Wilson Elementary School

2016-17 Schoolwide Improvement Plan

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 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	No	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

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 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Wilson Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	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.

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

b. 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.

2. School Environment

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

Wilson Elementary 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 an early warning identification system 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 graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., Wilson Elementary utilizes an early warning identification report. This report specifically identifies students who meet 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 this report, schools schedule and monitor parent meeting invitations.

b. 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.

Wilson Elementary has an active Positive Behavior Support (PBS) team, which consists of staff members from each grade/area as well as a parent representative. The purpose of the PBS team is to develop and organize school-wide behavior expectations, common procedures, and positive behavior recognition programs.

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.

Wilson Elementary implements a school-wide Positive Behavior Support (PBS) plan. The Wilson school-wide expectations (Bee Prepared, Bee Responsible, Bee Safe) outline core values and common expectations. Students begin each school day by saying the expectations 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 school-wide behavior recognition system of Honey Money is also utilized to recognize and reinforce positive behavior. Students and staff members of the month are recognized regularly. The PBS team meets once per month for continuous improvement of, and refection upon, current practices.

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.

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.

B. Family and Community Engagement

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).

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. § 6314(b)(1)(F).

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

No

1. PIP Link

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

2. 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, 504 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.

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 the 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 Skyward Family Access Portal, (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) and numerous other out-reach strategies developed by school staff.

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.

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

C. 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).

1. School Leadership Team

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

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

b. Duties

1. 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.

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.

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 coordinate Supplemental Academic Instruction funds to provide intervention for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
David Sprinkle	Parent
Jennifer Barnes	Parent
Jennifer Ellis	Teacher
Kelly Mitchell	Principal
Monica Martin	Parent
Melanie Nasso	Parent
Donna Alimonda	Education Support Employee
Jennifer Malard	Parent
Veronica Cusick	Parent
Jackie Murphy	Teacher
Kathy Galvin	Teacher
RT Hillery	Parent

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

Wilson's School Advisory Council reviewed the status of the 2015-2016 school improvement plan and provided feedback relative to goals and objectives for the 2016-2017 plan. Additionally, SAC reviewed the state's released school grades and overall school achievement data on the Florida Standards Assessment (FSA), current levels of student performance, changes to the school grading formula, and 5 Essentials Survey results.

b. 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.

c. 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.

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

Approximately $1,852.00 is the expected School Improvement allocation for 2016-2017. These funds will be used to support Achieve 3000 reading programs in grades K-5.

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

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

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
Mitchell, Kelly	Principal
Lester, Kristina	Assistant Principal
Morse, Esther	Instructional Coach
Riedel, Kelly	Administrative Support
Suter, Brianna	Teacher, K-12
Dagostino, Jeannine	Teacher, K-12
Loso, Carol	Instructional Technology
Ellis, Jennifer	Instructional Coach
Bowden, Nicolette	Teacher, K-12
Lutz, Tamara	Teacher, ESE
Kriechbaum, Kari	Teacher, K-12
Herrin, Elaina	Teacher, K-12
Roney, Shannon	Teacher, K-12

b. Duties

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

An important initiative for the 2016-2017 school year is the continued implementation of the Florida Standards and district ELA Framework. This will involve collaborative planning utilizing 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 uninterrupted 90-minute reading block and 30-minute literacy acceleration/intervention block. A second major initiative will be assisting teachers with planning for differentiation of instruction and providing targeted, data-based interventions.

D. 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).

1. 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 (PLCs). 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.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment

strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

3. 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. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

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. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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.

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.

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: Before School Program

Minutes added to school year: 3,000

Extended learning opportunities are available to assist in moving students toward proficiency. Target students (lowest quartile, Level 1-2, and MTSS Tiered 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 and during the school day. 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. Morning tutorial takes place daily for a half-hour before school. The master schedule incorporates a half hour each day for both ELA and Math Acceleration/Intervention. These programs facilitate differentiated instruction and intervention support to achieve learning gains for all students. Tutorial funds are utilized for additional support teachers to provide small group instruction and remediation.

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 the SCPS ELA Framework. 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 (CTAs), Writing Prompts, Scholastic Reading Inventory, iStation, and Achieve 3000.

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. § 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.

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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 <u>High School Feedback Report</u>, 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. § 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.

N/A

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"Â? 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

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   100% of administrators and teachers at Wilson Elementary will (a) seek to develop positive relationships with their students, parents/guardians, and each other; and (b) implement high-yield, research-based best practices for standards-aligned instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of academic growth for one year of instruction in ELA, Math, and Science.

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. 100% of administrators and teachers at Wilson Elementary will (a) seek to develop positive relationships with their students, parents/guardians, and each other; and (b) implement high-yield, research-based best practices for standards-aligned instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of academic growth for one year of instruction in ELA, Math, and Science. 1a

🔑 G086305

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	50.0
FSA ELA Achievement	76.0
Math Gains	67.0
School Grade - Percentage of Points Earned	66.0
FSA Mathematics Achievement	80.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- Time constraints are sometimes a barrier to building positive relationships among stakeholders.

- Teachers require on-going professional development to ensure research-based, standards-aligned, and differentiated instructional strategies are routinely implemented across core content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly Qualified Instructional Staff

- Instructional Coaches for ELA and STEM

- Strong Grade Level Team PLCs With Common Planning Time

- Professional Development

- 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

- Positive Behavior Support (PBS) Team

- Florida Standards and District Curriculum Guides

Plan to Monitor Progress Toward G1. 8

Teacher-related aspects of the goal will be monitored through on-going classroom observations, PLC meetings, professional development participation, lesson plans, and implemented instructional strategies. Student-related aspects of the goal will be monitored through the on-going analysis of formative and summative student learning data. Learning data of students in the Lowest 25% will be monitored more frequently to ensure students are on track to achieve one year's academic growth.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Professional Development Agendas and Presentations, PLC Meetings, Lesson Plans, Teacher Observations; Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, 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 administrators and teachers at Wilson Elementary will (a) seek to develop positive relationships with their students, parents/guardians, and each other; and (b) implement high-yield, research-based best practices for standards-aligned instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of academic growth for one year of instruction in ELA, Math, and Science. `1`

🔑 G086305

G1.B1 Time constraints are sometimes a barrier to building positive relationships among stakeholders. `2`

🔑 B229313

G1.B1.S1 Establish a comprehensive, school-wide Positive Behavior Support (PBS) program to build positive relationships among stakeholders. `4`

🔑 S241836

Strategy Rationale

PBS systems are designed to promote and recognize positive contributions of students, staff, and community members.

Action Step 1 `5`

The Positive Behavior Support (PBS) Team will meet on a regular basis to reflect upon the program's successes and target areas for improvement. PBS initiatives will be communicated to all staff through grade level/area reps and on-going professional development. Feedback will be collected throughout the year and utilized to enhance PBS initiatives.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PBS Team Meeting Agendas, PBS Professional Development Plans, Newsletters, Surveys

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

The PBS Team will seek feedback from school stakeholders and meet regularly to review and revise program initiatives, as needed.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PBS Team Meeting Agendas, Surveys

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

Positive Behavior Support (PBS) initiatives provide a school-wide, collective responsibility for establishing positive relationships with and among stakeholders.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

PBS Team Meeting Agendas, PBS Professional Development, Newsletters, Surveys, Feedback and Input

G1.B2 Teachers require on-going professional development to ensure research-based, standards-aligned, and differentiated instructional strategies are routinely implemented across core content areas. 2

🔍 B229314

G1.B2.S1 Provide opportunities for professional development focused on research-based, standards-aligned, and differentiated instructional strategies. 4

🔍 S241837

Strategy Rationale

On-going support for standards-aligned instructional strategies will facilitate differentiated instruction to achieve one year's growth in one year's time for all students.

Action Step 1 5

Utilize district staff development funds, available resources, and school-based expertise to support the implementation of research-based, differentiated professional development.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Professional Development Agendas and Presentations, Educational Book Titles, Lesson Plans, Teacher Observations; 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

Implementation of differentiated professional development initiatives will be monitored through classroom observations, teacher planning, PLC meetings, and student learning growth data.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Professional Development Agendas and Presentations, Professional Development Funds, Lesson Plans, Teacher Observations, PLC Meetings; Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.

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

Following aligned professional development, teachers will plan for and implement high-yield, research-based instructional strategies in the classroom.

Person Responsible

Kelly Mitchell

Schedule

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

Evidence of Completion

Lesson Plans, Teacher Observations, PLC Meetings, Student Work Samples; Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.

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.B2.S1.MA1 🔍 M322723	Following aligned professional development, teachers will plan for and implement high-yield,...	Mitchell, Kelly	9/7/2015	Lesson Plans, Teacher Observations, PLC Meetings, Student Work Samples; 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.MA1 🔍 M322725	Teacher-related aspects of the goal will be monitored through on-going classroom observations, PLC...	Mitchell, Kelly	8/10/2016	Professional Development Agendas and Presentations, PLC Meetings, Lesson Plans, Teacher Observations; Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.	5/26/2017 monthly
G1.B1.S1.MA1 🔍 M322721	Positive Behavior Support (PBS) initiatives provide a school-wide, collective responsibility for...	Mitchell, Kelly	8/10/2016	PBS Team Meeting Agendas, PBS Professional Development, Newsletters, Surveys, Feedback and Input	5/26/2017 monthly
G1.B1.S1.MA1 🔍 M322722	The PBS Team will seek feedback from school stakeholders and meet regularly to review and revise...	Mitchell, Kelly	8/10/2016	PBS Team Meeting Agendas, Surveys	5/26/2017 monthly
G1.B1.S1.A1 🔍 A313054	The Positive Behavior Support (PBS) Team will meet on a regular basis to reflect upon the program's...	Mitchell, Kelly	8/10/2016	PBS Team Meeting Agendas, PBS Professional Development Plans, Newsletters, Surveys	5/26/2017 monthly
G1.B2.S1.MA1 🔍 M322724	Implementation of differentiated professional development initiatives will be monitored through...	Mitchell, Kelly	8/10/2016	Professional Development Agendas and Presentations, Professional Development Funds, Lesson Plans, Teacher Observations, PLC Meetings; Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.	5/26/2017 monthly
G1.B2.S1.A1 🔍 A313055	Utilize district staff development funds, available resources, and school-based expertise to...	Mitchell, Kelly	8/10/2016	Professional Development Agendas and Presentations, Educational Book Titles, Lesson Plans, Teacher Observations; Data Sources: District Progress Monitoring Assessments, Achieve 3000, Scholastic Reading Inventory, Classroom Assessments, Reading Street, Go Math, FSA, and IOWA.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. 100% of administrators and teachers at Wilson Elementary will (a) seek to develop positive relationships with their students, parents/guardians, and each other; and (b) implement high-yield, research-based best practices for standards-aligned instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of academic growth for one year of instruction in ELA, Math, and Science.

G1.B1 Time constraints are sometimes a barrier to building positive relationships among stakeholders.

G1.B1.S1 Establish a comprehensive, school-wide Positive Behavior Support (PBS) program to build positive relationships among stakeholders.

PD Opportunity 1

The Positive Behavior Support (PBS) Team will meet on a regular basis to reflect upon the program's successes and target areas for improvement. PBS initiatives will be communicated to all staff through grade level/area reps and on-going professional development. Feedback will be collected throughout the year and utilized to enhance PBS initiatives.

Facilitator

Administrators, Teachers, Support Staff, Students, Parents/Guardians, Community Members, Students

Participants

Administrators, Teachers, Support Staff, Students, Parents/Guardians, Community Members, Students

Schedule

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

G1.B2 Teachers require on-going professional development to ensure research-based, standards-aligned, and differentiated instructional strategies are routinely implemented across core content areas.

G1.B2.S1 Provide opportunities for professional development focused on research-based, standards-aligned, and differentiated instructional strategies.

PD Opportunity 1

Utilize district staff development funds, available resources, and school-based expertise to support the implementation of research-based, differentiated professional development.

Facilitator

Administration, Instructional Coaches, Lead Teachers

Participants

All Instructional Staff

Schedule

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

VII. Budget						
1	G1.B1.S1.A1	The Positive Behavior Support (PBS) Team will meet on a regular basis to reflect upon the program's successes and target areas for improvement. PBS initiatives will be communicated to all staff through grade level/area reps and on-going professional development. Feedback will be collected throughout the year and utilized to enhance PBS initiatives.				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0231 - Wilson Elementary School	General Fund		$1,000.00
			Notes: Positive Behavior Support			
2	G1.B2.S1.A1	Utilize district staff development funds, available resources, and school-based expertise to support the implementation of research-based, differentiated professional development.				**$6,412.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0231 - Wilson Elementary School	Other		$4,560.00
			Notes: Professional Development Funds			
			0231 - Wilson Elementary School	School Improvement Funds		$1,852.00
			Notes: Achieve 3000 Reading Program and Monitoring			
					Total:	**$7,412.00**