# Wicklow Elementary School



# 2016-17 Schoolwide Improvement Plan

# Wicklow Elementary School

100 PLACID LAKE DR, Sanford, FL 32773

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0811

## 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 | 84% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 75% |

## School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|---|
| Grade | B | C* | C | 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 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 Wicklow 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.

Wicklow Elementary School is a collaborative community that engages in meaningful instruction to encourage lifelong learning. Wicklow will provide a positive learning environment that ensures cooperation, mutual respect, and the optimum development of the whole child. We will teach our students to think critically, to act responsibly, and to perform successfully in order to become lifelong learners and responsible citizens in a technological and diverse global society.

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

Wicklow Elementary School will be the top elementary school in the Northwest Cluster. Our focus on excellence are summed up in a few simple, strategic practices:
1. Support our outstanding students, teachers, and staff.
2. Identify the instructional needs of every student, differentiate our approach, and provide best instructional pedagogical strategies.
3. Create a culture of commitment and excellence in our school that supports our students, staff, and community.

Wicklow will support the SCPS vision that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens. All students will perform at the highest levels and the school's personnel will be highly-qualified, care about the well-being of every student, diverse, innovative, enthusiastic, and dedicated to the mission of our district and school.

### 2. School Environment

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

Wicklow Elementary School works very closely with its students and families with the intent to highlight positively every student's culture and educate and celebrate the differences which make our school so rich. Starting in August, we have several community events throughout the year including Multicultural Night, Book Fairs, Community/ Curriculum Nights, Title I sponsored family nights, and PTA events that support our efforts. Our school environment embraces the Spanish language, as many of our families speak Spanish. This can be seen through all home/school communication. In 2016-17, Wicklow has embraced a Dual Language Immersion Program. Working as a collaborative team, kindergarten, first, and second grade teachers and two teachers hired from Spain, teach the English curriculum, Spanish language and culture through an immersion model. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

The 'Golden Rule' is the cornerstone of our behavior management program and the key in building a positive, safe culture at Wicklow Elementary. This is key in teaching our students how to treat and respect others. Our school social worker teaches social skills. We also have incorporated mandatory classroom meetings on Wednesdays where students and teachers are actively problem-solving and discussing the keys to character. Our School Resource Officer actively teaches all fifth grade students using the FOCUS program. Additionally, our PBS team, made up of teacher/faculty, leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success

and positive behaviors of our students. Finally our behavior support teacher not only handles discipline but also runs several positive reward systems to encourage and promote positive behaviors.

**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.**

Our goal at Wicklow Elementary School is to be a positive environment in which people interact with courtesy and respect. This is executed through Principal's Newsletters, Golden Child Awards, Citizenship Awards during the Awards Assemblies,and acknowledgment through Student of the Month.
All staff is trained in our Positive Behavior Support program. During the first few weeks of school, administration speaks with every first, second, third, fourth, and fifth grade student through grade level assemblies where school expectations are explained. All staff members are involved with the Positive Behavior Support program in which each staff member is on a committee and every year the committee reviews and votes on revisions if necessary. At least two meetings are allotted to review the school wide expectations and procedures with all staff members.

**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.**

Wicklow Elementary School has established various counseling services for the needs of our students. We have a mentor program with our older Student Council students working with primary classes. We also have a food and clothing pantry for our families in need. Counseling services are provided by school-based (Wicklow) Certified School Counselors, on an as needed basis. Currently, we also have several agencies that have an Agency Access Agreement with Seminole County Pubic Schools that provides on site counseling and home counseling services for our students. These agencies take Medicaid, other insurance, and offer some funding for parents who may not have Medicaid or insurance. Classroom Teachers may also refer students who may need mentoring or just a friendly listening ear. Students may have lunch with the counselor, receive special birthday pencils when celebrating a birthday, and request through classroom teachers to speak with a counselor related to any personal issues.

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

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes 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., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk

indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

*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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

Parent/teacher conferences, MTSS, counseling, mentor programs, Intervention, SIPPS, iReady K-5, Making Meaning, My Sidewalks, tutorial, BIPs, OPMs, IStation, data chats, and Student Led Conferences.

## 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?**
Yes

*1. PIP Link*
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/312638.

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

**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 |
|---|---|
| Herndon, Martina | Principal |
| Bohnstadt, Christy | Assistant Principal |
| Ortiz, Michelle | Other |

#### b. Duties

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

MTSS Team consists of a Certified School Counselor, Administration and Grade Level Teams. Grade level teachers are responsible for maintaining data for each student, providing interventions, communicating with parents throughout the process of MTSS and working as a team in a collaborative manner to give insight to other teachers on possible interventions and techniques to implement. The role of Administration is to assist teachers when necessary. The Certified School Counselor is responsible for holding grade level meetings, uploading intervention plans into EdInsight, documenting meetings for each student on EdInsight, moving students within the tiers, tracking intervention plans, scheduling parent meetings after Tier III interventions, making sure all required documentation and interventions are completed to proceed to Student Study Team, scheduling Student Study Team meeting and following referral through evaluation and eligibility meetings.

Wicklow annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Wicklow will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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. 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.*

Wicklow Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Wicklow will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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 |
|---|---|
| Martina Herndon | Principal |
| Melissa Smith | Parent |
| George Gordon | Teacher |
| Christy Bohnstadt | Teacher |
| M'Lissa Thompson | Teacher |
| Richard Mergy | Business/Community |
| Michelle Ortiz | Education Support Employee |
| Sam Alfred | Business/Community |
| Judy Frank | Business/Community |
| Stephanie Fernandez | Parent |
| Trei Johnson | 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*

The SAC met in September and analyzed school data as they correlated with the SIP. We discussed the district goal "One Year's Growth in One's Year's Time."

*b. Development of this school improvement plan*

The SAC team meets on a monthly basis to discuss plans for improvement of Wicklow Elementary School. They review the school data, other student data and assist with the development of target goals and areas of focus for this school year.

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

During the SAC meeting in September, the School Improvement budget was passed. Funds were allocated to professional development that will directly correlate with the instructional goals of the SIP.

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

School Improvement Funds have been allocated for materials and supplies for on-going support of instruction and Professional Development Opportunities.

### 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 |
|---|---|
| Ortiz, Michelle | Other |
| Barnes, Janet | Other |
| Fleming, Emily | Other |
| Fuchs, Katie | Other |
| Wadley, Kevin | Instructional Coach |

### b. Duties

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

-Facilitate and organize a 30 minute Reading "Walk To" model of instruction at each grade in order to differentiate instruction to meet the needs of all students and increase school-wide reading proficiency. The goal is to increase reading ability, rigor, incorporate acceleration, and analysis of text for all students.
-Schedule trimester and/or quarterly assessments to find students' reading and writing strengths and weaknesses and to monitor student progress. (DRA, SRI, PSI, PASI, Writing Prompts, etc)
-Conduct monthly data meetings to help teachers better understand and use their students' data. Data meetings will also help teachers make instructional decisions in "Walk To" groups and in the classroom.
-Increase differentiation of instruction in classrooms through Professional Development, collaborative PLC meetings, and lesson study involving small group, conferencing, and a workshop model in reading and writing.
-Collaborate with PLC team members to create or use previously made common assessments on state standards, share instructional strategies for teaching standards, and analyze data from common assessments in order to reflect on teaching and provide targeted remediation where needed.
-Increase "eyes on text" at students' levels by promoting a love of reading, motivation through Accelerated Reader (AR) and other reading incentives, and an emphasis on quality, authentic book selections.

## D. Public and Collaborative Teaching

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

Wicklow Elementary School utilizes Professional Learning Communities and Professional Development to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time in the mornings and specific scheduled Wednesday afternoons for Professional Developments in which to collaboratively plan their instruction.

**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 reputation of being a high-performing school district brings to us thousands of highly qualified applicants. 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.**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.*

Wicklow Elementary School follows the Reading, Math, Science, Writing, and Social Studies SCPS Instructional Plans/Framework for K-5. All SCPS instructional plans are aligned to Florida Standards and specific to each grade level.

#### 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.***

Wicklow Elementary School uses a plethora of data to provide and differentiate instruction to meet the educational needs of our students. Assessments are used as diagnostics and ongoing progress monitoring is used to determine students' needs and track student growth. Determined by the data, various differentiated
instructional practices are implemented, including intervention and acceleration. Students' needs are analyzed on an individual basis and their data is used to determine services. Various assessments used include iReady, Running Records in core and intervention, FSA, SRI, DRA, DAR, PASI, PSI, STAR, curriculum-based assessments, and fluency reads.

***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:** Extended School Day

**Minutes added to school year:** 4,800

Students will be provided extended learning time by participating small groups of students. Students will receive intensive instruction, focused on the skills that they show deficiencies in.

### *Strategy Rationale*

Many students struggle with core instruction at their grade level due to their many gaps in understanding of content previously taught and from lower grade levels. They will work to fill these gaps during the small groups, increasing their success within their class when working on grade level standards.

### *Strategy Purpose(s)*

- Core Academic Instruction

### *Person(s) responsible for monitoring implementation of the strategy*
Bohnstadt, Christy, christy_bohnstadt@scps.k12.fl.us

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

Data will be collected utilizing iReady diagnostic tests 3 times a year and monthly progress monitoring assessments. These assessments will show the growth the student is making throughout the year and each month. The growth of the students in small group instruction should be greater than students not participating in the program. The data will also be used to drive the instruction provided within the small groups.

| **Strategy:** Before School Program |
| :--- |
| **Minutes added to school year:** 2,250 |

Targeted students will attend iReady lab sessions in the morning before school. This extended time in the computer lab on iReady will allow students to complete additional lessons and fill in the gap and receive additional practice.

### Strategy Rationale

iReady provides strategic and individualized lessons based on diagnostic tests given 3 times a year. The program requires 2-3 hours per week for Tier 1 students to work within the program and more time for Tier 2 and 3 students. This time is very difficult to find during actual school hours. These students having extended time in the program allows them to meet their personal academic needs, thus allowing them to be more successful at grade level or higher standards.

### Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Bohnstadt, Christy, christy_bohnstadt@scps.k12.fl.us

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

Data will be collected utilizing iReady diagnostic tests 3 times a year and monthly progress monitoring assessments. These assessments will show the growth the student is making throughout the year and each month. The growth of the students attending AM iReady sessions should be greater than students not receiving extra time within the program.

## 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.*

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

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

*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.*

## 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.

### 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.

### 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.** All stakeholders will (a)seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in ELA, Math, and Science and (c) will implement student-owned progress monitoring systems.

## 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.** All stakeholders will (a)seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in ELA, Math, and Science and (c) will implement student-owned progress monitoring systems. 1a

🔑 G086336

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 54.0 |
| FCAT 2.0 Science Proficiency | 54.0 |
| ELA/Reading Lowest 25% Gains | 54.0 |
| FSA ELA Achievement | 54.0 |
| FSA Mathematics Achievement | 54.0 |
| Math Gains | 54.0 |
| Math Lowest 25% Gains | 54.0 |
| 5Es Score: Collaborative Teachers | 70.0 |

## Targeted Barriers to Achieving the Goal 3

- Teachers lack the understanding of using targeted data to create small groups and the levels of complexity of the standards.

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

- Two Instructional Coaches, 2 Interventionists, Professional Development, Standards-Based Intervention, Support Facilitators, Tutorial (small groups), Interventions, Instructional Pararofessionals, PLCs, Administrative Support, MTSS Team, Grade Level Administrative Meetings, Collaborative Planning, Accelerated Reader Program, ELL Support, Guidance Counselors, Mentors, Common Planning, OPMs, SRI, DRA, PSI, PASI, i-Station, i-Ready, Imagine Learning, and District Curriculum Support Team.

## Plan to Monitor Progress Toward G1. 8

Teachers, the Resource Team will monitor the progress of Common Assessments, FSA, FCAT Science, PASI, PSI, DRAs, i-Ready Reports, i-Station, and Imagine Learning in order to meet the goal.

### Person Responsible
Martina Herndon

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

### *Evidence of Completion*
Increase in student knowledge of his/her data, discussions with students, interactions, review, and discussion of teacher data will serve as evidence.

## 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.** All stakeholders will (a)seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in ELA, Math, and Science and (c) will implement student-owned progress monitoring systems. `1`

🔑 G086336

**G1.B1** Teachers lack the understanding of using targeted data to create small groups and the levels of complexity of the standards. `2`

🔑 B229411

**G1.B1.S1** The implementation of student-owned progress monitoring data, Professional Developments, PLCs, the use of the resource team, and data analysis will assist us in attaining our goal. `4`

🔑 S242004

#### Strategy Rationale

Teachers need to understand how to differentiate instruction by using data to create small groups. Teachers need to understand the level of complexities as they teach and assess standards.

#### Action Step 1 `5`

Teachers will attend PDs and PLCs where they will analyze data to determine instruction, small groups,and assessments.

#### Person Responsible

Martina Herndon

#### Schedule

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

#### *Evidence of Completion*

PLCs focused on common assessments, increase in student data, and teacher discussion of data will serve as evidence.

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

Teachers will be monitored from administration and the resource team.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

Student data, walk-throughs, modeling, discussions, data meetings will serve as evidence.

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

Administration and the resource team will support teachers and monitor effectiveness through student data meetings, walk-throughs, modeling, discussions, and data meetings.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

Student data, walk-throughs, modeling, discussions, data meetings will serve as evidence.

**G1.B1.S2** Teachers, the Resource Team, and the Support Facilitators will focus on students to achieve learning gains, and our students who are in our lowest quartile. 4

🔑 S242005

### Strategy Rationale

In order to attain our goal, a narrow focus should be on our targeted students.

**Action Step 1** 5

Meetings, data analysis, and targeted instruction will take place.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

Student data analysis, PLCs, admin grade level meetings, and resource team (agendas) will serve as evidence.

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

Classroom observation of strategies, data discussions will support fidelity of implementation.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

Student data, walk-throughs, and an analysis of the data will be the evidence.

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

Administration and the Resource Team will monitor the effectiveness by monitoring data and walk-throughs.

### Person Responsible

Martina Herndon

### Schedule

On 5/26/2017

### *Evidence of Completion*

The improvement of student data and walk-throughs will serve as evidence.

**G1.B1.S3** Administration and the Resource Team will ensure that advanced opportunities are provided to our students. `4`

🔑 S242006

### Strategy Rationale

In order to attain our goal, a narrow focus of advanced opportunities must be provided for targeted students.

**Action Step 1** `5`

Administration will identify students who need advanced opportunities.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

According to data, students who require advanced opportunities will receive such opportunities through e-Pathways.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** `6`

Administration and the Resource Team will monitor student data to determine when opportunities are needed.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

Student data and teacher input will serve as evidence.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** `7`

Administration will monitor student data to determine effectiveness.

### Person Responsible

Martina Herndon

### Schedule

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

### *Evidence of Completion*

Student data will serve as evidence.

## 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.MA1 🔑 M323112 | Teachers, the Resource Team will monitor the progress of Common Assessments, FSA, FCAT Science,... | Herndon, Martina | 8/10/2016 | Increase in student knowledge of his/her data, discussions with students, interactions, review, and discussion of teacher data will serve as evidence. | 5/26/2017 weekly |
| G1.B1.S1.MA1 🔑 M323106 | Administration and the resource team will support teachers and monitor effectiveness through... | Herndon, Martina | 8/10/2016 | Student data, walk-throughs, modeling, discussions, data meetings will serve as evidence. | 5/26/2017 weekly |
| G1.B1.S1.MA1 🔑 M323107 | Teachers will be monitored from administration and the resource team. | Herndon, Martina | 8/10/2016 | Student data, walk-throughs, modeling, discussions, data meetings will serve as evidence. | 5/26/2017 weekly |
| G1.B1.S1.A1 🔑 A313250 | Teachers will attend PDs and PLCs where they will analyze data to determine instruction, small... | Herndon, Martina | 8/10/2016 | PLCs focused on common assessments, increase in student data, and teacher discussion of data will serve as evidence. | 5/26/2017 monthly |
| G1.B1.S2.MA1 🔑 M323108 | Administration and the Resource Team will monitor the effectiveness by monitoring data and... | Herndon, Martina | 8/10/2016 | The improvement of student data and walk-throughs will serve as evidence. | 5/26/2017 one-time |
| G1.B1.S2.MA1 🔑 M323109 | Classroom observation of strategies, data discussions will support fidelity of implementation. | Herndon, Martina | 8/10/2016 | Student data, walk-throughs, and an analysis of the data will be the evidence. | 5/26/2017 weekly |
| G1.B1.S2.A1 🔑 A313251 | Meetings, data analysis, and targeted instruction will take place. | Herndon, Martina | 8/10/2016 | Student data analysis, PLCs, admin grade level meetings, and resource team (agendas) will serve as evidence. | 5/26/2017 weekly |
| G1.B1.S3.MA1 🔑 M323110 | Administration will monitor student data to determine effectiveness. | Herndon, Martina | 8/10/2016 | Student data will serve as evidence. | 5/26/2017 monthly |
| G1.B1.S3.MA1 🔑 M323111 | Administration and the Resource Team will monitor student data to determine when opportunities are... | Herndon, Martina | 8/10/2016 | Student data and teacher input will serve as evidence. | 5/26/2017 monthly |
| G1.B1.S3.A1 🔑 A313252 | Administration will identify students who need advanced opportunities. | Herndon, Martina | 8/10/2016 | According to data, students who require advanced opportunities will receive such opportunities through e-Pathways. | 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.** All stakeholders will (a)seek to develop appropriate relationships with their students, parents, and each other; and (b) implement research-based best practices for standards-based instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth in ELA, Math, and Science and (c) will implement student-owned progress monitoring systems.

**G1.B1** Teachers lack the understanding of using targeted data to create small groups and the levels of complexity of the standards.

**G1.B1.S1** The implementation of student-owned progress monitoring data, Professional Developments, PLCs, the use of the resource team, and data analysis will assist us in attaining our goal.

### PD Opportunity 1

Teachers will attend PDs and PLCs where they will analyze data to determine instruction, small groups,and assessments.

#### Facilitator

Thinking Maps

#### Participants

All teachers

#### Schedule

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

## 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 | Teachers will attend PDs and PLCs where they will analyze data to determine instruction, small groups,and assessments. | | | | $2,625.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 120-Classroom Teachers | 0811 - Wicklow Elementary School | | | $2,625.00 |
| | | | *Notes: Funds will be used for Thinking Maps Professional Developments and half day data trainings.* | | | |
| 2 | G1.B1.S2.A1 | Meetings, data analysis, and targeted instruction will take place. | | | | $0.00 |
| 3 | G1.B1.S3.A1 | Administration will identify students who need advanced opportunities. | | | | $0.00 |
| | | | | | Total: | $2,625.00 |