

Fred Wild Elementary School



2016-17 Schoolwide Improvement Plan

Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

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

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 92% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 68% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | C* | D | D |

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fred Wild Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Fred Wild will grow, inspire and empower leaders.

2. School Environment

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

Our current population is 91% free and reduced lunch. We have an extremely diverse low socio-economic population. Teachers take much time in building relationships with students and their families. Our teachers have student questionnaires and surveys that they use to get to know the students. The guidance counselor works diligently with staff to arrange community resources for families in need.

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

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

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

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

Through the entire discipline process, parent communication is a must! Class Dojo and Class Craft (5th grade) is used in classrooms to keep parents informed.No discipline referral should come to the office without first having contacted the parent. The only exception to this rule is violence, sexual misconduct, racial slurs, vandalism, bullying, or other severe violations of the code of conduct.

It is the intention of administration to support every staff member. We want children to learn from their

mistakes opposed to punishment. We model the 7 Habits and continue reminding ourselves as leaders to remind kids of these habits will hopefully encourage more students to make better choices.

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

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

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

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

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

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

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

7. Sharpen the Saw

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

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

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

Indicator Definitions:

Number of Retention

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

Course Performance-

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

Attendance:

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

Discipline ALL-

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

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

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

Assessments-

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

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 30 | 26 | 21 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 |
| One or more suspensions | 0 | 0 | 1 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA or Math | 0 | 0 | 27 | 18 | 19 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 1 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

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

First: Identify Early Warning Sign Student

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

- calendar monthly meetings

Third:

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

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

Fourth: Set limits/goals with student

Fifth: reward students for achievement of goals

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

SEE Title 1 Parent Involvement plan

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|----------------------|---------------------|
| Green, Page | Principal |
| Burke , Allisa | Instructional Coach |
| Goins, Sandra | Teacher, K-12 |
| Wack, Katie | Teacher, K-12 |
| Shannon-Roux, Daisha | Teacher, K-12 |
| Baxter, Michelle | Teacher, K-12 |

b. Duties

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

Leadership Team roles and responsibilities (not limited too) :

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------|-------------------|
| Page Green | Principal |

b. Duties

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

a. Evaluation of last year's school improvement plan

Evaluation of the last year's SIP will be taking place at the September 12th meeting.

b. Development of this school improvement plan

The updated 2016-2017 school improvement plan will be reviewed and revised with SAC input on Sept 12th.

c. Preparation of the school's annual budget and plan

School Improvement budget for 2015-2016

Budget:

Purpose: Increase Student Academic Achievement

Time line September 2014- August 2015

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

Items:

Data analysis and grade level Team instructional lesson planning.

Summer Training: Data Team,AVID Summer Institute

The Leader in Me Symposium 2017

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

The following events, but not limited to are scheduled for the 2016-2017 school year
\$18000.00

AVID Parent Night

LEADER In ME

Curriculum Mapping/Collaborative planning

Data Analysis

Specific Professional Learning Communities

I-Ready prescription PD.

Interactive Notebook training

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

No

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

During the meeting the preceding questions will answered.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|----------------|---------------------|
| Burke , Allisa | Assistant Principal |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Monitor and provide resources for teachers to organize classroom libraries
 Monitor the results of classroom, and school wide implementation of Accelerated Reader,I-Ready, and Writing to Sources
 Provide Reading PD on effective instructional strategies, i.e. close reading. read aloud, PD on writing to sources (text dependent writing)
 Novel Studies/Literacy Circles
 Interactive Notebooks- Literacy on the content area

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Accountability and Coaching

- 1.Schedule with LCRT/STEM to observe
- 2.Schedule with colleague from another grade level to observe during their specials time
- 3.Video and Self-Reflection

Topic 1 – Completed by November 18th

Topic 2 – Completed by January 13th

Topic 3 – Completed by March 10th

For each topic teachers will choose one of the three Accountability/Coaching Options. By the end of the year you will have participated in each option one time

Objective/Goal:

- 1.To increase the quality of instructional practices through a deeper understanding of the Danielson rubric and collaborative reflection.
2. To positively impact student learning

Process: .

Each teacher will submit a written reflection to administration which will provide the evidence required for the professional growth plan (PGP).

Along with the above, teacher will be doing bi-weekly reflections.
Thursday reflection forms ask the following:

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

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

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

TEACHERS ELIGIBLE FOR SUPPORT

Year One Support:

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

Year Two:

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

District and school level instruction representatives work together to agree upon a core curriculum that will support the Florida State Standards. Teachers are using Amplify, Reading Street, FSA portal, Achieve the Core and online resources to crosswalk the common core standards to the Florida State Standards. Once this has been reviewed teachers take time to unwrap standards. This is a learning process that will direct the rigor of instructional delivery and high yield strategies that need to

be used during a lesson. Teachers are also using i-Ready supplemental materials and the computer based lessons to teach standards. Intermediate teachers will be using Reading Street Basil Alignment project along with Novel Studies to gain mastery of the FSS. School curriculum staff and District Specialist have worked diligently over the summer to create grade level instructional plans.

b. Instructional Strategies

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

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

I-ready prescriptive lessons will be used to target struggling math and reading students. First grade will be implementing Amplify, supplemental curriculum based on results from the BEAR spelling assessment.

2nd-5th grade will be using Words Their Way to improve phonic skills, based on the results of the BEAR spelling assessment. Improving 4th and 5th grade written language is a priority.

5th grade teachers and students beginning 2016 will be part of the AVID elementary initiative.

Teachers will be implementing strategies to compliment the 4 Essentials of AVID Elementary. 1. Instruction, Leadership, Culture, and Systems.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

n/a

Strategy Rationale

n/a

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

n/a

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

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

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Teachers will implement best practices around writing instruction that focuses on direct instruction and differentiate instruction and improving written language for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results along with analyzing student works to use for instruction Implement writing into grade level curriculum, progress monitor, reflect, and revise.
- G2.** Increase student Science proficiency as measured on the Florida Statewide Assessment for Science.
- G3.** Increase student achievement in mathematics, through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies during instruction and backward design planning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will implement best practices around writing instruction that focuses on direct instruction and differentiate instruction and improving written language for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results along with analyzing student works to use for instruction. Implement writing into grade level curriculum, progress monitor, reflect, and revise. **1a**

 G083562

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 50.0 |
| ELA/Reading Lowest 25% Gains | 33.0 |
| ELA/Reading Gains | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- Deeper understanding of ELA writing Standards
- Structure of the ELA Block

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Instruction: Write Bright supplemental program
- Instruction : FSA four point rubric
- Words Their Way
- Pearson Write to Know series
- Core Knowledge Anthologies

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

Student ELA progress

Person Responsible

Allisa Burke

Schedule

Every 3 Weeks, from 9/6/2016 to 5/18/2017

Evidence of Completion

Weekly writing scores

G2. Increase student Science proficiency as measured on the Florida Statewide Assessment for Science.

1a

G083563

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 43.0 |

Targeted Barriers to Achieving the Goal 3

- Students lack the knowledge to make connections with scientific concepts to increase learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based STEM Coach District Reading Science Specialist Professional Development 5E Model
- Professional Learning Communities: Domain specific instructional strategies.... Florida State Standards

Plan to Monitor Progress Toward G2. 8

Compare Science Baseline and Spring District Science Assessment

Person Responsible

Daisha Shannon

Schedule

Quarterly, from 8/10/2016 to 3/2/2017

Evidence of Completion

Student achievement on common assessments, BOY and MOY District Science assessment.

G3. Increase student achievement in mathematics, through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies during instruction and backward design planning. 1a

G083564

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 25.0 |
| Math Gains | 50.0 |
| Math Lowest 25% Gains | 55.0 |

Targeted Barriers to Achieving the Goal 3

- All teachers are not currently aligned in their approach to mathematical problem solving, vertical alignment and lack the depth of understanding of the three aspects of rigor (conceptual understanding, procedural skills and fluency, and application). to help students master the power standards of the given grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID Elementary Core curriculum materials District Math Instructional plan District Level Math Specialist Professional Development, Administration i-Ready Instructional Pacing Guide (IPG)

Plan to Monitor Progress Toward G3. 8

Analyze student scores on Standards Mastery assessments

Person Responsible

Page Green

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

student assessment performance, formative and summative, I-ready Standards Mastery, and

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will implement best practices around writing instruction that focuses on direct instruction and differentiate instruction and improving written language for targeted groups, incorporating collaboration among grade level teachers, sharing of strategies and results along with analyzing student works to use for instruction. Implement writing into grade level curriculum, progress monitor, reflect, and revise. **1**

 G083562

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

 B221720

G1.B1.S1 1. Using the backwards design, create varied writing formative assessments using grade level curriculums. 2. Develop a summative assessment writing & grammar plan (refer to language standards).

4

 S233942

Strategy Rationale

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

Action Step 1 **5**

Writing Task Force Calibration and Comparison on Student assessments every month

Person Responsible

Allisa Burke

Schedule

Monthly, from 8/11/2016 to 5/17/2017

Evidence of Completion

writing task force minutes

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

Informal walk through

Person Responsible

Page Green

Schedule

Weekly, from 8/22/2016 to 8/21/2017

Evidence of Completion

Feedback forms, walk through, True North Logic notes, IPG conferences with teacher. reflection forms, minutes and agenda from writing task force monthly meetings

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

Informal Walk through

Person Responsible

Allisa Burke

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

informal walk through, True North Logic, reflection forms, conference with teachers, minutes and agenda from writing task force monthly meetings

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

Pop ins

Person Responsible

Schedule

Weekly, from 8/22/2016 to 8/22/2016

Evidence of Completion

3 stars and a wish, Modeling and coaching logs, and Writing Task force minutes

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

Student results on Writing tasks

Person Responsible

Allisa Burke

Schedule

Monthly, from 9/6/2016 to 5/5/2017


Evidence of Completion

Review student samples of first cold prompt and any Writer's Workshops samples of student work revised for a specific skill/language component. We will also compare student growth on each assessed summative.

G1.B2 Structure of the ELA Block 2

 B221721

G1.B2.S1 Grades 4th and 5th Structure of the ELA Block 4

 S233943

Strategy Rationale

To improve student performance in ELA

Action Step 1 5

Implementing the ELA Block structure created by ELA coach, administration and district specialist

Person Responsible

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, student work, pop in forms and teacher self reflection

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

Informal walk through

Person Responsible

Page Green

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

informal walk through notes, TNL

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

Informal walk through

Person Responsible

Allisa Burke

Schedule

Daily, from 8/29/2016 to 5/25/2017

Evidence of Completion

informal walk through TNL

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

Pop Ins

Person Responsible

Schedule

Daily, from 8/29/2016 to 5/25/2017

Evidence of Completion

2 stars and a wish pop in notes, and coaches log, minutes from ELA meetings

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

Review of student achievement data

Person Responsible

Page Green

Schedule

Weekly, from 8/29/2016 to 5/25/2017

Evidence of Completion

pinnacle grade book, Iready achievement and growth monitoring, Grade level indicators

G2. Increase student Science proficiency as measured on the Florida Statewide Assessment for Science. 1

 G083563

G2.B1 Students lack the knowledge to make connections with scientific concepts to increase learning. 2

 B221722

G2.B1.S1 Interactive Science Notebook 4

 S233944

Strategy Rationale

Improve student achievement in science using interactive student notebooks.

Action Step 1 5

Pop ins, Coaching Cycle

Person Responsible

Daisha Shannon

Schedule

Weekly, from 9/6/2016 to 5/19/2017

Evidence of Completion

student interactive notebook pop in student observation student work monitor student input and output on weekly interactive science notebook activities

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

Analyze students assessment results

Person Responsible

Page Green

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

student achievement on common assessments. Monitor the percent of students that have mastered Science standards on the Baseline compared to the Spring Science District assessment.

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

Student performance on science formative and mini assessments

Person Responsible

Page Green

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walk throughs, Observations, STEM Coach collaboration, Student work

G3. Increase student achievement in mathematics, through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies during instruction and backward design planning. 1

G083564

G3.B1 All teachers are not currently aligned in their approach to mathematical problem solving, vertical alignment and lack the depth of understanding of the three aspects of rigor (conceptual understanding, procedural skills and fluency, and application). to help students master the power standards of the given grade level. 2

B221723

G3.B1.S1 Backward Design, Calibration of Math Assessments 4

S233945

Strategy Rationale

Identify desired results on assessments, determine what will be acceptable responses or evidence of the standard assessed, and plan learning experiences and instruction.

Action Step 1 5

Grade level, Math meetings before every Unit.

Person Responsible

Page Green

Schedule

Monthly, from 9/1/2015 to 3/31/2017

Evidence of Completion

Notes from each meeting

Action Step 2 5

Two and Three Column Note Taking

Person Responsible

Page Green

Schedule

Weekly, from 9/1/2016 to 5/12/2017

Evidence of Completion

WICOR tracker, AVID binder,

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

Student understanding of the depth of a given math standard

Person Responsible

Page Green

Schedule

Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion

AVID assessment tool, AVID binder check rubric, student assessments, accountable talk during walk throughs

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

Analyze student assesment results

Person Responsible

Page Green

Schedule



Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Pinnacle, i-ready, leadership and AVID binders, formative and Summative assessments

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|------------------|-------------------------------|---|-------------------------|
| 2017 | | | | | |
| G1.B1.S1.MA4 M304961 | Pop ins | | 8/22/2016 | 3 stars and a wish, Modeling and coaching logs, and Writing Task force minutes | 8/22/2016 weekly |
| G2.MA1 M304969 | Compare Science Baseline and Spring District Science Assessment | Shannon , Daisha | 8/10/2016 | Student achievement on common assessments, BOY and MOY District Science assessment. | 3/2/2017 quarterly |
| G3.B1.S1.A1 A300495 | Grade level, Math meetings before every Unit. | Green, Page | 9/1/2015 | Notes from each meeting | 3/31/2017 monthly |
| G1.B1.S1.MA1 M304958 | Student results on Writing tasks | Burke , Allisa | 9/6/2016 | Review student samples of first cold prompt and any Writer's Workshops samples of student work revised for a specific skill/language component. We will also compare student growth on each assessed summative. | 5/5/2017 monthly |
| G3.B1.S1.A2 A300496 | Two and Three Column Note Taking | Green, Page | 9/1/2016 | WICOR tracker, AVID binder, | 5/12/2017 weekly |
| G1.B1.S1.A1 A300492 | Writing Task Force Calibration and Comparison on Student assessments every month | Burke , Allisa | 8/11/2016 | writing task force minutes | 5/17/2017 monthly |
| G1.MA1 M304966 | Student ELA progress | Burke , Allisa | 9/6/2016 | Weekly writng scores | 5/18/2017 every-3-weeks |
| G2.B1.S1.A1 A300494 | Pop ins, Coaching Cycle | Shannon , Daisha | 9/6/2016 | student interactive notebook pop in student observation student work monitor student input and output on weekly interactive science notebook activities | 5/19/2017 weekly |
| G3.B1.S1.MA1 M304971 | Student understanding of the depth of a given math standard | Green, Page | 9/6/2016 | AVID assessment tool, AVID binder check rubric, student assessments, accountable talk during walk throughs | 5/19/2017 monthly |
| G1.B2.S1.MA1 M304962 | Review of student achievement data | Green, Page | 8/29/2016 | pinnacle grade book, Iready achievement and growth monitoring, Grade level indicators | 5/25/2017 weekly |
| G1.B2.S1.MA2 M304964 | Informal walk through | Burke , Allisa | 8/29/2016 | informal walk through TNL | 5/25/2017 daily |
| G1.B2.S1.MA3 M304965 | Pop Ins | | 8/29/2016 | 2 stars and a wish pop in notes, and coaches log, minutes from ELA meetings | 5/25/2017 daily |
| G3.MA1 M304972 | Analyze student scores on Standards Mastery assessments | Green, Page | 8/10/2016 | student assessment performance, formative and summative, I-ready Standards Mastery, and | 5/26/2017 weekly |
| G1.B1.S1.MA3 M304960 | Informal Walk through | Burke , Allisa | 8/22/2016 | informal walk through, True North Logic, reflection forms, conference with teachers, minutes and agenda from writing task force monthly meetings | 5/26/2017 weekly |
| G1.B2.S1.MA1 M304963 | Informal walk through | Green, Page | 8/29/2016 | informal walk through notes, TNL | 5/26/2017 daily |
| G1.B2.S1.A1 A300493 | Implementing the ELA Block structure created by ELA coach, administration and district specialist | | 8/29/2016 | Lesson Plans, student work, pop in forms and teacher self reflection | 5/26/2017 daily |
| G2.B1.S1.MA1 M304967 | Student performance on science formative and mini assessments | Green, Page | 8/10/2016 | Walk throughs, Observations, STEM Coach collaboration, Student work | 5/26/2017 weekly |
| G2.B1.S1.MA1 M304968 | Analyze students assessment results | Green, Page | 8/10/2016 | student achievement on common assessments. Monitor the percent of | 5/26/2017 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|-------------|-------------------------------|---|---------------------|
| | | | | students that have mastered Science standards on the Baseline compared to the Spring Science District assessment. | |
| G3.B1.S1.MA1  M304970 | Analyze student assesment results | Green, Page | 8/10/2016 | Pinnacle, i-ready, leadership and AVID binders, formative and Summative assessments | 5/26/2017 weekly |
| G1.B1.S1.MA1  M304959 | Informal walk through | Green, Page | 8/22/2016 | Feedback forms, walk through, True North Logic notes, IPG conferences with teacher. reflection forms, minutes and agenda from writing task force monthly meetings | 8/21/2017 weekly |

V. Professional Development Opportunities

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

G2. Increase student Science proficiency as measured on the Florida Statewide Assessment for Science.

G2.B1 Students lack the knowledge to make connections with scientific concepts to increase learning.

G2.B1.S1 Interactive Science Notebook

PD Opportunity 1

Pop ins, Coaching Cycle

Facilitator

Joy Cocanougher

Participants

1st-5th Science teacher

Schedule

Weekly, from 9/6/2016 to 5/19/2017

G3. Increase student achievement in mathematics, through the implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies during instruction and backward design planning.

G3.B1 All teachers are not currently aligned in their approach to mathematical problem solving, vertical alignment and lack the depth of understanding of the three aspects of rigor (conceptual understanding, procedural skills and fluency, and application). to help students master the power standards of the given grade level.

G3.B1.S1 Backward Design, Calibration of Math Assessments

PD Opportunity 1

Grade level, Math meetings before every Unit.

Facilitator

Page Green

Participants

1st-5th Math teachers

Schedule

Monthly, from 9/1/2015 to 3/31/2017

PD Opportunity 2

Two and Three Column Note Taking

Facilitator

5th grade teacher

Participants

1st-5th math teachers

Schedule

Weekly, from 9/1/2016 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|------------------------------------|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | Writing Task Force Calibration and Comparison on Student assessments every month | | | | \$2,100.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 1141 | 140-Substitute Teachers | 0081 - Fred Wild Elementary School | School Improvement Funds | | \$2,100.00 |
| 2 | G1.B2.S1.A1 | Implementing the ELA Block structure created by ELA coach, administration and district specialist | | | | \$0.00 |
| 3 | G2.B1.S1.A1 | Pop ins, Coaching Cycle | | | | \$1,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 1141 | 120-Classroom Teachers | 0081 - Fred Wild Elementary School | School Improvement Funds | | \$1,500.00 |
| 4 | G3.B1.S1.A1 | Grade level, Math meetings before every Unit. | | | | \$3,023.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 1142 | | 0081 - Fred Wild Elementary School | Other | | \$3,023.00 |
| 5 | G3.B1.S1.A2 | Two and Three Column Note Taking | | | | \$0.00 |
| Total: | | | | | | \$6,623.00 |