

Alachua County Public Schools

Idylwild Elementary School



2017-18 Schoolwide Improvement Plan

Idylwild Elementary School

4601 SW 20TH TERRACE, Gainesville, FL 32608

<https://www.sbac.edu/idylwild>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

**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 was approved by the Alachua County School Board on 10/17/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	47
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	50
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	52

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Idylwild Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide a positive, safe environment wherein academic excellence is expected and the social-emotional well-being of our students is paramount. Idylwild Elementary School's mission is built on the foundational belief that all students can and will learn given appropriate accommodations and effective support strategies.

b. Provide the school's vision statement.

Our vision is that life-long learning will be the result of the process initiated at Idylwild Elementary. We see our students graduating from high school with the necessary knowledge, skills application and character to be productive citizens contributing, not only to their local communities but, to state, national and the global community as well.

2. School Environment

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

The first few weeks of school are dedicated to team and community building in the classrooms and school-wide. The goal is to build and strengthen relationships with teachers, students and families. This is done through many different classroom activities, a school wide spirit day on the third day of school and our annual open house. Each year, we also gain information from both parents and staff through our school climate survey. This information is then translated into implementation and practice. Throughout the year, our System of Care social worker, along with the faculty and staff, works with families to better understand their needs in order to enhance the students' experiences within the classroom. Also, families are given multiple opportunities to engage with their child as well as staff through social and cultural activities. This interaction results in the positive impact on the teacher-student relationship. We are entering our second year with the Sanford Harmony social-emotional program in all grade levels to encourage team/class building, conflict resolution, and individual social, emotional interventions. This program fosters mutual respect among peers and peers with their teacher.

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

There are many procedures in place to ensure the safety of all students, faculty and staff. Students are to be dropped off and picked up in designated areas with adult supervision present at those areas as well as around the campus. Our campus is fenced with locked gates, and our students are instructed to only use the paths inside the fenced area. All visitors must check in through the front office and must wear a visitor's ID while on campus. Idylwild is a Positive Behavior Support (PBS) school with four expectations, two of which are "Be Safe" and "Be Respectful." These expectations are explained to the students and modeled by faculty and staff throughout the year. The school promotes this with grade level and school wide assemblies.

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 school is a Positive Behavior Support (PBS) with four school wide expectations. These expectations are posted in each classrooms and teachers align their classroom rules with these expectations. If these expectations are not met, the established protocol in place includes:

- *verbal warning
- *discussion with student
- *behavior noted (teacher records)
- *parent contacted by classroom teacher
- *parent conference with classroom teacher (if necessary)
- *behavior warning sheet sent home and returned
- *Principal, Assistant Principal, Behavior Resource Teacher (BRT) and Student Support Specialist involvement
- *Weekly meetings of student services team
- *Adding one social worker and one licensed mental health counselor (LMHC) on campus

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.

Weekly meetings with teachers and leadership team take place to discuss and monitor the needs of students. The principal, assistant principal, school counselor, BRT, student support specialist, school social worker and the licensed mental health counselor (LMHC) all work with the classroom teachers to identify students with social and emotional needs. The services that we provide as a team include, but are not limited to:

- *one on one counseling
- *small group counseling
- *large group counseling
- *home visits
- *parent involvement
- *Sanford Harmony Program K-5
- *Adding one social worker and one licensed mental health counselor on campus

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance - Each week, the leadership team discusses students with attendance concerns. This discussion is lead by our social worker who uses Infinite Campus to track and monitor student attendance. EPT meetings are scheduled monthly to involve parents in creating a plan to address these concerns. The social worker also addresses the families with excessive tardies and early checkouts.

Behavior - During the weekly leadership team, behavior is also discussed. The Assistant Principal and Student Support Specialist reviews any student(s) with significant behaviors. EPT's are scheduled to assist with these issues.

Course failure - The Classroom Teacher, Principal, Assistant Principal, and FCIM facilitator work closely together to review data on students with failing grades. Interventions are planned during and after school tutoring, including Title 1 interventions and Extended Day Intervention (EDI) tutoring afterschool and 21st Century..

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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	0

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

- *Track the students with 3 or more referrals from the previous year. These students are being monitored and along with the school social worker, design a behavior and academic plan to address areas where the student would like to be more successful for the current year.
- *Track the students with lower than 90% attendance record. These students are being monitored and along with the school social worker, design a plan to address attendance issues.
- *Title 1 Pull out and push in
- *Extended Day Intervention Tutoring
- *EDEP Tutoring
- *Reading PALS
- *UFLI mentors
- *Fast ForWord
- *System of Care
- *21st Century
- *ESOL Tutoring
- *ESOL translation for parent involvement events
- *Adding 2 social workers and one licensed mental health counselor on campus
- *Departmentalization and ability grouping

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

- * The annual title one meeting; impact is academic expectations
- * Parent workshop; strategies to help children take responsibility for their learning and behavior; impact is academic improvement.
- *Fall Festival/parent involvement center; impact is academic improvement

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.

Administration is committed to partnerships with community members and stakeholders. Community partners are invited for a brunch to renew relationships and commitment for our students.

Throughout the year, parents and community partners are invited to Idylwild for special events.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Wakeley, Wanza	Principal
Bourg, Robin	Assistant Principal
Woods, Kutura	Instructional Coach
Jones, Angela	Dean
Kilbourn, Julie	School Counselor

b. Duties

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

*Principal: The Principal is the instructional leader of the school, communicates a common vision for the instructional improvement, oversees all staff development, observes teaching practices, performs teacher evaluations, helps develop all improvement plans, manages all community resources, works with the district on support initiatives and resources needed. Monitoring data.

*Assistant Principal: Provides curricular support and training for teachers, develops master schedule, transportation, and testing coordinator. In charge of transportation. Instructional observations and evaluations. Observes teachers and performs teacher evaluations. Management of instructional materials.

*Counselor: Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation

*Social Worker: Serves as a liaison between school and parents. The Social Worker is available to help school families in need of resources (food, clothing, eyeglasses, school supplies, etc.). The

Social Worker also assists in locating health resources for families (school physicals, dental, family/ individual counseling, etc.). In addition, SW is there to assist students and families with attendance problems, emotional/behavioral issues, and to help support the school staff.

*FCIMS Facilitator/instructional Coaches: Observe classroom practices, plan staff development with Principal, ensures all curriculum materials are provided and staff trained on use. Manages Title I Teacher Tutors. Monitors data and develops targeted interventions for students.

*Behavior Recourse Teacher: Develop and implement behavioral interventions; provides ongoing support and helps with data collection. Provides behavioral support and training for teachers. Provide classroom lessons and small group interventions with targeted students. Management of the Positive Behavior Support program. Works with the community to convey behavior expectations for students.

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.

Weekly meetings with Administrative team to discuss the progress and fidelity of implementation and monitoring of the RTI process.

Title I, Part A

Pullout tutorial, Para tutor/Engagement Para directly under supervision of teacher, professional development

Title I, Part C- Migrant

We use the tutors as a resource.

Title I, Part D

Drop Out Prevention

Title II

Reading coaches, mentor coaches, digital educators

Title III

ELL services, we provide dictionaries, translations?

Title X- Homeless

We have assisted in the following ways: clothing when available, backpacks, school supplies, and more.

Extended Day Intervention (EDI)

Additional planning for 3rd and 4th grade teachers.

Violence Prevention Programs

Violence Prevention programs – Step Violence Prevention, Steps to Respect, Win-Win Discipline, Too Good for Drugs & Violence, and Positive Behavior Support.

Sanford Harmony Program

Nutrition Programs

Work with our Food Service department, PTA, Community, and Business Partners to provide education and goods to promote good nutrition. Fruits & Vegetables, Back pack for weekend,

summer meal program.

Housing Programs

We work with the Gainesville Housing Authority to provide communication and participation in school activities/events.

Head Start

Transition to Kindergarten, Kindergarten Round-up, Newsletters, Head Start communication.

Adult Education

Refer to district and other resources as requested.

Career and Technical Education Career day

Job Training

Parent computer training

Weekly meetings with Student Services team to discuss social and emotional needs of students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelly Kostamo	Business/Community
Robin Bourg	Teacher
Wanza Wakeley	Principal
Rebecca Stark	Teacher
Michelle Patrick	Teacher
Michelle Smiley	Parent
Aaron Dozier	Parent
Ivelisse Cruz-Moya	Education Support Employee
Bob Hladik	Business/Community
Vanessa Shuler	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed and gave input on the School Improvement Plan for final consideration by the district.

b. Development of this school improvement plan

The SAC gives input on needed projects and reviews the School Improvement Plan for final consideration by the district.

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

The SAC will meet bi-monthly to discuss school initiatives and determine the prioritization of outlined projects and the funding needed to complete those projects. This may include, but is not limited to, capital improvements, supplementing staff salaries, purchasing supplemental instructional materials, providing authorized student sustenance and/or incentives, and providing student transportation and/or access to off-campus learning opportunities.

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

Evidence-based programs/materials

Reading Benchmark Practice Ready Florida Reading Title I \$3,300.00

Reading After School Tutoring Teacher Tutors Title I \$16,300.00

Mathematics Benchmark Practice Florida Ready Math Title I \$3,300.00

Subtotal: \$22,900.00

Technology

Reading Reading Fluency &

Vocabulary Read Naturally Title I \$500.00

Subtotal: \$500.00

Professional Development

Reading Higher Order

Questions

Higher Order Thinking

Skills Title I \$3,000.00

Subtotal: \$3,000.00

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
Wakeley, Wanza	Principal
Bourg, Robin	Assistant Principal
Woods, Kutura	Instructional Coach

b. Duties

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

Building school culture, involving staff in a PLC to enhance teamwork techniques and strategies that will lead to academic success by students.

Monthly data chats with grade levels to discuss student mastery of the benchmarks.

Parent Involvement activities

Book give away's by the Media Specialist

Title 1 funds are used to build class libraries

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

*Monthly faculty meetings/professional development

*Monthly team leaders meetings

*Weekly grade level meetings

*Weekly grade level planning

*Monthly Socials

*Holiday Parties

*Monthly Team Data Chat

*Monthly Book Studies

*Monthly Curriculum team meetings

*Monthly "First Year Foundations" group

*Peers In Public Practice (P3) professional development

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

*District Job Fair and Recruiting with District Personnel Team - Principal is responsible

*New Teacher Orientation Prior to Pre-Planning with Administration and Veteran Mentor Staff Members - Principal is responsible

*Partnering New Teachers with Veteran Staff Members - Principal is responsible

*Monthly Professional Development Opportunities

*Book Studies

*Grade level data chats

*Cross curricular grade level meetings

* Monthly curriculum work group meetings

*Monthly "First Year Foundations" group

*Peers In Public Practice (P3) professional development strategy

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

District Beginning Teacher Mentoring Program: Beginning Teachers are paired with a district instructional coach. The pair meet together weekly to discuss best practices and instructional strategies for teacher success. Beginning teachers must attend cohort training with their coach and other new educators. These coaches are full time and help support teachers throughout the year in all curriculum areas.

First Year Foundations Group: This group will meet a minimum of once a month. The group is facilitated by the assistant principal and a veteran teacher. The group will share and discuss concerns and issues relevant to beginning teachers. Guest speakers will attend on a regular basis. Professional development needs will be determined and assessed during these meetings.

A Professional Development Specialist from the district has officially been assigned to the beginning teachers. She is assigned one full day per week to interact with the beginning teachers. Providing them with instructional strategies, on-going coaching support (on-site and district training), and other strategies as needed.

The implementation of "Peers In Public Practice" (P3) at the school level. Novice teachers spend the day(s) observing veteran teachers, receiving professional development and then engaging in on-going mentoring throughout the year.

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.

Teachers are required to review standards and test item specifications. The effects of this will be seen in daily instructional practices. The administrators and instructional coaches will routinely monitor this occurrence, ensuring that instruction is aligned to the Florida standards. Research based material, including but not limited to, the Ready Florida series and basal texts are utilized as resources to teach the Florida standards. Teachers are also instructed on how to access CPALMS and other online resources provided by the FLDOE in their instructional practices. Teachers are provided with and use other district promoted curriculum resources as well as other researched based materials provided at the school level which are correlated to the Florida Standards, the NGSSS for Science and End of Course Exams test item specifications. Teachers must also document standards and benchmarks in their lesson plans. District created AIMS assessments are administered quarterly in ELA, Math and Science. These assessments determine students' proficiency on the Florida Standards. These assessments have been highly correlated with the FSA. Computer-based instructional softwares is also utilized. These computer programs (iStation, Achieve 300, Smarty Ants, Edulastic, Accelerated Reader and Star Reading) have been determined to support 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.

Grade level teams meet weekly to share data. Using a school wide data form, the data is then reported to the administrative team to review. Data chats are also held with teachers on a regular basis. Through the use of Skyward the leadership team is able to view grades, assessments and the dis-aggregation of data that indicates students at various levels of support. That data is used to drive instruction in the following weeks to ensure student success in achieving state standards. Students that are having difficulty mastering standards are giving intensive interventions and tutoring during and after school. Data for students in Tier 3 of the RTI process is followed and monitored closely by the administrative team at the end of each 9 week grading period. Teachers implement work stations in their classrooms to further provide intensive teaching and/or enrichment for the students based on their needs. Enrichment is provided for students successfully mastering the standards through the IPAAL program as well as gifted classwork.

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

Strategy: After School Program

Minutes added to school year: 40,500

EDEP, EDI Tutoring and 21st Century are our after school programs that helps students in need of additional help in core academic subjects with a focus on reading. These programs also ensure a well rounded education by offering enrichments to all students.

Strategy Rationale

Improve student academic achievement by widening vocabulary, increasing background knowledge and increasing cognitive skill and increasing reading comprehension.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Woods, Kutura, woodskt@sbac.edu

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

The directors of each program collect data from assessments given to students. This data is analyzed to determine where student's deficiencies are so that the curriculum can be differentiated to meet their needs. Data reports are submitting to the district at the end of the year.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Transition from Head Start to Kindergarten, Kindergarten Round up, 5th grade transition meetings are conducted for students promoted to middle school. At the end of the 4th nine weeks, Title 1 holds a "Bridging the Grade Level" meeting for parents whose children are transitioning from one school level to another.

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.

Idylwild partners with the University of Florida and Santa Fe College to promote college and career awareness programs such as the "Science Outreach Program" from the University of Florida's Chemistry department and the IFAS' Family Nutrition program as well as Junior Achievement. The school will also initiate a Robotics Night in partnership with Santa Fe College to promote science related work and careers.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve the number of students proficient in reading.
- G2.** To improve the number of students proficient in math.
- G3.** To improve the number of students proficient in science.
- G4.** To increase the opportunities for parent involvement.
- G5.** To decrease the achievement gap between African Americans and other sub groups

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. To improve the number of students proficient in reading. 1a

G095740

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	41.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- All teachers in need of continuing professional development,
- Student transportation for after school tutoring.
- Improve Kindergarten readiness skills
- Lack of computer hardware in classrooms for students to become proficient in computer skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Teacher Tutors,
- After-school Tutoring (EDI, EDEP, 21st Century),
- Fast ForWord,
- Accelerated Reader,
- Professional Development for all teachers.
- ELA Teacher Leaders
- Instructional Coaches
- Reading Pals program
- UFLi program
- Curriculum Focus Groups
- Leveled Readers

Plan to Monitor Progress Toward G1. 8

Florida Progress Monitoring Network, Grades 1-5 AIMS,

Person Responsible

Wanza Wakeley

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

The data will be reviewed quarterly with the school's Literacy team to determine if progress is being made toward the selected targets.

G2. To improve the number of students proficient in math. 1a

G095741

Targets Supported 1b

Indicator	Annual Target
Math Gains	45.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers in need of professional development and continuous learning.
- Student transportation for after school tutoring
- Parents limited capacity to re-mediate and support their student
- Students lack instructional materials at home to reinforce learning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development,
- After-school Tutoring (EDEP, 21st Century, student workshops),
- Grade-level curriculum planning
- Instructional coaches
- Curriculum Focus Teams
- CPALMS
- iStation computer program
- Math Club
- Ready Florida texts
- GEMS Instructional Kits
- Calendar Math
-

Plan to Monitor Progress Toward G2. 8

AIMS, District Assessments, FSA Scores, Skyward/Access+, Data Chats

Person Responsible

Robin Bourg

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

The School Leadership team will review data monthly to determine if adequate progress is being made.

G3. To improve the number of students proficient in science. 1a

G095742

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Instructional materials for science
- Lack of real world background knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Standards Review Books
- Robotics/ partnership with UF Engineering program
- University of Florida partnership with IFAS nutritional program

Plan to Monitor Progress Toward G3. 8

AIMS, District assessments.

Person Responsible

Wanza Wakeley

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

The Leadership Team will meet quarterly to review progress in science to determine if adequate progress is being made.

G4. To increase the opportunities for parent involvement. 1a

G095743

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Parents not having a telephone to receive the phone home message.
- Parents lack transportation to get to school events.
- Language barriers for some parents
- Lack of parent participation in student academic success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Phone Home service
- Monthly newsletter
- Teacher weekly newsletters
- PTA
- Adequate advanced notice of school functions and meetings
- Partnership with Parent Academy
- Spanish translator
- Emails and texts

Plan to Monitor Progress Toward G4. 8

Data collected from the parent sign-in sheets for each event.

Person Responsible

Kutura Woods

Schedule

Quarterly, from 8/15/2017 to 6/1/2018

Evidence of Completion

When it is evident that 50% of parents are involved in school activities.

Plan to Monitor Progress Toward G4. 8

Climate survey results

Person Responsible

Kutura Woods

Schedule

Annually, from 8/15/2017 to 6/1/2018

Evidence of Completion

Parent sign-in sheets for each event. Climate survey.

G5. To decrease the achievement gap between African Americans and other sub groups 1a

G095744

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	32.0

Targeted Barriers to Achieving the Goal 3

- Professional Development on teaching African American students
- Student transportation for after school activities
- Regular attendance of African American students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Books for teacher book study/professional development
- Personnel to teach after school tutoring
- Instructional materials for after school tutoring
- Materials for Parents as Tutors programs

Plan to Monitor Progress Toward G5. 8

Attendance data from teachers

Person Responsible

Robin Bourg

Schedule

On 5/30/2018

Evidence of Completion

Attendance sign in sheets monitored, written reflection/responses of participating teachers and completion of surveys.

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. To improve the number of students proficient in reading. **1**

 G095740

G1.B1 All teachers in need of continuing professional development, **2**

 B257751

G1.B1.S1 Provide professional development in English Language Arts through school and district in-service meetings and workshops. **4**

 S272758

Strategy Rationale

To improve students' proficiency in reading.

Action Step 1 **5**

Professional development opportunities will occur during monthly faculty meetings. District workshops will be offered to teachers. Extending the Peer and Public Practice program. Providing 1/2 day subs for teachers to observe peer and plan for instruction.

Person Responsible

Wanza Wakeley

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas and minutes for meetings during meetings

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

The leadership team will meet to review progress in reading to determine if adequate progress is being made.

Person Responsible

Wanza Wakeley

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

AIMS scores, district assessments,

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

There will be a calendar of professional development that is specific to the ELA needs of teachers. The PD will be documented by the CREATE contact and follow-up activities will be ensured by the PD facilitator.

Person Responsible

Wanza Wakeley

Schedule

On 5/31/2018

Evidence of Completion

The follow-up activities will be documented. The leadership team will monitor for implementation and integration of the PD learning.

G1.B2 Student transportation for after school tutoring. 2

 B257752

G1.B2.S1 Contact the appropriate individual at transportation to arrange a specialized route for the students attending the after-school programs 4

 S272759

Strategy Rationale

Students need to be in attendance for the after-school tutoring programs and opportunities

Action Step 1 5

The specialized route will enable students to attend the tutoring program that would otherwise be unable to attend.

Person Responsible

Kutura Woods

Schedule

Weekly, from 8/31/2017 to 5/18/2018

Evidence of Completion

The formalized route will be available after contact with appropriate transportation personnel.

G2. To improve the number of students proficient in math. 1

G095741

G2.B1 Teachers in need of professional development and continuous learning. 2

B257755

G2.B1.S1 Provide professional development in math through school and district in-services. 4

S272762

Strategy Rationale

To improve instruction and student learning.

Action Step 1 5

Provide professional development to all teachers.

Person Responsible

Robin Bourg

Schedule

Monthly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Scheduled in-service that are evident in Alachua County Information Accountability System

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

The school leadership team will meet regularly with 1st -5th grade teams to review data to assess adequate progress is being made.

Person Responsible

Robin Bourg

Schedule

Quarterly, from 8/31/2017 to 6/1/2018

Evidence of Completion

AIMS scores, district assessments

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

Agendas and attendance for meetings. Surveys and evaluations.

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

Agendas and attendance for meetings. Surveys and evaluations.

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

Provide professional development in Math through school, PLC's and district in-services.

Person Responsible

Robin Bourg

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Scheduled in-service that are evident in Alachua County Information Accountability System. Follow-up activities are received and evaluated.

G2.B2 Student transportation for after school tutoring 2

 B257756

G2.B2.S1 Contact the appropriate person at transportation to arrange a specialized route for the students attending the after school programs. 4

 S272763

Strategy Rationale

This gives more students access to further math instruction.

Action Step 1 5

Contact the appropriate individual at transportation to arrange a specialized route for students attending the after school program.

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

The formalized route will be available after contact with appropriate transportation personnel.

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

There will be regular interaction between the AP and the transportation coordinator to ensure all students that are registered to attend that need transportation are given access.

Person Responsible

Robin Bourg

Schedule

Weekly, from 8/31/2017 to 6/1/2018

Evidence of Completion

The creation of the transportation routes for the attending students.

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

Tutor student in after school programs.

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

Tutor groups attendance.

G2.B3 Parents limited capacity to re-mediate and support their student 2

 B257757

G2.B3.S1 Increase parents capacity to intervene and be a help to their students 4

 S272764

Strategy Rationale

Students need to have continued support at home to reinforce standards learning

Action Step 1 5

Add math focus concept form each grade level to monthly newsletter.

Person Responsible

Robin Bourg

Schedule

On 5/30/2018

Evidence of Completion

Monthly newsletter

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

Check monthly newsletter prior to publication

Person Responsible

Robin Bourg

Schedule

On 5/30/2018

Evidence of Completion

Monthly newsletter

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

Check the monthly newsletter prior to publication

Person Responsible

Robin Bourg

Schedule

On 5/30/2018

Evidence of Completion

Monthly Newsletter

G2.B4 Students lack instructional materials at home to reinforce learning **2**

 B257758

G2.B4.S1 Make-it take-it parent nights to create math manipulatives **4**

 S272765

Strategy Rationale

Students need appropriate materials apart from school to reinforce standards learning

Action Step 1 **5**

Make-it take-it activities for parents

Person Responsible

Robin Bourg

Schedule

On 5/31/2018

Evidence of Completion

Parent sign in for each activity

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Parent sign in sheets

Person Responsible

Robin Bourg

Schedule

On 5/31/2018

Evidence of Completion

Parent sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Assessment scores

Person Responsible

Robin Bourg

Schedule

On 5/18/2018

Evidence of Completion

FSA scores, AIMS scores

G3. To improve the number of students proficient in science. 1

 G095742

G3.B1 Instructional materials for science 2

 B257759

G3.B1.S1 Connect with parents and their resources 4

 S272766

Strategy Rationale

Additional resources to improve science achievement.

Action Step 1 5

Ask parents through newsletter, phone homes, home folders and meetings for science materials and resources.

Person Responsible

Robin Bourg

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monthly newsletters, classroom communications and phone homes

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

Create classroom schedules that allow for more science instruction

Person Responsible

Robin Bourg

Schedule

Monthly, from 7/3/2017 to 9/1/2017

Evidence of Completion

Classroom schedules

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

Parents and community members will be asked to share knowledge and resources to increase science materials

Person Responsible

Wanza Wakeley

Schedule

Quarterly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Monthly newsletters, home communications

G3.B2 Lack of real world background knowledge **2**

 B257760

G3.B2.S1 Science based field trips **4**

 S272767

Strategy Rationale

To increase real world background knowledge

Action Step 1 **5**

Use resources such at the University of Florida and Santa Fe College and attend more science based field trips

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

Field trip agendas

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

Field trip agendas and new field trip opportunities

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Field trip agendas and permission forms

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

AIMS, FSA and District EOC's

Person Responsible

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

AIMS, FSA and District EOC scores

G4. To increase the opportunities for parent involvement. 1

G095743

G4.B1 Parents not having a telephone to receive the phone home message. 2

B257761

G4.B1.S1 Use multiple forms of communication including phone homes, text messages, newsletters, and social media 4

S272768

Strategy Rationale

To reach as many parents/family members as possible.

Action Step 1 5

Update school website, update contact information, text information and social media updates.

Person Responsible

Kutura Woods

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Parents have communication resources. Weekly and monthly updates will be provided to said resources.

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

Create a Parent Involvement team to monitor and assess Parent Involvement opportunities.

Person Responsible

Kutura Woods

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Review data collected from parent sign-in sheets for each event and parent climate survey

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

Discussions with parent involvement leaders to determine if more parents are asking to be involved.

Person Responsible

Kutura Woods

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Review data collected from parent sign-in sheets for each event and parent climate survey.

G4.B2 Parents lack transportation to get to school events. 2

 B257762

G4.B2.S1 Coordinating with Parent Academy to help provide parent involvement activities at school and in their neighborhoods throughout the year 4

 S272769

Strategy Rationale

To increase parent involvement by parents that have limited transportation to school events

Action Step 1 5

Parent Academy mobile unit on campus

Person Responsible

Kutura Woods

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Parent Academy Mobile Unit on campus

Person Responsible

Kutura Woods

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Review data collected from parent sign-in sheets for each event and parent climate survey

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The person responsible for monitoring effectiveness will regularly monitor frequency rate of attendance.

Person Responsible

Kutura Woods

Schedule

On 6/1/2018

Evidence of Completion

Discuss with parent involvement leaders to determine if more parents are asking to be involved

G4.B3 Language barriers for some parents 2

 B257763

G4.B3.S1 Family liaison to facilitate communication between the school and family. 4

 S272770

Strategy Rationale

To help families understand their child's educational experience and how they can be involved.

Action Step 1 5

Counselor informs the family liaison of parents needing assistance in translating information.

Person Responsible

Julie Kilbourn

Schedule

On 6/1/2018

Evidence of Completion

Phone logs, emails of responsible person

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Counselor will meet on a routine basis to discuss status of parent involvement.

Person Responsible

Julie Kilbourn

Schedule

On 6/1/2018

Evidence of Completion

Emails, parents sign in sheets, Parent Leadership Council (PLC).

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Number of parents attending meetings and parent survey.

Person Responsible

Julie Kilbourn

Schedule

On 6/1/2018

Evidence of Completion

Collect surveys and sign in sheets.

G4.B4 Lack of parent participation in student academic success. 2

 B257764

G4.B4.S1 Providing opportunities for parents to engage with their students in activities to promote academic success. 4

 S272771

Strategy Rationale

Inviting parents to learn academics strategies from educators will allow them to help their child at home.

Action Step 1 5

Parents will be invited to school to participate in multiple activities to learn academic skills to facilitate homework help.

Person Responsible

Kutura Woods

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Parent sign in sheet

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Review data collected from parent sign-in sheets for each event and parent climate survey

Person Responsible

Kutura Woods

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Parent sign in forms and parent surveys

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Number of participants in attendance

Person Responsible

Kutura Woods

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

The number of parents that sign in and complete the parent survey.

G5. To decrease the achievement gap between African Americans and other sub groups **1**

 G095744

G5.B1 Professional Development on teaching African American students **2**

 B257765

G5.B1.S1 Book Study for all teachers on effective practices with African American students. **4**

 S272772

Strategy Rationale

Increase achievement of African American students

Action Step 1 **5**

School wide book study

Person Responsible

Robin Bourg

Schedule

Monthly, from 9/27/2017 to 5/30/2018

Evidence of Completion

FSA scores, AIMS scores, discipline data and anecdotal teacher reflections.

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Robin Bourg

Schedule

On 5/30/2018

Evidence of Completion

Attendance sign in sheets monitored, written reflection/responses of participating teachers and completion of surveys.

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

Teacher surveys will be completed, Follow-up activities completed

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

Attendance sign in sheets monitored, written reflection/responses of participating teachers and completion of surveys.

G5.B2 Student transportation for after school activities 2

 B257766

G5.B2.S1 Inquire with transportation department about having a bus designated to take students home.

4

 S272773

Strategy Rationale

Students would be able to stay at school longer to attend special tutoring and workshop sessions.

Action Step 1 5

Inquire with transportation department about having a bus designated to take students home.

Person Responsible

Robin Bourg

Schedule

Daily, from 8/15/2017 to 6/1/2018

Evidence of Completion

Documentation that contact with the transportation department has been made.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Documentation that contact with the transportation department has been made.

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

When it has been determined that a bus is or is not available for use.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Having a bus is helping with enrollment of after school tutoring.

Person Responsible

Robin Bourg

Schedule

On 6/1/2018

Evidence of Completion

When more students are taking the opportunity to receive after school tutoring.

G5.B3 Regular attendance of African American students 2

 B257767

G5.B3.S1 Provide incentives to students to encourage consistent attendance in school. 4

 S272774

Strategy Rationale

When students are excited about school they will attend regularly and consistently.

Action Step 1 5

Faculty will utilize Positive Behavior Support to provide tangible incentives for regular attendance.

Person Responsible

Angela Jones

Schedule

Daily, from 8/15/2017 to 6/1/2018

Evidence of Completion

Number of attendance in PBS activities.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Student services meeting held weekly to identify students with excessive absences

Person Responsible

Angela Jones

Schedule

Monthly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Review data collected from attendance records

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Schedule EPT meeting for attendance.

Person Responsible

Robin Bourg

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Data collected from EPT meetings.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Discussion of student attendance needs for EPT meeting.

Person Responsible

Robin Bourg

Schedule

Weekly, from 8/15/2017 to 6/1/2018

Evidence of Completion

Attendance records, EPT meeting records,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G5.B1.S1.A2 A366089	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M392164	Create classroom schedules that allow for more science instruction	Bourg, Robin	7/3/2017	Classroom schedules	9/1/2017 monthly
G1.B2.S1.A1 A366077	The specialized route will enable students to attend the tutoring program that would otherwise be...	Woods, Kutura	8/31/2017	The formalized route will be available after contact with appropriate transportation personnel.	5/18/2018 weekly
G2.B4.S1.MA1 M392160	Assessment scores	Bourg, Robin	9/4/2017	FSA scores, AIMS scores	5/18/2018 one-time
G5.MA1 M392185	Attendance data from teachers	Bourg, Robin	9/27/2017	Attendance sign in sheets monitored, written reflection/responses of participating teachers and completion of surveys.	5/30/2018 one-time
G2.B3.S1.MA1 M392158	Check the monthly newsletter prior to publication	Bourg, Robin	9/6/2017	Monthly Newsletter	5/30/2018 one-time
G2.B3.S1.MA1 M392159	Check monthly newsletter prior to publication	Bourg, Robin	9/6/2017	Monthly newsletter	5/30/2018 one-time
G2.B3.S1.A1 A366080	Add math focus concept form each grade level to monthly newsletter.	Bourg, Robin	9/6/2017	Monthly newsletter	5/30/2018 one-time
G5.B1.S1.MA1 M392179	[no content entered]	Bourg, Robin	9/27/2017	Attendance sign in sheets monitored, written reflection/responses of participating teachers and completion of surveys.	5/30/2018 one-time
G5.B1.S1.A1 A366088	School wide book study	Bourg, Robin	9/27/2017	FSA scores, AIMS scores, discipline data and anecdotal teacher reflections.	5/30/2018 monthly
G1.MA1 M392152	Florida Progress Monitoring Network, Grades 1-5 AIMS,	Wakeley, Wanza	8/28/2017	The data will be reviewed quarterly with the school's Literacy team to determine if progress is being made toward the selected targets.	5/31/2018 quarterly
G2.MA1 M392162	AIMS, District Assessments, FSA Scores, Skyward/Access+, Data Chats	Bourg, Robin	8/14/2017	The School Leadership team will review data monthly to determine if adequate progress is being made.	5/31/2018 quarterly
G1.B1.S1.MA1 M392150	There will be a calendar of professional development that is specific to the ELA needs of...	Wakeley, Wanza	8/14/2017	The follow-up activities will be documented. The leadership team will monitor for implementation and integration of the PD learning.	5/31/2018 one-time
G2.B1.S1.A1 A366078	Provide professional development to all teachers.	Bourg, Robin	8/24/2017	Scheduled in-service that are evident in Alachua County Information Accountability System	5/31/2018 monthly
G2.B4.S1.MA1 M392161	Parent sign in sheets	Bourg, Robin	9/30/2017	Parent sign in sheets	5/31/2018 one-time
G2.B4.S1.A1 A366081	Make-it take-it activities for parents	Bourg, Robin	9/30/2017	Parent sign in for each activity	5/31/2018 one-time
G3.MA1 M392167	AIMS, District assessments.	Wakeley, Wanza	8/28/2017	The Leadership Team will meet quarterly to review progress in science to determine if adequate progress is being made.	6/1/2018 quarterly
G4.MA1 M392176	Data collected from the parent sign-in sheets for each event.	Woods, Kutura	8/15/2017	When it is evident that 50% of parents are involved in school activities.	6/1/2018 quarterly

Alachua - 0321 - Idylwild Elementary School - 2017-18 SIP
Idylwild Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA2 M392177	Climate survey results	Woods, Kutura	8/15/2017	Parent sign-in sheets for each event. Climate survey.	6/1/2018 annually
G1.B1.S1.MA1 M392151	The leadership team will meet to review progress in reading to determine if adequate progress is...	Wakeley, Wanza	8/28/2017	AIMS scores, district assessments,	6/1/2018 monthly
G1.B1.S1.A1 A366076	Professional development opportunities will occur during monthly faculty meetings. District...	Wakeley, Wanza	8/14/2017	Agendas and minutes for meetings during meetings	6/1/2018 monthly
G2.B1.S1.MA1 M392153	Provide professional development in Math through school, PLC's and district in-services.	Bourg, Robin	8/14/2017	Scheduled in-service that are evident in Alachua County Information Accountability System. Follow-up activities are received and evaluated.	6/1/2018 quarterly
G2.B1.S1.MA1 M392154	The school leadership team will meet regularly with 1st -5th grade teams to review data to assess...	Bourg, Robin	8/31/2017	AIMS scores, district assessments	6/1/2018 quarterly
G2.B1.S1.MA3 M392155	Agendas and attendance for meetings. Surveys and evaluations.	Bourg, Robin	8/31/2017	Agendas and attendance for meetings. Surveys and evaluations.	6/1/2018 one-time
G2.B2.S1.MA1 M392156	Tutor student in after school programs.	Bourg, Robin	8/30/2017	Tutor groups attendance.	6/1/2018 one-time
G2.B2.S1.MA1 M392157	There will be regular interaction between the AP and the transportation coordinator to ensure all...	Bourg, Robin	8/31/2017	The creation of the transportation routes for the attending students.	6/1/2018 weekly
G2.B2.S1.A1 A366079	Contact the appropriate individual at transportation to arrange a specialized route for students...	Bourg, Robin	8/31/2017	The formalized route will be available after contact with appropriate transportation personnel.	6/1/2018 one-time
G3.B1.S1.MA1 M392163	Parents and community members will be asked to share knowledge and resources to increase science...	Wakeley, Wanza	8/28/2017	Monthly newsletters, home communications	6/1/2018 quarterly
G3.B1.S1.A1 A366082	Ask parents through newsletter, phone homes, home folders and meetings for science materials and...	Bourg, Robin	8/14/2017	Monthly newsletters, classroom communications and phone homes	6/1/2018 daily
G3.B2.S1.MA1 M392165	AIMS, FSA and District EOC's		8/14/2017	AIMS, FSA and District EOC scores	6/1/2018 quarterly
G3.B2.S1.MA1 M392166	Field trip agendas and new field trip opportunities		9/18/2017	Field trip agendas and permission forms	6/1/2018 one-time
G3.B2.S1.A1 A366083	Use resources such at the University of Florida and Santa Fe College and attend more science based...	Bourg, Robin	9/18/2017	Field trip agendas	6/1/2018 one-time
G4.B1.S1.MA1 M392168	Discussions with parent involvement leaders to determine if more parents are asking to be involved.	Woods, Kutura	8/14/2017	Review data collected from parent sign-in sheets for each event and parent climate survey.	6/1/2018 monthly
G4.B1.S1.MA1 M392169	Create a Parent Involvement team to monitor and assess Parent Involvement opportunities.	Woods, Kutura	8/15/2017	Review data collected from parent sign-in sheets for each event and parent climate survey	6/1/2018 weekly
G4.B1.S1.A1 A366084	Update school website, update contact information, text information and social media updates.	Woods, Kutura	8/15/2017	Parents have communication resources. Weekly and monthly updates will be provided to said resources.	6/1/2018 weekly
G4.B2.S1.MA1 M392170	The person responsible for monitoring effectiveness will regularly monitor frequency rate of...	Woods, Kutura	8/15/2017	Discuss with parent involvement leaders to determine if more parents are asking to be involved	6/1/2018 one-time
G4.B2.S1.MA1 M392171	Parent Academy Mobile Unit on campus	Woods, Kutura	8/15/2017	Review data collected from parent sign-in sheets for each event and parent climate survey	6/1/2018 monthly
G4.B2.S1.A1 A366085	Parent Academy mobile unit on campus	Woods, Kutura	8/15/2017		6/1/2018 monthly

Alachua - 0321 - Idylwild Elementary School - 2017-18 SIP
Idylwild Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.MA1 M392172	Number of parents attending meetings and parent survey.	Kilbourn, Julie	8/15/2017	Collect surveys and sign in sheets.	6/1/2018 one-time
G4.B3.S1.MA1 M392173	Counselor will meet on a routine basis to discuss status of parent involvement.	Kilbourn, Julie	8/15/2017	Emails, parents sign in sheets, Parent Leadership Council (PLC).	6/1/2018 one-time
G4.B3.S1.A1 A366086	Counselor informs the family liaison of parents needing assistance in translating information.	Kilbourn, Julie	8/15/2017	Phone logs, emails of responsible person	6/1/2018 one-time
G4.B4.S1.MA1 M392174	Number of participants in attendance	Woods, Kutura	8/15/2017	The number of parents that sign in and complete the parent survey.	6/1/2018 monthly
G4.B4.S1.MA1 M392175	Review data collected from parent sign-in sheets for each event and parent climate survey	Woods, Kutura	8/15/2017	Parent sign in forms and parent surveys	6/1/2018 monthly
G4.B4.S1.A1 A366087	Parents will be invited to school to participate in multiple activities to learn academic skills to...	Woods, Kutura	8/15/2017	Parent sign in sheet	6/1/2018 monthly
G5.B1.S1.MA1 M392178	Teacher surveys will be completed, Follow-up activities completed	Bourg, Robin	8/14/2017	Attendance sign in sheets monitored, written reflection/responses of participating teachers and completion of surveys.	6/1/2018 one-time
G5.B2.S1.MA1 M392180	Having a bus is helping with enrollment of after school tutoring.	Bourg, Robin	8/14/2017	When more students are taking the opportunity to receive after school tutoring.	6/1/2018 one-time
G5.B2.S1.MA1 M392181	Documentation that contact with the transportation department has been made.	Bourg, Robin	8/15/2017	When it has been determined that a bus is or is not available for use.	6/1/2018 one-time
G5.B2.S1.A1 A366090	Inquire with transportation department about having a bus designated to take students home.	Bourg, Robin	8/15/2017	Documentation that contact with the transportation department has been made.	6/1/2018 daily
G5.B3.S1.MA1 M392182	Discussion of student attendance needs for EPT meeting.	Bourg, Robin	8/15/2017	Attendance records, EPT meeting records,	6/1/2018 weekly
G5.B3.S1.MA1 M392183	Student services meeting held weekly to identify students with excessive absences	Jones, Angela	8/15/2017	Review data collected from attendance records	6/1/2018 monthly
G5.B3.S1.MA2 M392184	Schedule EPT meeting for attendance.	Bourg, Robin	8/15/2017	Data collected from EPT meetings.	6/1/2018 weekly
G5.B3.S1.A1 A366091	Faculty will utilize Positive Behavior Support to provide tangible incentives for regular...	Jones, Angela	8/15/2017	Number of attendance in PBS activities.	6/1/2018 daily

V. Professional Development Opportunities

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

G1. To improve the number of students proficient in reading.

G1.B1 All teachers in need of continuing professional development,

G1.B1.S1 Provide professional development in English Language Arts through school and district in-service meetings and workshops.

PD Opportunity 1

Professional development opportunities will occur during monthly faculty meetings. District workshops will be offered to teachers. Extending the Peer and Public Practice program. Providing 1/2 day subs for teachers to observe peer and plan for instruction.

Facilitator

Wanza Wakeley

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2. To improve the number of students proficient in math.

G2.B1 Teachers in need of professional development and continuous learning.

G2.B1.S1 Provide professional development in math through school and district in-services.

PD Opportunity 1

Provide professional development to all teachers.

Facilitator

Wanza Wakeley and Robin Bourg

Participants

Teachers

Schedule

Monthly, from 8/24/2017 to 5/31/2018

G5. To decrease the achievement gap between African Americans and other sub groups

G5.B1 Professional Development on teaching African American students

G5.B1.S1 Book Study for all teachers on effective practices with African American students.

PD Opportunity 1

School wide book study

Facilitator

Robin Bourg/Kutura Woods/ Angela Jones

Participants

Teachers and Administration

Schedule

Monthly, from 9/27/2017 to 5/30/2018

VI. Technical Assistance Items

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

G3. To improve the number of students proficient in science.

G3.B1 Instructional materials for science

G3.B1.S1 Connect with parents and their resources

TA Opportunity 1

Ask parents through newsletter, phone homes, home folders and meetings for science materials and resources.

Facilitator

Wanza Wakeley and Robin Bourg

Participants

Teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

G4. To increase the opportunities for parent involvement.

G4.B1 Parents not having a telephone to receive the phone home message.

G4.B1.S1 Use multiple forms of communication including phone homes, text messages, newsletters, and social media

TA Opportunity 1

Update school website, update contact information, text information and social media updates.

Facilitator

Kutura Woods

Participants

Teachers

Schedule

Weekly, from 8/15/2017 to 6/1/2018

VII. Budget

Alachua - 0321 - Idylwild Elementary School - 2017-18 SIP
Idylwild Elementary School

1	G1.B1.S1.A1	Professional development opportunities will occur during monthly faculty meetings. District workshops will be offered to teachers. Extending the Peer and Public Practice program. Providing 1/2 day subs for teachers to observe peer and plan for instruction.				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0321 - Idylwild Elementary School	School Improvement Funds		\$2,500.00
		100-Salaries	0321 - Idylwild Elementary School	School Improvement Funds		\$4,000.00
2	G1.B2.S1.A1	The specialized route will enable students to attend the tutoring program that would otherwise be unable to attend.				\$0.00
3	G2.B1.S1.A1	Provide professional development to all teachers.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0321 - Idylwild Elementary School	School Improvement Funds		\$3,000.00
		140-Substitute Teachers	0321 - Idylwild Elementary School	School Improvement Funds		\$2,000.00
4	G2.B2.S1.A1	Contact the appropriate individual at transportation to arrange a specialized route for students attending the after school program.				\$0.00
5	G2.B3.S1.A1	Add math focus concept form each grade level to monthly newsletter.				\$0.00
6	G2.B4.S1.A1	Make-it take-it activities for parents				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0321 - Idylwild Elementary School	Other Federal		\$0.00
7	G3.B1.S1.A1	Ask parents through newsletter, phone homes, home folders and meetings for science materials and resources.				\$0.00
8	G3.B2.S1.A1	Use resources such at the University of Florida and Santa Fe College and attend more science based field trips				\$0.00
9	G4.B1.S1.A1	Update school website, update contact information, text information and social media updates.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide			\$0.00
10	G4.B2.S1.A1	Parent Academy mobile unit on campus				\$0.00
11	G4.B3.S1.A1	Counselor informs the family liaison of parents needing assistance in translating information.				\$0.00

Alachua - 0321 - Idylwild Elementary School - 2017-18 SIP
 Idylwild Elementary School

12	G4.B4.S1.A1	Parents will be invited to school to participate in multiple activities to learn academic skills to facilitate homework help.	\$0.00
13	G5.B1.S1.A1	School wide book study	\$0.00
14	G5.B1.S1.A2		\$0.00
15	G5.B2.S1.A1	Inquire with transportation department about having a bus designated to take students home.	\$0.00
16	G5.B3.S1.A1	Faculty will utilize Positive Behavior Support to provide tangible incentives for regular attendance.	\$0.00
Total:			\$11,500.00