelity.	5/27/2016 weekly
G1.B1.S2.MA1	iStation monthly progress monitoring assessments will be used to monitor for effectiveness of implementation. Data will be collected and compared with previous assessments to ensure student growth.	Crosby, Laticia	8/10/2015	iStation ISIP monthly progress monitoring data will be used and compared monthly to monitor for effectiveness.	5/27/2016 monthly
G1.B1.S2.MA1	Administrators will conduct monthly walkthroughs of the reading classrooms to monitor fidelity. They will use the walkthrough form to look for evidence of small group instruction that is data-based and targeted to each students' needs.	Ugur, Aysegul	8/10/2015	The walkthrough observation forms will be collected as evidence to ensure fidelity. Other additional evidence including lesson plans, attendance and weekly iStation reports will be used to provide insight on fidelity of implementation.	5/27/2016 monthly
G2.MA1	Data that will be collected throughout the year to determine progress toward	Badger, Eileen	8/10/2015	Reports from the Discovery Education Assessments; AVID assessments;	5/27/2016 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the goal includes pre-, mid- and post Discovery Education Assessments; AVID assessments; iStation monthly progress monitoring; Unify monthly formatives and Florida Standards Assessment.			iStation monthly progress monitoring; Unify monthly formatives and Florida Standards Assessment will be collected quarterly.	
G2.B1.S1.MA1	Effectiveness of implementation will be monitored by administering the math fact fluency assessment to each class in grades 3-5.	Badger, Eileen	10/8/2015	The quarterly math fact fluency averages will be used as evidence in the effectiveness of implementation.	5/27/2016 quarterly
G2.B1.S1.MA1	Fidelity for implementation will be monitored through the competition process which includes the distribution of materials to each classroom; timeline to study and work on math facts; and classroom assessment schedule.	Badger, Eileen	10/8/2015	Evidence that proves fidelity of implementation includes the classroom assessment schedule and study materials.	5/27/2016 quarterly
G2.B2.S1.MA1	iStation progress monitoring assessments will be administered monthly to monitor for effectiveness.	Badger, Eileen	8/10/2015	Data for iStation monthly progress monitoring data reports will be collected as evidence for implementation.	5/27/2016 monthly
G2.B2.S1.MA1	The administrators will monitor fidelity of implementation through the daily attendance and math classroom walkthroughs that will be conducted monthly.	Ugur, Aysegul	8/10/2015	Student attendance records, lesson plans, and walkthrough forms will be collected and utilized as evidence of implementation.	5/27/2016 monthly
G2.B3.S1.MA1	The math coach will monitor for effectiveness on a weekly basis by collecting scores for the Harcourt Go Math Chapter Assessments and Unify Assessments. These assessments will provide insight on whether student reasoning solving math problems have increased.	Badger, Eileen	8/10/2015	Go Math Chapter Assessment Scores and Unify Assessment Scores will be used as evidence to monitor for effectiveness.	5/27/2016 weekly
G2.B3.S1.MA1	Fidelity of implementation will be monitored using classroom walkthroughs and teacher lesson plans.	Badger, Eileen	8/10/2015	Teacher lesson plans and walkthrough forms will be used as evidence for fidelity of implementation.	5/27/2016 weekly
G3.MA1	Data will be collected from Study Island, Pearson science unit tests, as well as Discovery Education Assessments to track progress towards goal.	Ugur, Aysegul	8/10/2015	Science Discovery Education Assessment scores and 2016 Florida Standards scores will be used as evidence to monitor for progress towards meeting the goal.	5/27/2016 one-time
G3.B1.S1.MA1	Science teachers will monitor effectiveness through the use of the Study Island progress monitoring component.	Lipham, Jerry	8/10/2015	Data from Study Island progress monitoring will be collected as evidence to monitor for effectiveness of the program.	5/27/2016 quarterly
G3.B1.S1.MA1	Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on Study Island science program.	Ugur, Aysegul	8/10/2015	Weekly walkthrough forms will be used as evidence for fidelity of implementation.	5/27/2016 weekly
G3.B2.S1.MA1	The teacher will monitor for effectiveness of the strategy through the judging of the science fair projects. A panel will use rubric to score each class project and check their correlation to the standards.	Ugur, Aysegul	9/21/2015	The science fair rubrics and class scores will serve as evidence to monitor for effectiveness.	11/30/2015 one-time
G3.B2.S1.MA1	The school administrator will monitor fidelity weekly through teachers' adherence to the science fair timeline including submission of topic, lesson plans, and submission of final projects.	Ugur, Aysegul	9/21/2015	Teachers will need to report a topic, a lesson plan and time line for the completion of the class science fair project.	11/30/2015 biweekly
G3.B3.S1.MA1	Administrators will be monitor for effectiveness using the pre-, mid- and post- Science Discovery Education Assessments.	Ugur, Aysegul	8/17/2015	Discovery Education Assessment data for each individual student, classes and grade levels will be used as evidence for effectiveness.	5/27/2016 triannually

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	Administrators will conduct weekly walkthroughs to monitor for fidelity of implementation.	Ugur, Aysegul	8/17/2015	Classroom Walkthrough form will serve as evidence in the implementation of STEM programs in the science classroom.	5/27/2016 weekly
G4.MA1	Administrators and behavior resource teachers will monitor progress towards goal by collecting bus conduct forms, in-School suspension forms, and Long forms on a quarterly basis. Each quarter will be compared to the one previous to determine an increase or decrease in discipline incidences.	Ugur, Aysegul	8/10/2015	The number of behavior referrals (bus conduct, in-school suspension, and long forms) for individual students, classes and grade levels will be used as evidence towards meeting the goal.	5/27/2016 quarterly
G4.B1.S1.MA1	Administrators will monitor for effectiveness quarterly through the number of discipline referrals as indicated by Skyward.	Ugur, Aysegul	8/10/2015	The total number of quarterly long forms and bus conducts will serve as evidence for effectiveness.	5/27/2016 quarterly
G4.B1.S1.MA1	Administrators will monitor fidelity of implementation by conducting classroom walkthroughs on a weekly basis.	Ugur, Aysegul	8/10/2015	Observable elements of the Positive Behavior System will be used as evidence of fidelity including Wildcat Bucks, expectations/rules charts, reward charts, and behavior monitoring charts.	5/27/2016 weekly
G5.MA1	Attendance rates for individual students, classes, and grade levels from Skyward will be collected to monitor progress towards meeting goal.	Skipper, Sanci	8/10/2015	Individual, class, and grade level attendance reports from Skyward.	5/27/2016 one-time
G5.B1.S1.MA1	Effectiveness will be monitored using Skyward attendance reports. The number of absences from each quarter will be tracked for individual students.	Skipper, Sanci	8/10/2015	Attendance reports showing tardies, checkouts and absences for individual students will be used as evidence to monitor effectiveness.	5/27/2016 monthly
G5.B1.S1.MA1	Fidelity of implementation will be monitored through the case study meetings. The assistant principal will keep track of parents that attend the meetings by completing a CST form.	Skipper, Sanci	8/10/2015	The CST meeting forms will serve as evidence of fidelity.	5/27/2016 biweekly
G5.B1.S2.MA1	Skyward attendance will be used to monitor the effectiveness of the strategy.	Ugur, Aysegul	8/10/2016	Skyward attendance data will be collected as evidence.	8/10/2016 quarterly
G5.B1.S2.MA1	Fidelity will be monitored using attendance records.	Ugur, Aysegul	8/10/2015	Teacher's tracking attendance and providing students with incentives.	5/27/2016 weekly
G6.MA1	The Title I parent feedback forms will be utilized during evening events to gain feedback from parents concerning the events. The feedback that parents give will indicate whether combining events was helpful and convenient.	Ugur, Aysegul	8/10/2015	The Title I feedback forms and parent sign-in sheets will be used as evidence towards meeting the overall goal.	5/27/2016 annually
G6.B1.S1.MA1	Parent participants will be asked to sign in when attending events. The number of parents will signify the effectiveness of the strategy.	Ugur, Aysegul	8/10/2015	The event sign-in sheet indicating the number of parents showing up for events will serve as evidence for effectiveness.	5/27/2016 biweekly
G6.B1.S1.MA1	Fidelity of implementation will be monitored through the scheduling of events using outlook calendar.	Ugur, Aysegul	8/10/2015	An increase in combined events on the calendar such as AR night and math night or SAC meeting and literacy night, will be used as evidence of implementation,	5/27/2016 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## 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 in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other early literacy skills.				\$0.00
2	G1.B1.S2.A1	Reading coaches will work with bottom quartile students in grades 3-5 twice weekly, with a focus on previewing curriculum and vocabulary using iPad Apps and iStation.				\$0.00
3	G1.B2.S1.A1	The word wizards program will be implemented in grades K-5 for the duration of the year.				\$0.00
4	G1.B3.S1.A1	In grades K-2, classroom teachers will utilize iPads during literacy centers in which students will use various phonics and vocabulary apps to enhance their foundational skills. Students in grades 3-5 will utilize iPads to better understand vocabulary, create literacy projects and build background.				\$0.00
5	G2.B1.S1.A1	The math coach will implement a quarterly math fact fluency competition in grades 3-5. Each student will receive a multiplication fact sheet to study. The math coach will go into each 3rd-5th grade classroom to administer a timed assessment. Winners will be determined based on the amount of problems completed in the given time frame.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	SIG 1003(a)		\$2,200.00
			<i>Notes: Notes</i>			
6	G2.B2.S1.A1	The math coach will provide small group instruction to students in the bottom quartile twice a week for 30 minutes sessions using instructional resources such as SumDog, iStation and Go Math Intervention.				\$0.00
7	G2.B3.S1.A1	Teachers in grades 3-5 will integrate interactive notebooks and writing in the content area during instruction. Students will record notes, formulas, vocabulary and other essential information daily.				\$0.00
8	G3.B1.S1.A1	Fifth grade science teachers will implement Study Island lessons at least 3 times a week during science center time.				\$0.00
9	G3.B2.S1.A1	Students in grades K-5 will participate in a school-wide science fair. Each class will have the opportunity to create a project that test variables and goes through each step of the scientific process. With teacher guidance, these projects will tie into the Florida Science Standards and address grade-level appropriate content.				\$0.00
10	G3.B3.S1.A1	Teachers in grades 2-5 will implement STEM programs during school and in the after school program using a variety of resources including Tynker, Leo League and Odyssey of the Mind.				\$0.00

<b>Budget Data</b>			
11	G4.B1.S1.A1	Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher developed plan.	\$0.00
12	G5.B1.S1.A1	Students and parents will be referred for Case Study Team (CST) meetings upon receiving 5 unexcused absences, to provide interventions that will help improve student attendance.	\$0.00
13	G5.B1.S2.A1	Implementation of an incentive program to encourage students to attend school regularly.	\$0.00
14	G6.B1.S1.A1	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week.	\$0.00
<b>Total:</b>			<b>\$2,200.00</b>