

Wilson Elementary School

985 S ORANGE BLVD, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0231>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Seminole 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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Wilson Elementary is dedicated to providing a safe, professional and enriching learning environment for students. Our educators believe that all children can be successful with rigorous academic standards and achievement goals. Staff members model the learning process through collaborative professional learning communities for continuous school improvement. Our students are creative problem-solvers, growth-minded critical thinkers and caring contributors. Highly engaging differentiated instruction, research-based teaching and learning strategies and an emphasis on STEM fields develop future-ready students. We value and embrace the diversity and rich history of our outstanding community. We welcome families to become engaged partners in their child's learning experience. Positive relationships among stakeholders are at the core of our values and success.

School Environment

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

The school has a Multi-Tiered System of Supports (MTSS) core problem-solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem-solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes a Spotlight report and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of non-graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention). To identify at-risk students, Wilson Elementary utilizes the Mann Early Warning Identification Report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally, from the report, teachers schedule parent and MTSS meetings to address student needs and concerns.

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

Wilson Elementary has an Emergency Management Plan to ensure student safety. Each teacher is provided a Seminole County Public Schools Emergency Response Plan Guide. Procedures are reviewed at the beginning of the school year with all teachers and staff. Fire, tornado, and emergency drills are conducted throughout the school year to ensure safety procedures are consistently practiced and followed.

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

Wilson Elementary implements a school-wide Positive Behavior Support (PBS) plan. The Wilson Guidelines for Success outline core values and common expectations. Students begin each school day by saying the guidelines together at the conclusion of the morning WEBS News broadcast. A comprehensive behavior plan and matrix outlines common area procedures and expected standards of behavior. A Common Area Reward System is also utilized to recognize and reinforce positive behavior. The PBS committee, which consists of a representative from each instructional team, meets once per month for continuous improvement of, and reflection upon, current practices.

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

Wilson Elementary supports students by assigning mentors. Teachers, support staff, and approved volunteers all serve in this capacity. Additionally, our guidance counselor and school social worker are available to support students identified as needing counseling, mentoring, and other pupil services.

Wilson's School Administration Manager provides support to families in need of school supplies, clothing, food, and miscellaneous items.

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

Wilson Elementary utilizes the Mann Early Warning Report available through EdInsight, which includes the following warning indicators:

Absences (6-25), grading periods (w/5+ absences), trimester grades, standardized test data, out-of-school suspensions, prior retentions, mobility rate, and cumulative GPA.

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

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

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

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

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

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

The following strategies are employed to improve the academic performance of students identified by the Early Warning System: on-going MTSS meetings to review student learning results, administration of progress monitoring assessments, academic data tracking, parent-teacher conferences, truancy notices, positive behavior support plans, student mentors, classroom observations, small group and differentiated instruction, school to home family support, parent information nights, and tutorial programs.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Prior to the start of each school year, parents are invited to an Open House to meet their child's teacher. To inform parents, Grade Level Curriculum Nights, Book Fair and Family Nights, FSA Parent Nights, and Parent Literacy Nights will be held throughout the year. Additionally, a minimum of two parent/teacher conferences will be conducted each school year. Parents will participate in MTSS, Student Study Team, and Individualized Educational Plan Meetings. Skyward Parent Access is available to allow an opportunity for review of student grades and attendance. Additionally, there are many opportunities for parents to get involved in the school by participating in PTA, SAC, the Dividends volunteer program, and special events such as All Pro Dads.

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

Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) numerous out-reach strategies developed by school staff, and (10) establishing and maintaining local business partnerships.

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
Mitchell, Kelly	Principal
Lester, Kristina	Assistant Principal
Riedel, Kelly	Administrative Support

Duties

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

The Principal and Assistant Principal are responsible for facilitating the development of the school improvement process. Leadership team members, School Advisory Council members, and staff provide input into developing goals, resources, support, and SIP evaluation procedures. The Guidance Counselor and School Administration Manager are responsible for coordinating the MTSS process. The administration and leadership team members, ESSS staff, and parents participate in MTSS team meetings to review data, make recommendations for Tier Interventions and instructional strategy support, and to make recommendations for consideration for Exceptional Student Education Services.

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

Wilson Elementary has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem-solving process to identify students who are at-risk in academics and/or behavior and to determine why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS EdInsight program to document all interventions, meetings, and parent involvement in the process.

Data analysis and decision making occur at all levels of the MTSS implementation and at all levels of instruction. The MTSS Team uses data to make decisions at all three levels (Tier 1, Tier 2, and Tier 3) of the process. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification.

Specifically, progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or with an entire class. Additionally, the School Improvement Process is implemented with data analysis beginning in summer with a comprehensive review of state assessment data that include dis-aggregated analysis of sub group performance based on proficiency standards. Additionally, baseline student data is gathered at the beginning of the school year and progress monitoring is ongoing. School improvement goals are established based upon school needs as defined by multiple data sources. Based on MTSS and SIP data, instruction, resources, and additional support are provided to ensure individual student and school goals are met.

Wilson Elementary will utilize Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention for students based on identified needs. These funding sources, along with school funds will be coordinated and integrated to provide additional support for academic interventions. Additionally, district IDEA funds will be used to provide paraprofessionals to facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure that students are provided time and support needed to master required standards and to improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
David Sprinkle	Parent
Kari Kriechbaum	Teacher
Lydia Manfredi	Teacher
Jennifer Barnes	Parent
Jennifer Ellis	Teacher
Sam Filler	Parent
Carrie Grein	Parent
Nerissa Burke	Education Support Employee
Sam Filler	Parent
Kelly Mitchell	Principal
Jade Smith	Parent
Monica Martin	Parent
Melanie Nasso	Parent

Duties

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

Evaluation of last year's school improvement plan

Wilson's School Advisory Council reviewed the status of the 2014-2015 school improvement plan and provided feedback relative to goals and objectives for the 2015-2016 plan. Additionally, SAC reviewed the state's currently released information about the Florida Standards Assessment (FSA), current levels of student performance, and pending changes to the school grading formula.

Development of this school improvement plan

Wilson Elementary's School Advisory Council consistently reviews student performance data as well as new and existing school programs. Additionally SAC reviews and approves the School Improvement Plan.

Preparation of the school's annual budget and plan

Wilson's School Advisory Council reviews the annual budget and fund sources each year and specifically defines how School Improvement funds are spent.

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

Approximately \$1,900.00 is the expected School Improvement allocation for 2015-2016. These funds will be used to support reading programs in grades K-5.

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
Mitchell, Kelly	Principal
Lester, Kristina	Assistant Principal
Morse, Esther	Instructional Coach
Bovio, Cheryl	Teacher, K-12
Riedel, Kelly	Administrative Support
Atkinson-Smith, Sylvia	Teacher, ESE
Hanophy, Jennifer	Teacher, K-12
Deem, Janell	Teacher, K-12
Suter, Brianna	Teacher, K-12
Dagostino, Jeannine	Teacher, K-12
Charlton, Benita	Teacher, K-12
Loso, Carol	Instructional Technology
Ellis, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

A major initiative for the 2015-2016 school year is the continued implementation of the Florida Standards and new district ELA Framework. This will involve unpacking the Florida Standards, understanding associated levels of cognitive complexity, and implementing rigorous lessons and assessments aligned to the standards and level of depth. Additionally, the LLT will assist teachers with the implementation of the 120 minute reading block. A second major initiative will be assisting teachers with planning for differentiation of instruction. Additionally, priority will be placed on writing support in all content areas. Literacy Team members will provide one-on-one and team support for all teachers.

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

Wilson Elementary promotes and encourages the importance of strong teams and Professional Learning Communities. Each grade level/program engages in activities that support the overall needs of all students for that particular grade or program. Teachers and staff participate in the following: PLCs, data

analysis, collaborative planning, and social activities. The administration meets regularly with all teams. Additionally, faculty and staff professional development activities support the overall focus of increasing and maintaining high levels of student achievement.

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

Seminole County Public Schools' Human Resources Department recruits highly qualified, certified teachers. Recruitment methods and procedures are based on identified needs. One recruitment strategy is to establish partnerships with State and private colleges and universities. University and college interns and field study students are invited to serve in Seminole. Annually, our district participates in many university job fairs and minority and veteran job fairs. The principal and assistant principal utilize the district's resources and personnel when recruiting highly qualified teachers for Wilson Elementary. The Wilson administration is ultimately responsible for hiring. New teachers are provided with additional support by administration, team leaders, and peer mentors.

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

Wilson Elementary has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. The school-wide mentor was formally trained by Seminole County Public Schools' New Teacher Facilitator. Prior to the start of school, new teachers spent a day with the school-wide mentor and were given a campus tour and oriented to important school procedures and School Board policies. During the school year, new teachers will meet regularly with the mentor(s) and administrators.

Additionally, Wilson Elementary has a grade level and team structure program. Each team has an identified team leader for their grade level/program. Team Leaders also serve as mentors for beginning teachers. The administration meets with new teachers in small groups or one-on-one to provide assistance and support throughout the school year. Each new teacher is assigned a peer mentor on his/her grade level team.

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 Core Curricula of Seminole County Public Schools are comprehensive systems employing research-based best practices, rigorous content and instructional materials organized in comprehensive instructional plans and frameworks. Delivery models and methods require explicit differentiated instruction to the depth and associated level of complexity of the Florida Standards.

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

Wilson Elementary utilizes a variety of data sources. Some of these include: District-created trimester assessments for reading, math, and science, Reading Street, Go Math, Scholastic Reading Inventory, Achieve 3000 diagnostic tests, and on-going formative classroom assessments. Based on data sources, teacher observations and anecdotal records, MTSS data, and parental input differentiated

instructional groups for intervention and acceleration are formed in reading and math to support the diverse needs of students. Additionally, based on a student's Tier (1, 2, or 3) specialized support will be provided as recommended by the MTSS Team.

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: Before School Program

Minutes added to school year: 3,000

Extended learning opportunities are available to assist in moving students toward proficiency. Target students are provided individual and small group instruction in the core content areas (reading, writing, math, and science). These academic activities are engaging and allow opportunities for students to clarify, expand, and extend their learning. Extended learning strategies are provided before, during, and after school. Additionally, select students are also permitted to attend Summer Learning Camp and other remediation and/or enrichment programs.

Strategy Rationale

These strategies are in place to assist in moving low performing students toward targeted goals and standards as well as to provide enrichment opportunities for students demonstrating higher levels of proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mitchell, Kelly, kelly_mitchell@scps.k12.fl.us

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

To monitor progress, ongoing data is collected via weekly skill assignments, chapter and unit tests for Go Math and Pearson Reading Street. Additionally, district required progress monitoring data is collected a minimum of three times a year for reading, math, writing, and science. Major assessments include district trimester assessments, Writing Prompts, Scholastic Reading Inventory, and Achieve 3000.

Strategy: Extended School Day

Minutes added to school year: 3,000

Students are provided additional instructional support for reading and math in a smaller setting.

Strategy Rationale

These strategies are in place to assist in moving low performing students toward targeted goals and standards. Specifically, grade 3 students not meeting proficiency on the standardized reading test make up the target group for summer school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lester, Kristina , kristina_lester@scps.k12.fl.us

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

Formative and summative assessment data, reading portfolios, and SAT 10 data will be utilized to determine which students are eligible to be promoted to grade 4.

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

To assist preschool students with the transition to Kindergarten, Wilson Elementary provides students and parents with the following opportunities: Parent Open House in early February; Parent and Student Tours weekly from late January until mid March; Kindergarten Registration mid-late April; Parent Curriculum Night First Week of August; Open House Thursday prior to the start of school; and Florida Readiness Test administration for all incoming Kindergartners. Also, students in the Voluntary Pre-K (VPK) Program visit kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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.

N/A

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.

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% of teachers will implement high-yield instructional strategies that support the levels of cognitive complexity associated with the Florida Standards.

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. 100% of teachers will implement high-yield instructional strategies that support the levels of cognitive complexity associated with the Florida Standards. 1a

G074411

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	88.0
AMO Math - Asian	95.0
AMO Math - African American	74.0
AMO Math - ED	78.0
AMO Math - ELL	85.0
AMO Math - Hispanic	82.0
AMO Math - SWD	77.0
AMO Math - White	92.0
Math Gains	85.0
Math Lowest 25% Gains	85.0
AMO Reading - All Students	86.0
AMO Reading - Asian	92.0
AMO Reading - African American	69.0
AMO Reading - ED	75.0
AMO Reading - ELL	71.0
AMO Reading - Hispanic	78.0
AMO Reading - SWD	74.0
AMO Reading - White	93.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	85.0
FCAT 2.0 Science Proficiency	78.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Highly Qualified Instructional Staff
- Instructional Coaches for ELA and STEM
- Strong Grade Level Team PLCs With Common Planning Time
- Professional Development Time (Early Release Wednesdays)
- Dividend and PTA Support (Classrooms, Media, Rap, and Back Pack Readers)
- Strong Administrative Support
- District-Provided Professional Development Funds
- District-Provided Tutorial Funds
- Resources to Support Differentiated Instruction

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training to unpack the Florida Standards and implement lessons at the levels of depth required.

- Limited funds are available for staff development and tutorial support programs.
- Increased rigor in expectations for standards mastery result in a greater need for differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Data analysis meetings that focus on the following: "One Year's Growth in One Year's Time for All Students" as measured by State Assessments, Classroom Formative and Summative Assessments, District Assessments, MTSS Tier Plans and Interventions, ESE Individual Education Plans, 504 Plans, Grades, and the Mann Early Warning Report in EdInsight (attendance, discipline, etc.).

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Data housed in Edinsight (Grades, Attendance, District Assessments, etc.), Parent/Teacher Conferences, Gradebooks, MTSS Tracking, Achieve 3000, SRI, FSA, and IOWA.

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. 100% of teachers will implement high-yield instructional strategies that support the levels of cognitive complexity associated with the Florida Standards. **1**

 G074411

G1.B1 Teachers need additional training to unpack the Florida Standards and implement lessons at the levels of depth required. **2**

 B194247

G1.B1.S1 Provide additional opportunities for staff development, Professional Learning Communities, and collaborative planning. **4**

 S205766

Strategy Rationale

To ensure teachers develop a clear understanding of the Florida Standards, assessments, effective teaching strategies, and depth of knowledge.

Action Step 1 **5**

Teachers will participate in on-going staff development aligned with Florida Standards and high-yield instructional strategies.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Lesson Plans, PLC Agendas, PD Logs, Classroom Walkthroughs, and Observation Data

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

Teachers will consistently establish Florida Standards aligned learning goals and monitor for understanding at the appropriate level of depth in all students.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Classroom Walk-throughs, PLCs, Lesson Plans, MTSS Records, and Data Notebooks.

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

All teachers will participate in professional development/PLCs related to the Florida Standards and high-yield instructional strategies.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Professional Development Logs, Sign-In Sheets, PLC Agendas, Core Six Resources, and eCampus Course Participation.

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

Teachers, leadership teams, grade-level PLCs, and administration will regularly review goals, analyze school data (school, grade level, and individual student) to ensure progress towards established targets.

Person Responsible

Kelly Mitchell


Schedule

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

Evidence of Completion

Data Sources: District Assessments, SRI, Achieve 3000, Reading Street, Go Math, Classroom Assessments, FSA, and IOWA.

G1.B1.S2 Implement a school-wide system of supports to achieve common understanding of the Florida Standards (resources, web tools, collaborative sharing spaces, teacher-led staff development, model lessons, cross-grade articulation and progressions) 4

 S205767

Strategy Rationale

To ensure meaningful, differentiated professional development and relevant resources are available all teachers.

Action Step 1 5

A comprehensive system of supports for Florida Standards and instructional resources will be established for teachers.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PLCs, Collaborative Planning Meetings, Classroom Resources and Materials, eCampus Course, "The Core Six" Book Study, Instructional Strategy Implementation, and Staff Development Records.

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

Administrators and teachers will research, share, collaborate upon, and utilize available resources to effectively plan for and implement instructional strategies and content aligned to the appropriate levels of depth and rigor of the Florida Standards.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Classroom Walk-throughs, Lesson Plans, Data Sources, PLC Agendas, PD Logs, Core Six Resources, and eCampus Course Participation.

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

Establishing a comprehensive system of support for the Florida Standards and high-yield strategies will ensure availability and knowledge of relevant resources for effective implementation and instruction in the classroom.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PLC Agendas, Collaborative Planning Meeting Notes, Faculty and Team Leader Agendas, Faculty Newsletters, Classroom Walk-through Feedback, and Professional Development Plans and Resources.

G1.B2 Limited funds are available for staff development and tutorial support programs. 2

 B194248

G1.B2.S1 Maximize and strategically utilize district staff development and tutorial funds. 4

 S205768

Strategy Rationale

Ensure that funds are used strategically to align with our SIP goal and explore additional resources to support staff development initiatives and differentiated instruction opportunities for students.

Action Step 1 5

Utilize district staff development funds and resources to support the implementation of the Florida Standards and high-yield instructional strategies. Utilize district tutorial funds to provide additional opportunities to differentiate instruction for student mastery.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.

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

Administration will review staff development and tutorial budgets to ensure funds are allocated strategically to best support staff development and student learning programs aligned with the SIP goal.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Data Sources: Staff Development Funds, Tutorial Funds, Expenditure Reports

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

Administration and instructional staff will engage in on-going dialogue and monitoring to ensure that staff development needs are being met and that sufficient academic support programs are provided to students.

Person Responsible

Kelly Mitchell

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

PLC Agendas, Team Leader Agendas, SAC Minutes, Student Assessment Data, Tutorial Records, and Staff Development Logs

G1.B3 Increased rigor in expectations for standards mastery result in a greater need for differentiated instruction. **2**

 B194249

G1.B3.S1 Provide differentiated instruction opportunities for students to receive support, intervention, and acceleration. **4**

 S205769

Strategy Rationale

Ensure that individual student needs are met to support mastery of grade-level Florida Standards.

Action Step 1 **5**

Provide on-going opportunities for differentiated instruction, such as: before, during, after, or weekend tutorial programs, small group intervention and enrichment support during the school day, daily scheduled acceleration blocks in all grade levels, intervention and instructional support staff availability, before and after school enrichment activities and clubs, and on-going staff development to facilitate differentiation of instruction.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PLC Agendas, Team Leader Agendas, Tutorial Planning Documents, Professional Development Activities, Intervention and Acceleration, Lesson Plans, Club and Enrichment Events, Student Performance and Growth Data, and Teacher Collaboration

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

On-going monitoring of effective differentiation will occur through a focus on the 4 Guiding Questions of a PLC, student data meetings, collaborative planning, formative and summative assessments, and student led conferences.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PLC Agendas, Team Leader Agendas, Collaborative Planning Documents, Lesson Plans, Student Assessment Data, Data Notebooks, and Conference Forms

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

Differentiation of instruction will be monitored through an emphasis on the 4 Guiding Questions of a PLC, student data meetings, collaborative planning, formative and summative assessment data, student led conferences, and on-going classroom walk-throughs, feedback, and observations.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Walk-throughs, Feedback for Support, Observations, Modeling, PLC Agendas, Team Leader Agendas, Collaborative Planning Documents, Lesson Plans, Student Assessment Data, Data Notebooks, and Conference Forms

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will participate in on-going staff development aligned with Florida Standards and high-yield instructional strategies.	Mitchell, Kelly	8/7/2015	Lesson Plans, PLC Agendas, PD Logs, Classroom Walkthroughs, and Observation Data	5/27/2016 monthly
G1.B1.S2.A1	A comprehensive system of supports for Florida Standards and instructional resources will be established for teachers.	Mitchell, Kelly	8/7/2015	PLCs, Collaborative Planning Meetings, Classroom Resources and Materials, eCampus Course, "The Core Six" Book Study, Instructional Strategy Implementation, and Staff Development Records.	5/27/2016 weekly
G1.B2.S1.A1	Utilize district staff development funds and resources to support the implementation of the Florida Standards and high-yield instructional strategies. Utilize district tutorial funds to provide additional opportunities to differentiate instruction for student mastery.	Mitchell, Kelly	8/7/2015	Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.	5/27/2016 weekly
G1.B3.S1.A1	Provide on-going opportunities for differentiated instruction, such as: before, during, after, or weekend tutorial programs, small group intervention and enrichment support during the school day, daily scheduled acceleration blocks in all grade levels, intervention and instructional support staff availability, before and after school enrichment activities and clubs, and on-going staff development to facilitate differentiation of instruction.	Mitchell, Kelly	8/7/2015	PLC Agendas, Team Leader Agendas, Tutorial Planning Documents, Professional Development Activities, Intervention and Acceleration, Lesson Plans, Club and Enrichment Events, Student Performance and Growth Data, and Teacher Collaboration	5/27/2016 daily
G1.MA1	Data analysis meetings that focus on the following: "One Year's Growth in One Year's Time for All Students" as measured by State Assessments,	Mitchell, Kelly	8/7/2015	Data housed in Edinsight (Grades, Attendance, District Assessments, etc.), Parent/Teacher Conferences,	5/27/2016 weekly

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Wilson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Classroom Formative and Summative Assessments, District Assessments, MTSS Tier Plans and Interventions, ESE Individual Education Plans, 504 Plans, Grades, and the Mann Early Warning Report in EdInsight (attendance, discipline, etc.).			Gradebooks, MTSS Tracking, Achieve 3000, SRI, FSA, and IOWA.	
G1.B1.S1.MA1	Teachers, leadership teams, grade-level PLCs, and administration will regularly review goals, analyze school data (school, grade level, and individual student) to ensure progress towards established targets.	Mitchell, Kelly	8/7/2015	Data Sources: District Assessments, SRI, Achieve 3000, Reading Street, Go Math, Classroom Assessments, FSA, and IOWA.	5/27/2016 monthly
G1.B1.S1.MA1	Teachers will consistently establish Florida Standards aligned learning goals and monitor for understanding at the appropriate level of depth in all students.	Mitchell, Kelly	8/7/2015	Classroom Walk-throughs, PLCs, Lesson Plans, MTSS Records, and Data Notebooks.	5/27/2016 daily
G1.B1.S1.MA3	All teachers will participate in professional development/PLCs related to the Florida Standards and high-yield instructional strategies.	Mitchell, Kelly	8/7/2015	Professional Development Logs, Sign-In Sheets, PLC Agendas, Core Six Resources, and eCampus Course Participation.	5/27/2016 weekly
G1.B2.S1.MA1	Administration and instructional staff will engage in on-going dialogue and monitoring to ensure that staff development needs are being met and that sufficient academic support programs are provided to students.	Mitchell, Kelly	9/7/2015	PLC Agendas, Team Leader Agendas, SAC Minutes, Student Assessment Data, Tutorial Records, and Staff Development Logs	5/27/2016 weekly
G1.B2.S1.MA1	Administration will review staff development and tutorial budgets to ensure funds are allocated strategically to best support staff development and student learning programs aligned with the SIP goal.	Mitchell, Kelly	8/7/2015	Data Sources: Staff Development Funds, Tutorial Funds, Expenditure Reports	5/27/2016 monthly
G1.B3.S1.MA1	Differentiation of instruction will be monitored through an emphasis on the 4 Guiding Questions of a PLC, student data meetings, collaborative planning, formative and summative assessment data, student led conferences, and on-going classroom walk-throughs, feedback, and observations.	Mitchell, Kelly	8/7/2015	Walk-throughs, Feedback for Support, Observations, Modeling, PLC Agendas, Team Leader Agendas, Collaborative Planning Documents, Lesson Plans, Student Assessment Data, Data Notebooks, and Conference Forms	5/27/2016 weekly
G1.B3.S1.MA1	On-going monitoring of effective differentiation will occur through a focus on the 4 Guiding Questions of a PLC, student data meetings, collaborative planning, formative and summative assessments, and student led conferences.	Mitchell, Kelly	8/7/2015	PLC Agendas, Team Leader Agendas, Collaborative Planning Documents, Lesson Plans, Student Assessment Data, Data Notebooks, and Conference Forms	5/27/2016 weekly
G1.B1.S2.MA1	Establishing a comprehensive system of support for the Florida Standards and high-yield strategies will ensure availability and knowledge of relevant resources for effective implementation and instruction in the classroom.	Mitchell, Kelly	8/7/2015	PLC Agendas, Collaborative Planning Meeting Notes, Faculty and Team Leader Agendas, Faculty Newsletters, Classroom Walk-through Feedback, and Professional Development Plans and Resources.	5/27/2016 biweekly
G1.B1.S2.MA1	Administrators and teachers will research, share, collaborate upon, and utilize available resources to effectively plan for and implement instructional strategies and content aligned to the appropriate levels of depth and rigor of the Florida Standards.	Mitchell, Kelly	8/7/2015	Classroom Walk-throughs, Lesson Plans, Data Sources, PLC Agendas, PD Logs, Core Six Resources, and eCampus Course Participation.	5/27/2016 weekly

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.

G1. 100% of teachers will implement high-yield instructional strategies that support the levels of cognitive complexity associated with the Florida Standards.

G1.B1 Teachers need additional training to unpack the Florida Standards and implement lessons at the levels of depth required.

G1.B1.S1 Provide additional opportunities for staff development, Professional Learning Communities, and collaborative planning.

PD Opportunity 1

Teachers will participate in on-going staff development aligned with Florida Standards and high-yield instructional strategies.

Facilitator

Teacher Leaders, Administrators, and District Staff

Participants

All Instructional Staff

Schedule

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

G1.B1.S2 Implement a school-wide system of supports to achieve common understanding of the Florida Standards (resources, web tools, collaborative sharing spaces, teacher-led staff development, model lessons, cross-grade articulation and progressions)

PD Opportunity 1

A comprehensive system of supports for Florida Standards and instructional resources will be established for teachers.

Facilitator

Administrators, Instructional Coaches, Lead Teachers, District Personnel

Participants

All Instructional Staff

Schedule

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

G1.B3 Increased rigor in expectations for standards mastery result in a greater need for differentiated instruction.

G1.B3.S1 Provide differentiated instruction opportunities for students to receive support, intervention, and acceleration.

PD Opportunity 1

Provide on-going opportunities for differentiated instruction, such as: before, during, after, or weekend tutorial programs, small group intervention and enrichment support during the school day, daily scheduled acceleration blocks in all grade levels, intervention and instructional support staff availability, before and after school enrichment activities and clubs, and on-going staff development to facilitate differentiation of instruction.

Facilitator

Administration, Instructional Coaches, Teacher Leaders, Teachers, Support Staff

Participants

All Staff and Students

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will participate in on-going staff development aligned with Florida Standards and high-yield instructional strategies.				\$9,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0231 - Wilson Elementary School	Other		\$9,260.00
<i>Notes: Professional Development Funds</i>						
2	G1.B1.S2.A1	A comprehensive system of supports for Florida Standards and instructional resources will be established for teachers.				\$1,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0231 - Wilson Elementary School	School Improvement Funds		\$1,900.00
<i>Notes: School Improvement Funds</i>						
3	G1.B2.S1.A1	Utilize district staff development funds and resources to support the implementation of the Florida Standards and high-yield instructional strategies. Utilize district tutorial funds to provide additional opportunities to differentiate instruction for student mastery.				\$0.00
4	G1.B3.S1.A1	Provide on-going opportunities for differentiated instruction, such as: before, during, after, or weekend tutorial programs, small group intervention and enrichment support during the school day, daily scheduled acceleration blocks in all grade levels, intervention and instructional support staff availability, before and after school enrichment activities and clubs, and on-going staff development to facilitate differentiation of instruction.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0231 - Wilson Elementary School	Other		\$10,000.00
<i>Notes: Tutorial Funds</i>						
					Total:	\$21,160.00