Wilkinson Elementary School

2017-18 Schoolwide Improvement Plan

Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

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	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 is pending approval by the Sarasota 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 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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Wilkinson Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Working together, building children's futures!

b. Provide the school's vision statement.

Wilkinson Elementary School believes that all children are entitled to a safe and stimulating environment, which will enable them to grow emotionally, intellectually and physically. We will strive for all learners in our school community to develop knowledge, personal skills, self-esteem, positive attitudes, and values necessary to meet the challenges of an ever-changing world.

2. School Environment

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

Wilkinson has a very diverse student population. Our current school population includes over fifteen nationalities. We pride ourselves on creating inclusive environments that embrace and celebrate diversity. We have implemented many strategies and activities to address and meet the diverse needs of our learners. Our ESOL team provides several activities and opportunities throughout the year for parents and families to engage in school activities. These include: ESOL Parent Information Meetings, Curriculum Night, Title I Information Night, Science Fair Nights, STEAM Family Night, Media Mondays and individual parent conferences as needed. We have also embraced restorative strategies to help build relationships between teachers and students.

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

Wilkinson Elementary has built a safe and respectful environment through the ongoing implementation of our Positive Behavior Support program. A consistent plan is in place school-wide ensuring that students and staff know and understand the expectations. Positive behavior expectations are reviewed on the morning news regularly and used throughout the campus.

Staff members are assigned arrival and dismissal duties to maximize supervision for student safety. Teachers greet students at their classroom door, welcoming students to school and creating an atmosphere of respect. Students can share any concerns with the Guidance Counselor or other support staff when needs arise.

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.

During pre-planning week, all staff were given a handbook of the PBS expectations and plan. WES school-wide expectations: Be polite. Be respectful. Be responsible. Be safe. Be an active learner. We have a PBS committee that meets monthly to analyze data, establish weekly and monthly celebrations and communicate PBS to their grade level team members. A partnership is being developed with Riverview High School to support school-wide PBS at both schools.

A Behavior Support Team has been established. This team works on Social Skills, PBS Expectations and is also available for intervention and crisis response. Restorative Strategies and Crisis Prevention Interventions are utilized when appropriate in both ESE and regular education classrooms. The Guidance Counselor is providing classroom guidance lessons focused on appropriate behavior. Behavior lessons are shared with teachers and also presented on the morning news weekly by the Behavior Support Team. All grade level teams determine classroom rules and consequences. Additionally, a "Behavior Communication Process" has been implemented to ensure that parents are being informed of any behavior concerns when a county referral is not yet warranted.

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.

Students have many options for emotional support. Students identified with IEPs and BIPs receive daily or weekly services with our school Guidance Counselor, Behavior Specialist, and/or Behavior Tech Aide. Daily social skills are provided by the Behavior Specialist for all students identified with social-emotional needs. Students with BIPs that are in the mainstream general educational classes are serviced regularly by the Behavior Support Teacher. The school Guidance Counselor and Home School Liaison work with several outside mental health agencies to provide in-school mental health counseling. The school Guidance Counselor is also working with classroom teachers to implement restorative strategies within the classroom.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

The School Wide Support Team (SWST) meets weekly to problem solve regarding the early warning indicators. Interventions are developed to address concerns related to academics, behavior and attendance. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. Communication with the family occurs throughout the process.

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	11	13	15	11	8	9	0	0	0	0	0	0	0	67
One or more suspensions	1	3	22	7	2	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	3	4	0	8	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	26	25	42	0	0	0	0	0	0	0	93

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	6	2	9	4	6	0	0	0	0	0	0	0	27

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

All Wilkinson staff members have been trained in the MTSS process. Grade level teams meet weekly to discuss student performance data. Data chats are held every 6-8 weeks to review student performance and identify trends along with administrators and school support personnel. Interventions are created at SWST meetings to best meet the needs of students. Progress and results are reviewed regularly and interventions are modified as needed. The Administrative Team also meets weekly to problem solve and address areas of need. Team members work directly with teachers and small groups of students as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/442634.

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.

Wilkinson Elementary re-established a Business and Community Partner program through designating a coordinator on staff. Administration works together with the coordinator to support existing partnerships while establishing new relationships within our community. The Business Partner Coordinator maintains a record of all partnerships and ensures that the school recognizes partnerships as outlined in our Business and Community Partnership brochure. Such recognition can include: acknowledgement in newsletters, listing on our website, car loop banners, etc. All Faiths Food Bank partners with our school to provide our families with a food pantry twice monthly during the week and once a month on a Saturday. Additionally, our Volunteer Coordinator has been recruiting new volunteers and mentors to come work with students. This includes senior citizens, community members and students from Suncoast Polytechnical High School.

Finally, our school has developed and nurtured three key community partnerships: Siesta Key Kiwanis, Uncommon Kids and Temple Emmanuel's TEE Starfish Program. Siesta Key Kiwanis sponsors a "Bringing Up Grades" program for all students, assists with holiday help and recently purchased Buddy Benches for the school. In the 2018 school year, they will be starting a K-Kids Club to nurture leadership skills in the school community. Uncommon Kids sponsors monthly Saturday Fun Days for families, meals for our Parent Engagement Nights and holiday help. TEE Starfish was started this year with the adoption of a Kindergarten classroom to build mentoring relationships on the campus. All three programs include many business and community members who are committed to making Wilkinson a great place to learn and grow!

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
Nations, Susan	Principal
Kisner, Jaime	Assistant Principal
Angerame, Vicki	Teacher, K-12
Dye, Cari	Teacher, K-12
Hashey, Edward	Teacher, K-12
Ellis, Jade	Teacher, K-12
Gindoff, Amy	Teacher, K-12
Brody, Holly	Instructional Coach
Macaualey, Anita	Teacher, K-12
Cawley, Jeneve	Teacher, K-12

b. Duties

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

The School Leadership Team, comprised of a leader from each grade level team and specials as well as ESE and Support Team representatives, has regularly scheduled meetings with Administration on Mondays. During these meetings school wide instructional goals are reviewed. The team uses an on-going problem solving and reflection practice to identify root causes for students' academic performance year-to-year and identify specific interventions designed to address the students' needs. Members are also given an opportunity to make decisions regarding capital outlay needs, professional development offerings and instructional practices in the school.

In addition to the weekly meeting, each member of the School Leadership Team facilitates collaborative planning meetings regularly to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. Team leaders document team discussion topics on the CPT Action Plans to enhance student learning and ensure these notes are shared with Administration and, as appropriate, with other key leaders in the school.

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.

School leadership meets regularly and consults with school and district personnel (School Psychologist and Home School Liaison) to identify and track students at-risk both academically and behaviorally through the MTSS process. Jade Ellis leads this team comprised of other school-based support personnel and classroom teachers. The team uses a systematic problem-solving approach for Tier II and Tier III strategies/interventions to close the achievement gap for small groups or individual students and for those students who may need a more direct explicit approach for positive behavior support. The team works with the students' teacher(s) to implement the strategy/ intervention. The team sets a timeline to review how the strategy worked based on student data. The

team also attends grade level collaborative planning meetings to discuss students and instructional strategies that may increase student achievement.

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. Title one funds are used throughout the school year to provide after school tutoring for students identified on the district/state progress monitoring list. Title I funds are also used to provide professional development to staff to increase use of instructional best practices, such as accountable talk and building academic vocabulary. Title I funds are used for Parent Engagement Events in which teachers provide data, training and materials to parents in order to further support students.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. The ESOL Liaison works with the district to ensure implementation of appropriate programs on campus. The ESOL Liaison works with two ESOL paraprofessionals to prepare services and program to enhance and improve academic achievement of the ESOL population at Wilkinson Elementary School.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susan Nations	Principal
Edward Hashey	Teacher
Robert Loeffler	Teacher
Michelle Schwemler	Parent
Nicole Coggin	Parent
Tyquita Hamilton	Teacher
Kelly Dancer	Business/Community
Erin Gutierrez	Teacher
Pam Royce	Teacher
Michelle Scotese	Teacher
Lauri Currie	Teacher
Logan Gordon	Parent
Carolyn Major-Harper	Business/Community
Elizabeth Boyers	Business/Community
Bill Irish	Business/Community
Marcia Bonfa	Parent
Rick Nations	Business/Community
Lisa Koslow	Business/Community
Ken Harpe	Parent
Ashley Kreitsek	Parent
Patricia Ordonez	Parent
Juleen Scott	Parent
Ruth Rubenstein	Business/Community
Ay Troy	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

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

a. Evaluation of last year's school improvement plan

At the first SAC meeting of the year, student data trends over time (past five years) are reviewed and discussed as are the strategies that were implemented to achieve, and improve these results.

b. Development of this school improvement plan

The SAC committee reviews student achievement data from 2017-18 and discusses goals for the year based on the data. Areas of improvement are identified and discussed. The finalized SIP is presented to the SAC Committee in October of 2018 and the SAC committee then assists in the on-going evaluation of the SIP throughout the 2017-18 school year.

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

The school's input into the annual budget (personnel) is determined midway through the year in a meeting with district leadership discussing historical projections of student enrollment. When both school and district reach agreement on the projected enrollment, a personnel budget is created at the district level. Based upon generated FTE, a discretionary general fund, instructional materials, capital equipment/maintanence, and SAC budget (if applicable) are developed at the district level. These are reviewed with school leadership and SAC when available.

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

In the 2016-17 school year, there were no SIP funds allocated to schools. During the 2017-18 school year, SIP funds will be utilized to fund the FST Write-a-Play program and Dance/Movement course materials and resources.

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
Nations, Susan	Principal
Michalojko, Leigh	Instructional Coach
Kisner, Jaime	Assistant Principal
Ostwald, Janie	Teacher, K-12
Angerame, Vicki	Teacher, K-12
Gindoff, Amy	Teacher, K-12
Ellis, Jade	Teacher, K-12
Hashey, Edward	Teacher, K-12
Watts, Kelly	Teacher, K-12
Dye, Cari	Teacher, K-12

b. Duties

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

The Literacy Leadership team continues to focus on the implementation of Florida Standards specifically close reading, analyzing various texts, lexile ranges, and vertical alignment. Prior to the start of the 2017-18 school year, the Literacy Leadership Team worked with Administration to plan and implement 4C Camp--an intensive camp experience for all instructional staff focused on Comprehension, Collaboration, Content and Creativity. The Literacy Leadership Team is working to secure volunteers and mentors who will serve as Reading Partners with selected students. The team monitors the use of the district Reading Program and ensures that materials and resources are available for targeted small group instruction. Administration promotes literacy regularly through

Principal Luncheons with book talks. Additionally, a school wide leveled bookroom was established this year to help enhance differentiated instruction in all classrooms.

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.

The Instructional Bargaining Contract requires that one common planning time per week is scheduled as a Professional Learning Community (PLC). Teams are made up of the grade level teachers as well as support staff. PLC meetings encourage positive working relationships as the teachers plan, analyze student data and work samples, and develop and share differentiated strategies and interventions. School Administration participates in six PLCs working with each grade level and department during the year. During 4C Camp prior to the start of school, we worked as teams to develop an understanding of how to work positively on a team. Weekly staff newsletters include a "Collaborative Corner" to increase knowledge and understanding about collaborative planning and instruction. A survey will be conducted at the end of the 2017-18 school year to determine the value of these six meetings and whether to continue this practice.

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

Partnering new staff with veteran teachers through the SCIP program
School-based Professional Development to strengthen teacher skills
Collaborative Team Planning to ensure teacher support
Administrators will observe and give teacher feedback using the Teacher Evaluation System (TES). Recently hired instructional staff all are highly effective teachers as documented by their evaluations and references. They were selected by a team representative of the open positions.

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

The Sarasota County School Board provides a comprehensive mentoring program for all first year teachers working in Sarasota County Schools. Each teacher is paired with a certified mentor who has specific training in the Sarasota County School District's PRIDE Evaluation system.

Wilkinson Elementary ensures that SCIP mentoring activities are completed by new staff members with the support of his/her mentor. Documentation is presented to administration as evidence of completion of this program. Currently, we have five new staff members that are paired with mentors. We have assigned mentors based on level alike programs in order to provide a high level of support for our new staff members.

In addition to the SCIP program for new hires to Sarasota, we have five experienced staff who are new to Wilkinson. Each of these teachers has been paired with an informal mentor to assist with acclimation to the program, plant and people at Wilkinson.

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.

We provide district adopted ELA and math programs that align with Florida State Standards. Also, we are using a computer based instructional program, i-Ready, that is aligned with Florida State Standards. In addition to the Reading and Math Series, the district provides instructional focus guides that provide FSA materials and strategies that teachers can utilize to ensure the Florida State Standards are being met. The district and school site offers up-to-date, on-going professional development on utilizing the adopted curriculum to meet the Florida Standards. Wilkinson staff will continue to focus on Math Instruction through the Maximizing Math Mentality and John Hattie's Visible Learning in Collaborative Planning Teams this year.

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.

Teachers are given rubrics and student data (iREADY Reading and Math and classrooms assessments)
that help to determine instructional groupings. In grades K-2, Reading Recovery teachers assist with Running Records giving every teachers a starting level. Once students are identified in a group, progress is monitored and groupings are flexible.

Teachers differentiate instruction and provide tiered remediation to address specific skill deficits. Teachers use student data folders to track learning progress.Student data is used throughout the school year to monitor students who may be in need of more intensive assistance/instruction through the Multi-Tiered Support System (MTSS).

Student data sheets are completed and monitored by the Administration along with the instructional support team. Data chats will take place with all teachers every 8 weeks during the school year.

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: 3,840

Select First and Second grade students, who are identified with specific deficits through the progress monitor system, will partake in an after school system program in which selected teachers will utilize computer assisted and direct instruction to address the specific skill deficits. The program will be repeated in the Spring for Third through Fifth Grade students.

Strategy Rationale

The students are provided with intensive, additional, small group instruction based on their specific skill deficit. Research has shown that this additional instruction is vital for success and mastery of standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Nations, Susan, susan.nations@sarasotacountyschools.net

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

Specific data is collected throughout the year: i-Ready, FSA, classroom assessments

Strategy: After School Program

Minutes added to school year: 1,800

After School Clubs are being offered in drama, dance, robotics, engineering and computer coding

Strategy Rationale

To provide students with extension and enrichment opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Nations, Susan, susan.nations@sarasotacountyschools.net

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

Student and parent surveys will be used to determine effectiveness of each after school club/ program.

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.

During the 2017-18 school year, our local PreK centers will be invited to participate in the school's monthly "Family Fun Day" sponsored by Uncommon Kids. On the second Saturday of the month, families will be invited to participate with families from Wilkinson and Uncommon Kids in fun family friendly activities (sports, games, crafts and music). This event will build relationships with our PreK partners and help support the transition from PreK to the K-5 program.

In the spring of each year, Wilkinson has a Kindergarten Roundup which allows preschoolers and their families an opportunity to visit the school. Parents receive information about the school's policies and procedures. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participates to assist in kindergarten registration and to answer questions about student transition to kindergarten.
The school offers tours to students and parents which includes a visit to classrooms.

A "Meet the Teacher" Event is held the Thursday before school begins. This event offers students and families an opportunity to meet the teacher and explore the classroom.

Wilkinson staff participate in articulation meetings with local middle schools. This ensures a smooth transition for exiting fifth graders.

b. College and Career Readiness

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

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, § 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.

Based on last year's data, we saw significant gains in ELA and Math scores for Grade 4 and in the percentage of the lowest quartile making learning gains in ELA. Our focus is on continuing to improve instruction to increase student achievement as a need indicated by 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.

Due to an increase in free/reduced lunch percentage, declining enrollment and previous instability of staff, scores declined for several years. Many changes and learning opportunities have been implemented to stabilize staffing, increase enrollment and improve overall instruction.

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.   Reading Proficiency Goal: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G2.   Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G3.   Science Goal FCAT 2.0: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5).

G4.   By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions.

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. Reading Proficiency Goal: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

1a

🔑 G098359

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

- Ability of parents to provide academic support

Resources Available to Help Reduce or Eliminate the Barriers 2

- IFGs for the ELA Florida Standards

- School wide Planning for Instruction book provided to all teachers

- i-Ready: computer assisted and teacher led instruction

- Professional Development with direct instruction and model lessons in classrooms.

- Parent Engagement Program

- Reading Recovery Teachers added to support Grade 1

- Mentors from Suncoast Polytech High School and additional mentors/volunteers through TEAM Up! Office

- Contracted Intervention for grades 2 and 3

- Rockin Readers Volunteers in K and 1

- Guided Reading Book Room established in 2016-17

Plan to Monitor Progress Toward G1. 8

The data collected to determine progress toward goal includes: student work samples, assessment results (standardized, benchmarks, weekly assessments), progress monitoring data (including the three diagnostic reports and growth monitoring reports generated through i-ready), teacher observation notes, and notes from CPTs.

Person Responsible
Susan Nations

Schedule
Quarterly, from 10/2/2017 to 5/24/2018

Evidence of Completion
Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations

G2. Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1a`

🔍 G098360

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	56.0

Targeted Barriers to Achieving the Goal `3`

- Lack of Problem Solving Strategies

- Lack of mastery of prior grade level standards; Lack of basic facts/math fluency

- Teacher depth of knowledge of core curriculum and Florida standards

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

- GO MATH

- iReady

- Instructional Focus Guide

- Planning for Instruction Guide

- Maximizing Math Mentality Wikispace for Sarasota

Plan to Monitor Progress Toward G2. `8`

Various formative and summative standards-based assessments will be utilized throughout the year to determine student progress towards mastery of grade level content and proficiency standards

Person Responsible
Susan Nations

Schedule
Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations

G3. Science Goal FCAT 2.0: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). `1a`

🔍 G098361

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal `3`

- Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.

- Lack of experience with scientific inquiry process

- Lack of teacher focus on Science Instruction in the K-5 classrooms

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

- Fusion science series

- Science/Technology lab with direct instruction and hands on experiments

- MAD Science

- Science Fair

- STEAM Family Engagement Nights

- Makerspace on specials Wheel for grades 2 - 5

Plan to Monitor Progress Toward G3. `8`

Review of data from: Harcourt Fusion assessments, projects, district benchmark science assessments, FCAT 2.0

Person Responsible
Susan Nations

Schedule
Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion
Progress Monitoring using data from assessments and rubrics of completed projects.

G4. By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions. 1a

🔍 G098362

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	30.0
2+ Behavior Referrals	40.0

Targeted Barriers to Achieving the Goal 3

- Multiple bus referrals

- Students demonstrate lack of empathy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support

- Restorative Strategies

- Behavior Specialist

- School Counselor

- Intervention Specialist

Plan to Monitor Progress Toward G4. 8

Analyze and review pertinent behavior data: TPS, number of discipline referrals, bus incident reports, number of out-of-school suspensions

Person Responsible
Jaime Kisner

Schedule
Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion
Comparative data from 2015-16 school year and 2016-17 school year

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. Reading Proficiency Goal: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1`

🔑 G098359

> **G1.B1** Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks `2`
>
> 🔑 B264604

> **G1.B1.S1** i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need `4`
>
> 🔑 S280312

Strategy Rationale

i-Ready is a research based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 `5`

i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be encouraged to log on in the classroom and at home for additional time. Students participating in the after school tutoring and YMCA programs will have additional time to practice using i-Ready. i Ready Building Champion will work with teams to review data and consider ways to increase student achievement using i-Ready.

Person Responsible

Jade Ellis

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Class and Individual Response to Instruction Reports

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

Administrator access to the program is provided to the i-Ready Building Champion to monitor teacher usage and student progress of the i-Ready program and reviewed with administration monthly

Person Responsible

Jade Ellis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

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

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, SAT 10, Access, other curriculum assessments) and its impact on increased reading achievement.

Person Responsible

Jade Ellis

Schedule

Triannually, from 10/2/2017 to 5/24/2018

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G1.B1.S2 Planning for Instruction Guide for all Teachers 4

🔑 S280313

Strategy Rationale

This booklet is written by Administration and includes best practice information regarding ELA instruction. Teachers use this tool as a resource when planning to determine best practices to implement during the reading block.

Action Step 1 5

The Planning for Instruction Guide is created by the administration and given to teachers at the beginning of the school year to outline best practice and expectations for meaningful instruction in Reading. This year it also included a Literacy Workshop Framework to help teachers plan meaningful reading instruction.

Person Responsible

Susan Nations

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

Evidence will be collected through teacher lesson plans and classroom observations.

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

ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson observations.

Person Responsible

Susan Nations

Schedule

Monthly, from 8/30/2017 to 5/24/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

State and district assessments, subject area tests, TES observations and evaluations will improve through the use of best practices in the ELA block

Person Responsible

Susan Nations

Schedule

Quarterly, from 8/30/2017 to 5/24/2018

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G1.B1.S3 Supplemental Reading Materials for Differentiation in Reading. `4`

🔍 S280314

Strategy Rationale

Reading A to Z and the school's new leveled bookroom provide teachers with a wide variety of reading material at multiple levels. Additionally, teachers have access to the i-Ready Teacher Toolbox to supplement instruction. These programs will also help when students need to read and understand key ideas and information across multiple texts.

Action Step 1 `5`

The teachers will utilize supplemental texts for differentiation of instruction. Supplemental materials are available in Reading Wonders as well as through the school's new leveled book room.

Person Responsible

Leigh Michalojko

Schedule

Daily, from 8/30/2017 to 5/24/2018

Evidence of Completion

Classroom Materials/Resources being utilized and documented in lesson plans

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

The classroom teachers will utilize the supplemental resources provided to support differentiated instruction in reading. Teachers will document the use of supplemental resources in lesson plans.

Person Responsible

Leigh Michalojko

Schedule

Monthly, from 8/30/2017 to 5/24/2018

Evidence of Completion

The supplemental resources being utilized will be monitored through CPT discussion, teacher surveys and in at least one of the classroom observations by administration during the school year.

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

The supplemental resources will be monitored for effectiveness when looking at school data from a variety of resources (i-Ready, Weekly Reading Wonders Tests, Running Records and other Classroom Generated Assessments)

Person Responsible

Leigh Michalojko

Schedule

Quarterly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Student work samples, assessment results, and progress monitoring data.

G1.B1.S4 After school program to target those students who need additional reading support. 4

🔑 S280315

Strategy Rationale

To provide students who need extra support beyond the regular school day to meet their grade level expectations in the areas of reading

Action Step 1 5

Wilkinson will have an after school program targeting grades 1 - 5 in hopes of closing the learning gap with students who are still lacking in foundation reading skills.

Person Responsible

Jaime Kisner

Schedule

Daily, from 10/3/2017 to 5/24/2018

Evidence of Completion

Wildcat Academy program design and student data gathered from participants

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The after school program will incorporate i-Ready and RAZ Kids: both computer assisted and teacher directed components; fidelity is monitored through student data in the program.

Person Responsible

Jaime Kisner

Schedule

Every 6 Weeks, from 10/3/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring and Data Reports generated from i-ready components.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Student data will be analyzed to monitor the program for effectiveness.

Person Responsible

Jaime Kisner

Schedule

On 5/24/2018

Evidence of Completion

Student Progress Reports and standard mastery generated from i-Ready

G1.B1.S5 Provide additional intervention and support to classroom teachers and students in Reading `4`
🔑 S280316

Strategy Rationale

To provide students who need extra support in Reading skills and strategies meaningful interventions.

Action Step 1 `5`

Two teachers have been identified as Reading Recovery teachers supporting grade 1 readers. Both teachers also work with K-2 teachers to implement best practices in Reading. One additional teacher has been contracted to conduct interventions and provide support in academics in grades 2 and 3. Additional an intermediate teacher was added through Title I funds in order to avoid a class split.

Person Responsible

Leigh Michalojko

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student test scores; Classroom walk throughs; Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Student data will be maintained for all participants in Reading Recovery and/or Intervention Groups to demonstrate growth in reading.

Person Responsible

Leigh Michalojko

Schedule

Every 3 Weeks, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student records of fluency, oral reading records, writing and work samples.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Student data will be maintained for all participants to demonstrate growth in reading.

Person Responsible

Leigh Michalojko

Schedule

Every 3 Weeks, from 8/14/2017 to 5/24/2018

Evidence of Completion

Oral reading records, fluency logs, work samples and writing.

G1.B2 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards `2`

🔑 B264605

G1.B2.S1 Six CPTs will be conducted with Grade Level Teams and Administration investigating John Hattie's Visible Learning in Literacy `4`

🔑 S280317

Strategy Rationale

This strategy supports teacher deepening understanding of standards and the connection to visible learning strategies during the ELA block.

Action Step 1 `5`

One Note Notebook for Collaborative Learning

Person Responsible

Jaime Kisner

Schedule

Monthly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Documentation of practice in lesson plans and Classroom Walk-Through/Observation Data

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

Classroom observations of the ELA block will be used to monitor the fidelity of implementation of the strategies learned through the Professional Development.

Person Responsible

Susan Nations

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Data Chats from CPTs, student work samples, and assessment data

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

Analysis of classroom observations, review of assessment data

Person Responsible

Susan Nations

Schedule

Semiannually, from 10/16/2017 to 5/24/2018

Evidence of Completion

Classroom observations, teacher lesson plans, data chats and progress monitoring notes from CPTs.

G1.B2.S2 Reading Workshop Book Study `4`

🔍 S280318

Strategy Rationale

Teachers need time to dig deeply into the instructional strategies to use during the ELA block in order to help move students further along the Comprehension Continuum

Action Step 1 `5`

Teachers will be invited to participate in a K-5 Book Study using books received at 4C Camp focused on Reading Workshop.

Person Responsible

Susan Nations

Schedule

Weekly, from 1/8/2018 to 3/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom Walk Throughs and Observations will be conducted to determine effectiveness of implementation.

Person Responsible

Susan Nations

Schedule

On 12/14/2016

Evidence of Completion

Teacher lesson plans and classroom lessons will demonstrate the skills and strategies learned through the book study.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Participant Survey

Person Responsible

Susan Nations

Schedule

On 12/14/2016

Evidence of Completion

Participants will be given a survey to determine growth in their understanding of Guided Reading strategies.

G1.B2.S3 Professional Development opportunities offered by the district and other organizations. 4

🔑 S280319

Strategy Rationale

Teachers need the opportunity to participate in professional organizations to deepen knowledge and understanding of best practices.

Action Step 1 5

Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend their Professional Development opportunities throughout the year.

Person Responsible

Leigh Michalojko

Schedule

Triannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Classroom lesson plans and observations will demonstrate implementation of strategies learned during professional development.

Person Responsible

Susan Nations

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observation notes and teacher surveys will indicate use of strategies.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson observations.

Person Responsible

Susan Nations

Schedule

Triannually, from 10/2/2017 to 5/25/2018

Evidence of Completion

Evidence will be collected through teacher lesson plans

G1.B2.S4 4C Camp focused on Comprehension, Content, Collegiality and Creativity will help focus staff on meaningful strategies to implement during the reading block. `4`

🔑 S280320

Strategy Rationale

Staff needed deeper understanding of best practices to implement during the reading block to yield an increase in reading comprehension test scores.

Action Step 1 `5`

Professional development and materials to enhance classroom reading comprehension instruction

Person Responsible

Susan Nations

Schedule

On 8/4/2017

Evidence of Completion

Classroom Walk throughs, Teacher Observation, FSA and iReady scores

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

classroom lesson plans and observations will demonstrate implementation of strategies learned during professional development

Person Responsible

Susan Nations

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observation notes and teacher surveys

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

ELA instruction will be evaluated through classroom data as well walk throughs and formal lesson observation

Person Responsible

Susan Nations

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence will be collected through teacher lesson plans and observation data

G1.B2.S5 Reading Recovery Teachers will work with K-1 teachers monthly during CPTs to review reading best practices and strategies based on Reading Recovery research. 4

🔍 S280321

Strategy Rationale

To deepen understanding of reading strategies and to give practical applicable tips for teaching and to build collegial relations for teaching teams and support staff.

Action Step 1 5

Monthly Collaborative Planning Team discussions focused on implementing reading recovery strategies in the K-1 classroom.

Person Responsible

Kelly Watts

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

CPT Notes, classroom observations and lesson plans will document use of strategies.

Person Responsible

Susan Nations

Schedule

Every 6 Weeks, from 9/18/2017 to 5/24/2018

Evidence of Completion

CPT Notes, classroom observations and lesson plans will provide evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 `7`

CPT Notes, Classroom Observations, student data and Lesson Plans

Person Responsible

Susan Nations

Schedule

Triannually, from 9/18/2017 to 5/24/2018

Evidence of Completion

CPT Notes, Classroom Observation Data, Student Data and Lesson Plan review

G1.B3 Ability of parents to provide academic support `2`
🔑 B264606

G1.B3.S1 Agenda books are purchased or created for every student to help facilitate the communication between home and school. `4`
🔑 S280322

Strategy Rationale

Communication between parents and students enhances the education process.

Action Step 1 `5`

All students will be given Agenda books/planners at the beginning of the school year to communicate with parents.

Person Responsible

Stephanie Vlahakis

Schedule

Semiannually, from 9/11/2017 to 5/24/2018

Evidence of Completion

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

Agendas and planners are monitored by classroom teachers. Agendas will be reviewed during administrator walk throughs and observations.

Person Responsible

Susan Nations

Schedule

Semiannually, from 9/11/2017 to 5/24/2018

Evidence of Completion

Agendas will be reviewed during administrator walk throughs and observations

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

Walk throughs and classroom observations will be used to monitor agenda use by teachers and students

Person Responsible

Susan Nations

Schedule

Semiannually, from 9/11/2017 to 5/24/2018

Evidence of Completion

Classroom walk throughs and observations will allow review of agenda books and planners

G1.B3.S2 Media Mondays will be held throughout the year allowing parents to access the Media Center and a teacher to ask for and receive help with homework, access to books and the computer for i-Ready. 4

🔑 S280323

Strategy Rationale

The program builds school and parent partnerships. Parents will be able to access their child's i-Ready information, select books that match their reading level and have help with homework as needed.

Action Step 1 5

Two staff members will open the Media Center weekly for Media Mondays to help support students with homework, provide access to books and utilize i-Ready

Person Responsible

Jaime Kisner

Schedule

Weekly, from 1/8/2018 to 1/8/2018

Evidence of Completion

Parent sign in, check out data and i-Ready usage

Action Step 2 5

ESOL Parent Engagement Meetings

Person Responsible

Jade Ellis

Schedule

Monthly, from 10/10/2016 to 5/24/2018

Evidence of Completion

Parent sign in sheets and feedback forms

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrative walk-throughs during Media Mondays

Person Responsible

Susan Nations

Schedule

Triannually, from 1/8/2018 to 5/24/2018

Evidence of Completion

Observational notes, check out data, i-Ready data and parent feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Parent/Teacher Surveys

Person Responsible

Jade Ellis

Schedule

On 5/24/2018

Evidence of Completion

Survey results

G2. Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). [1]

🔑 G098360

G2.B1 Lack of Problem Solving Strategies [2]

🔑 B264607

G2.B1.S1 Use of math problem solving journals in all grade levels K-5 [4]

🔑 S280324

Strategy Rationale

Daily use of individual math journals in response to problem-solving scenarios that require critical thinking and utilization of various strategies, give students the opportunity to solve problems and communicate mathematical thinking in writing.

Action Step 1 [5]

Daily use of math journals

Person Responsible

Susan Nations

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

student samples, lesson plans

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

Classroom Walk-thrus, CPT discussion

Person Responsible

Susan Nations

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans, classroom observations, student performance

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

Classroom observations, review of student performance data

Person Responsible

Susan Nations

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, student journals

G2.B2 Lack of mastery of prior grade level standards; Lack of basic facts/math fluency `2`

🔑 B264608

G2.B2.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need `4`

🔑 S280325

Strategy Rationale

i-Ready is a research based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 `5`

iReady program will be used on a daily basis for all students grades K-5.

Person Responsible

Jade Ellis

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Class and individual student Response to Instruction reports

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

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program

Person Responsible

Jade Ellis

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

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

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, other curriculum assessments)

Person Responsible

Susan Nations

Schedule

Semiannually, from 12/11/2017 to 5/25/2018

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G2.B3 Teacher depth of knowledge of core curriculum and Florida standards 2

🔑 B264609

G2.B3.S1 The Instructional Focus Guides and Maximizing Math Mentality Wikispace 4

🔑 S280326

Strategy Rationale

The IFGs and MMM Wikispace provide teachers with an abundance of resources and professional development as they navigate Florida Standards for Mathematics.

Action Step 1 5

IFGs will be utilized to support instruction in the area of Mathematics

Person Responsible

Susan Nations

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom observations/visits, student work samples, lesson plans

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

The use of IFGs will be monitored through CPTs notes and teacher instructional lessons

Person Responsible

Susan Nations

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Notes from CPTs, progress monitoring data, student work samples

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

Student progress will be monitored for effectiveness as well as updated IFGs to support implementation

Person Responsible

Susan Nations

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

student work samples, assessment results, progress monitoring notes

G2.B3.S2 Six CPTs will be conducted with Grade Level Teams and Administration investigating Visible Learning strategies and Deconstructing the Standards 4

🔑 S280327

Strategy Rationale

This strategy supports teacher deepening understanding of standards and the connection to accountable talk and precise vocabulary during the Math block.

Action Step 1 5

One Note Notebook for Curriculum and Instruction

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Documentation of practice in lesson plans and Classroom Walk-Through/Observation Data

Action Step 2 5

Professional Development for math rounding provided by Sue D'Angelo

Person Responsible

Jaime Kisner

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Training sign in sheet

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Administrators will review lesson plans and conduct classroom walk-throughs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

lesson plans, observation notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Data chats to analyze results of standardized and benchmark testing

Person Responsible

Susan Nations

Schedule

Triannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Results from assessments and meeting minutes

G3. Science Goal FCAT 2.0: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). 1

🔑 G098361

G3.B1 Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text. 2

🔑 B264610

G3.B1.S1 Use of science leveled readers (Fusion Science, Reading A-Z and Leveled Nonfiction books from book room) 4

🔑 S280328

Strategy Rationale

Strategic use of the science leveled readers affords students opportunities to regularly interact with text that addresses grade level concepts and exposes learners to academic vocabulary.

Action Step 1 5

Teachers will use science leveled readers during science and/or ELA instruction

Person Responsible

Susan Nations

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

lesson plans

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

Review of lesson plans, CPT discussion

Person Responsible

Susan Nations

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

lesson planning, CPT minutes

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

Classroom observations, review of student performance on assessments

Person Responsible

Susan Nations

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

classroom observation notes, formal and informal assessments

G3.B2 Lack of experience with scientific inquiry process `2`

🔑 B264611

G3.B2.S1 MAD Science Program `4`

🔑 S280329

Strategy Rationale

The program affords students the opportunity to gain science knowledge and confidence through exploration and inquiry.

Action Step 1 `5`

Fifth grade students will participate in the Mad Science program (10 one-hour sessions). Fourth Grade students will receive five sessions during the school year

Person Responsible

Edward Hashey

Schedule

Biweekly, from 9/18/2017 to 5/24/2018

Evidence of Completion

master calendar, student journals

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

Administrative walk-throughs, reflection in CPTs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Walk-thru notes, CPT minutes

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

Evaluation of program objectives, evaluation of student performance on benchmark and standardized assessments as well as inquiry projects

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark assessments, Harcourt assessments, rubrics

G3.B2.S2 Inquiry based instruction in science lab during Specials block with hands-on experiments `4`

`S280330`

Strategy Rationale

Research based best practices in Science Instruction

Action Step 1 `5`

All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during week-long specials rotation.

Person Responsible

Rob Loeffler

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

walk-thrus, observations, lesson plan review

Person Responsible

Susan Nations

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

walk-thrus notes, observation forms, conference notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Administration will evaluate the effectiveness of inquiry-based instruction in the science lab based on formal and informal observation and student performance on standardized tests.

Person Responsible

Susan Nations

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

classroom observations, teacher evaluation, FCAT 2.0 science data

G3.B2.S3 Inquiry based instruction in Makerspace during specials for all students in grades 2 - 5 `4`
🔑 S280331

Strategy Rationale

Research based best practices in STEAM curriculum

Action Step 1 `5`

Students will complete inquiry tasks during the week-long Makerspace experience focused on STEAM tasks.

Person Responsible

Holly Brody

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans and student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

walk-thrus, observations, lesson plan review

Person Responsible

Holly Brody

Schedule

Monthly, from 5/24/2018 to 5/24/2018

Evidence of Completion

walk-thrus notes, observation forms, conference notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Administration will evaluate the effectiveness of inquiry-based instruction in the science lab based on formal and informal observation and student performance on standardized tests.

Person Responsible

Susan Nations

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

classroom observations, teacher evaluation, FCAT 2.0 science data

G3.B2.S4 STEAM Family Engagement Nights 4

🔑 S280332

Strategy Rationale

Help students and their families deepen understanding of the STEAM concepts and inquiry process

Action Step 1 5

STEAM family engagement nights led by staff and community members

Person Responsible

Holly Brody

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Family sign ins, surveys, and student science data

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Administrative walk throughs during family engagement events

Person Responsible

Susan Nations

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

Observational notes and participant surveys

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 `7`

Student achievement data as it relates to the content of each parent engagement nght

Person Responsible

Jaime Kisner

Schedule

Monthly, from 1/8/2018 to 5/25/2018

Evidence of Completion

classroom data reports

G3.B3 Lack of teacher focus on Science Instruction in the K-5 classrooms `2`

🔑 B264612

G3.B3.S1 Planning for Instruction `4`

🔑 S280333

Strategy Rationale

This booklet is written by administration and includes best practice information regarding science instruction

Action Step 1 `5`

The planning for instruction guide is given to teachers at the beginning of the school year to outline best practice and expectations for science instructions

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/7/2017 to 5/25/2018

Evidence of Completion

Teacher lesson plans and classroom observations

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Science instruction will be evaluated through classroom data, walk throughs and formal observations

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

State and district assessments, TES observations and evaluation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

State and district assessments, TES observations and evaluations will improve through the use of science best practices

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/30/2017 to 5/25/2018

Evidence of Completion

state and district assessments, TES observations and evaluations

G3.B3.S2 STEAM Integration Coach to work with teachers to implement multidisciplinary curriculum `4`

`🔑 S280334`

Strategy Rationale

To increase teacher understanding of meaningful instructional delivery

Action Step 1 `5`

STEAM Integration Coaching for teachers in grades 2 - 5

Person Responsible

Holly Brody

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Blackboard Learn and district communication between STEAM Coach and staff

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

The Blackboard Learn platform and district communication tools.

Person Responsible

Susan Nations

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, classroom observations, student work samples and assessment data

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

The Blackboard Learn Platform, district communication tools

Person Responsible

Susan Nations

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, classroom observations, and student work samples and assessment data

G4. By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions. `1`

🔍 G098362

G4.B1 Multiple bus referrals `2`

🔍 B264613

G4.B1.S1 Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions. `4`

🔍 S280335

Strategy Rationale

Using a team-approach to collaborate with drivers will facilitate consistent interventions, expectations, and support.

Action Step 1 `5`

Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

meeting minutes

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

Review of meeting minutes

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

meeting minutes

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

Review of bus referral data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

bus referral data

G4.B1.S2 PBS bus interventions 4

S280336

Strategy Rationale

PBS recognizes positive behavior choices made by students that support a safe bus environment for all.

Action Step 1 5

Students who follow behavior expectations on the bus will receive positive behavior tickets.

Person Responsible

Jaime Kisner

Schedule

Weekly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Number of tickets distributed

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review of data from PBS bus intervention

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/11/2017 to 5/24/2018

Evidence of Completion

data indicating number of students/frequency of recognition

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Comparison of intervention data to bus referral data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/11/2017 to 5/24/2018

Evidence of Completion

data indicating number of students/frequency of recognition, data indicating number/ frequency of bus referrals

G4.B3 Students demonstrate lack of empathy `2`

🔑 B264615

G4.B3.S1 Restorative Strategies `4`

🔑 S280341

Strategy Rationale

Restorative Strategies will be used to increase empathy with our students. It will also provide a place that our kids will be able to communicate their feelings and solve problems that can arise in class.

Action Step 1 `5`

Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.

Person Responsible

Anne Hill

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

lesson plans, observations

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

Classroom visits, additional training as needed, discussion during CPTs

Person Responsible

Anne Hill

Schedule

Every 2 Months, from 8/14/2017 to 5/24/2018

Evidence of Completion

CPT minutes, observations by counselor

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

Survey students and staff about the effectiveness of restorative strategies, review behavior referral data

Person Responsible

Anne Hill

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

student and staff surveys, behavior referral data

G4.B3.S2 Behavior intervention and support [4]

[S280342]

Strategy Rationale

A Home School Liaison has been secured to provide small group social skills instruction and crisis intervention support for regular education students in grades K-5 along with the Guidance Counselor and Behavior Support Teacher

Action Step 1 [5]

A Behavior Specialist and behavior tech aide provide additional social skills instruction, positive behavior support and crisis intervention support for identified behavior students in grades K-5.

Person Responsible

Stephanie Vlahakis

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S2 [6]

Data regarding classroom support and student removal will be kept and analyzed

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Call in data and student behavior data will be used.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 `7`

Call in data will reduce during the year.

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 9/11/2017 to 5/24/2018

Evidence of Completion

Call in data will be used to determine if there are reductions in student behavior incidents.

G4.B3.S3 Inner Explorer will be implemented school wide. `4`

🔍 S280343

Strategy Rationale

Inner explorer helps reduce student stress, strengthen self-regulation skills and improve academic performance.

Action Step 1 `5`

10 Minute Inner Explorer lessons will be conducted daily

Person Responsible

Holly Brody

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Lesson plans will document daily Inner Explorer Time

Person Responsible

Holly Brody

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plans and walk through during inner explorer times

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Student and Teacher Surveys will determine effectiveness

Person Responsible

Holly Brody

Schedule

On 5/24/2018

Evidence of Completion

Student and teacher survey data

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					
G1.B2.S2.MA1 M409263	Participant Survey	Nations, Susan	12/12/2016	Participants will be given a survey to determine growth in their understanding of Guided Reading strategies.	12/14/2016 one-time
G1.B2.S2.MA1 M409264	Classroom Walk Throughs and Observations will be conducted to determine effectiveness of...	Nations, Susan	10/19/2016	Teacher lesson plans and classroom lessons will demonstrate the skills and strategies learned through the book study.	12/14/2016 one-time
G2.MA1 M409284	Various formative and summative standards-based assessments will be utilized throughout the year to...	Nations, Susan	8/29/2016	Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations	6/2/2017 monthly
G4.MA1 M409319	Analyze and review pertinent behavior data: TPS, number of discipline referrals, bus incident...	Kisner, Jaime	8/22/2016	Comparative data from 2015-16 school year and 2016-17 school year	6/2/2017 monthly
G1.B2.S4.A1 A378014	Professional development and materials to enhance classroom reading comprehension instruction	Nations, Susan	8/3/2017	Classroom Walk throughs, Teacher Observation, FSA and iReady scores	8/4/2017 one-time
G1.B3.S2.A1 A378017	Two staff members will open the Media Center weekly for Media Mondays to help support students with...	Kisner, Jaime	1/8/2018	Parent sign in, check out data and i-Ready usage	1/8/2018 weekly
G1.B2.S2.A1 A378012	Teachers will be invited to participate in a K-5 Book Study using books received at 4C Camp focused...	Nations, Susan	1/8/2018		3/30/2018 weekly
G1.MA1 M409275	The data collected to determine progress toward goal includes: student work samples, assessment...	Nations, Susan	10/2/2017	Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations	5/24/2018 quarterly
G1.B1.S1.MA1 M409251	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA,...	Ellis, Jade	10/2/2017	Comparative analysis of iReady data and additional indicator(s)	5/24/2018 triannually
G1.B1.S1.MA1 M409252	Administrator access to the program is provided to the i-Ready Building Champion to monitor teacher...	Ellis, Jade	8/14/2017	Computer generated progress monitoring reports from the i-Ready Program	5/24/2018 monthly
G1.B1.S1.A1 A378006	i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be...	Ellis, Jade	8/14/2017	Class and Individual Response to Instruction Reports	5/24/2018 daily
G1.B2.S1.MA1 M409261	Analysis of classroom observations, review of assessment data	Nations, Susan	10/16/2017	Classroom observations, teacher lesson plans, data chats and progress monitoring notes from CPTs.	5/24/2018 semiannually
G1.B2.S1.MA1 M409262	Classroom observations of the ELA block will be used to monitor the fidelity of implementation of...	Nations, Susan	10/16/2017	Lesson Plans, Data Chats from CPTs, student work samples, and assessment data	5/24/2018 quarterly
G1.B2.S1.A1 A378011	One Note Notebook for Collaborative Learning	Kisner, Jaime	10/16/2017	Documentation of practice in lesson plans and Classroom Walk-Through/ Observation Data	5/24/2018 monthly
G1.B3.S1.MA1 M409271	Walk throughs and classroom observations will be used to monitor agenda use by teachers and students	Nations, Susan	9/11/2017	Classroom walk throughs and observations will allow review of agenda books and planners	5/24/2018 semiannually
G1.B3.S1.MA1 M409272	Agendas and planners are monitored by classroom teachers. Agendas will be reviewed during...	Nations, Susan	9/11/2017	Agendas will be reviewed during administrator walk throughs and observations	5/24/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1 A378016	All students will be given Agenda books/planners at the beginning of the school year to communicate...	Vlahakis , Stephanie	9/11/2017		5/24/2018 semiannually
G2.B1.S1.MA1 M409276	Classroom observations, review of student performance data	Nations, Susan	8/14/2017	Progress monitoring, district benchmarks, formative and summative assessments, FSA, student journals	5/24/2018 monthly
G2.B1.S1.MA1 M409277	Classroom Walk-thrus, CPT discussion	Nations, Susan	8/14/2017	Lesson plans, classroom observations, student performance	5/24/2018 monthly
G2.B1.S1.A1 A378019	Daily use of math journals	Nations, Susan	8/14/2017	student samples, lesson plans	5/24/2018 daily
G2.B2.S1.MA1 M409279	Administrator access of the program is provided to a point person to monitor teacher usage and...	Ellis, Jade	8/14/2017	Computer generated progress monitoring reports from the i-Ready Program	5/24/2018 monthly
G2.B2.S1.A1 A378020	iReady program will be used on a daily basis for all students grades K-5.	Ellis, Jade	8/14/2017	Class and individual student Response to Instruction reports	5/24/2018 daily
G2.B3.S1.MA1 M409280	Student progress will be monitored for effectiveness as well as updated IFGs to support...	Nations, Susan	10/16/2017	student work samples, assessment results, progress monitoring notes	5/24/2018 quarterly
G2.B3.S1.MA1 M409281	The use of IFGs will be monitored through CPTs notes and teacher instructional lessons	Nations, Susan	8/14/2017	Notes from CPTs, progress monitoring data, student work samples	5/24/2018 weekly
G2.B3.S1.A1 A378021	IFGs will be utilized to support instruction in the area of Mathematics	Nations, Susan	8/14/2017	Classroom observations/visits, student work samples, lesson plans	5/24/2018 daily
G3.B1.S1.MA1 M409285	Classroom observations, review of student performance on assessments	Nations, Susan	8/14/2017	classroom observation notes, formal and informal assessments	5/24/2018 monthly
G3.B1.S1.MA1 M409286	Review of lesson plans, CPT discussion	Nations, Susan	8/14/2017	lesson planning, CPT minutes	5/24/2018 weekly
G3.B1.S1.A1 A378024	Teachers will use science leveled readers during science and/or ELA instruction	Nations, Susan	8/14/2017	lesson plans	5/24/2018 weekly
G3.B2.S1.MA1 M409287	Evaluation of program objectives, evaluation of student performance on benchmark and standardized...	Kisner, Jaime	8/14/2017	Benchmark assessments, Harcourt assessments, rubrics	5/24/2018 quarterly
G3.B2.S1.MA1 M409288	Administrative walk-throughs, reflection in CPTs	Kisner, Jaime	8/14/2017	Walk-thru notes, CPT minutes	5/24/2018 monthly
G3.B2.S1.A1 A378025	Fifth grade students will participate in the Mad Science program (10 one-hour sessions). Fourth...	Hashey, Edward	9/18/2017	master calendar, student journals	5/24/2018 biweekly
G4.B1.S1.MA1 M409300	Review of bus referral data	Kisner, Jaime	8/14/2017	bus referral data	5/24/2018 monthly
G4.B1.S1.MA1 M409301	Review of meeting minutes	Kisner, Jaime	8/14/2017	meeting minutes	5/24/2018 quarterly
G4.B1.S1.A1 A378031	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm...	Kisner, Jaime	8/14/2017	meeting minutes	5/24/2018 quarterly
G4.B3.S1.MA1 M409313	Survey students and staff about the effectiveness of restorative strategies, review behavior...	Hill, Anne	8/14/2017	student and staff surveys, behavior referral data	5/24/2018 semiannually
G4.B3.S1.MA1 M409314	Classroom visits, additional training as needed, discussion during CPTs	Hill, Anne	8/14/2017	CPT minutes, observations by counselor	5/24/2018 every-2-months
G4.B3.S1.A1 A378037	Teachers will implement Restorative Strategies with assistance from the School Counselor at least...	Hill, Anne	8/14/2017	lesson plans, observations	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M409253	State and district assessments, subject area tests, TES observations and evaluations will improve...	Nations, Susan	8/30/2017	State and district assessments, subject area tests, TES observations and evaluations	5/24/2018 quarterly
G1.B1.S2.MA1 M409254	ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson...	Nations, Susan	8/30/2017	State and district assessments, subject area tests, TES observations and evaluations	5/24/2018 monthly
G1.B1.S2.A1 A378007	The Planning for Instruction Guide is created by the administration and given to teachers at the...	Nations, Susan	8/3/2017	Evidence will be collected through teacher lesson plans and classroom observations.	5/24/2018 daily
G1.B3.S2.MA1 M409273	Parent/Teacher Surveys	Ellis, Jade	2/21/2018	Survey results	5/24/2018 one-time
G1.B3.S2.MA1 M409274	Administrative walk-throughs during Media Mondays	Nations, Susan	1/8/2018	Observational notes, check out data, i-Ready data and parent feedback	5/24/2018 triannually
G1.B3.S2.A2 A378018	ESOL Parent Engagement Meetings	Ellis, Jade	10/10/2016	Parent sign in sheets and feedback forms	5/24/2018 monthly
G2.B3.S2.MA1 M409282	Data chats to analyze results of standardized and benchmark testing	Nations, Susan	8/14/2017	Results from assessments and meeting minutes	5/24/2018 triannually
G2.B3.S2.MA1 M409283	Administrators will review lesson plans and conduct classroom walk-throughs	Kisner, Jaime	8/14/2017	lesson plans, observation notes	5/24/2018 monthly
G2.B3.S2.A1 A378022	One Note Notebook for Curriculum and Instruction	Kisner, Jaime	8/14/2017	Documentation of practice in lesson plans and Classroom Walk-Through/ Observation Data	5/24/2018 monthly
G2.B3.S2.A2 A378023	Professional Development for math rounding provided by Sue D'Angelo	Kisner, Jaime	8/14/2017	Training sign in sheet	5/24/2018 triannually
G3.B2.S2.MA1 M409289	Administration will evaluate the effectiveness of inquiry-based instruction in the science lab...	Nations, Susan	8/14/2017	classroom observations, teacher evaluation, FCAT 2.0 science data	5/24/2018 monthly
G3.B2.S2.MA1 M409290	walk-thrus, observations, lesson plan review	Nations, Susan	8/14/2017	walk-thrus notes, observation forms, conference notes	5/24/2018 monthly
G3.B2.S2.A1 A378026	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during...	Loeffler, Rob	8/14/2017	lesson plans, student work samples	5/24/2018 weekly
G3.B3.S2.MA1 M409297	The Blackboard Learn Platform, district communication tools	Nations, Susan	10/16/2017	Lesson Plans, classroom observations, and student work samples and assessment data	5/24/2018 quarterly
G3.B3.S2.MA1 M409298	The Blackboard Learn platform and district communication tools.	Nations, Susan	9/18/2017	Teacher lesson plans, classroom observations, student work samples and assessment data	5/24/2018 monthly
G3.B3.S2.A1 A378030	STEAM Integration Coaching for teachers in grades 2 - 5	Brody, Holly	9/18/2017	Blackboard Learn and district communication between STEAM Coach and staff	5/24/2018 monthly
G4.B1.S2.MA1 M409302	Comparison of intervention data to bus referral data	Kisner, Jaime	9/11/2017	data indicating number of students/ frequency of recognition, data indicating number/frequency of bus referrals	5/24/2018 monthly
G4.B1.S2.MA1 M409303	Review of data from PBS bus intervention	Kisner, Jaime	9/11/2017	data indicating number of students/ frequency of recognition	5/24/2018 monthly
G4.B1.S2.A1 A378032	Students who follow behavior expectations on the bus will receive positive behavior tickets.	Kisner, Jaime	9/11/2017	Number of tickets distributed	5/24/2018 weekly
G4.B3.S2.MA1 M409315	Call in data will reduce during the year.	Kisner, Jaime	9/11/2017	Call in data will be used to determine if there are reductions in student behavior incidents.	5/24/2018 quarterly
G4.B3.S2.MA1 M409316	Data regarding classroom support and student removal will be kept and analyzed	Kisner, Jaime	9/11/2017	Call in data and student behavior data will be used.	5/24/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S2.A1 A378038	A Behavior Specialist and behavior tech aide provide additional social skills instruction, positive...	Vlahakis , Stephanie	8/14/2017		5/24/2018 daily
G1.B1.S3.MA1 M409255	The supplemental resources will be monitored for effectiveness when looking at school data from a...	Michalojko, Leigh	9/29/2017	Student work samples, assessment results, and progress monitoring data.	5/24/2018 quarterly
G1.B1.S3.MA1 M409256	The classroom teachers will utilize the supplemental resources provided to support differentiated...	Michalojko, Leigh	8/30/2017	The supplemental resources being utilized will be monitored through CPT discussion, teacher surveys and in at least one of the classroom observations by administration during the school year.	5/24/2018 monthly
G1.B1.S3.A1 A378008	The teachers will utilize supplemental texts for differentiation of instruction. Supplemental...	Michalojko, Leigh	8/30/2017	Classroom Materials/Resources being utilized and documented in lesson plans	5/24/2018 daily
G3.B2.S3.MA1 M409291	Administration will evaluate the effectiveness of inquiry-based instruction in the science lab...	Nations, Susan	8/14/2017	classroom observations, teacher evaluation, FCAT 2.0 science data	5/24/2018 quarterly
G3.B2.S3.MA1 M409292	walk-thrus, observations, lesson plan review	Brody, Holly	5/24/2018	walk-thrus notes, observation forms, conference notes	5/24/2018 monthly
G3.B2.S3.A1 A378027	Students will complete inquiry tasks during the week-long Makerspace experience focused on STEAM...	Brody, Holly	8/14/2017	Lesson plans and student work samples	5/24/2018 monthly
G4.B3.S3.MA1 M409317	Student and Teacher Surveys will determine effectiveness	Brody, Holly	5/21/2018	Student and teacher survey data	5/24/2018 one-time
G4.B3.S3.MA1 M409318	Lesson plans will document daily Inner Explorer Time	Brody, Holly	8/14/2017	Lesson plans and walk through during inner explorer times	5/24/2018 daily
G4.B3.S3.A1 A378039	10 Minute Inner Explorer lessons will be conducted daily	Brody, Holly	8/14/2017		5/24/2018 daily
G1.B1.S4.MA1 M409257	Student data will be analyzed to monitor the program for effectiveness.	Kisner, Jaime	5/1/2018	Student Progress Reports and standard mastery generated from i-Ready	5/24/2018 one-time
G1.B1.S4.MA1 M409258	The after school program will incorporate i-Ready and RAZ Kids: both computer assisted and teacher...	Kisner, Jaime	10/3/2017	Progress Monitoring and Data Reports generated from i-ready components.	5/24/2018 every-6-weeks
G1.B1.S4.A1 A378009	Wilkinson will have an after school program targeting grades 1 - 5 in hopes of closing the learning...	Kisner, Jaime	10/3/2017	Wildcat Academy program design and student data gathered from participants	5/24/2018 daily
G1.B1.S5.MA1 M409259	Student data will be maintained for all participants to demonstrate growth in reading.	Michalojko, Leigh	8/14/2017	Oral reading records, fluency logs, work samples and writing.	5/24/2018 every-3-weeks
G1.B1.S5.MA1 M409260	Student data will be maintained for all participants in Reading Recovery and/ or Intervention Groups...	Michalojko, Leigh	8/14/2017	Student records of fluency, oral reading records, writing and work samples.	5/24/2018 every-3-weeks
G1.B1.S5.A1 A378010	Two teachers have been identified as Reading Recovery teachers supporting grade 1 readers. Both...	Michalojko, Leigh	8/14/2017	Student test scores; Classroom walk throughs; Lesson Plans	5/24/2018 daily
G1.B2.S5.MA1 M409269	CPT Notes, Classroom Observations, student data and Lesson Plans	Nations, Susan	9/18/2017	CPT Notes, Classroom Observation Data, Student Data and Lesson Plan review	5/24/2018 triannually
G1.B2.S5.MA1 M409270	CPT Notes, classroom observations and lesson plans will document use of strategies.	Nations, Susan	9/18/2017	CPT Notes, classroom observations and lesson plans will provide evidence of fidelity.	5/24/2018 every-6-weeks
G1.B2.S5.A1 A378015	Monthly Collaborative Planning Team discussions focused on implementing reading recovery strategies...	Watts, Kelly	9/18/2017		5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M409299	Review of data from: Harcourt Fusion assessments, projects, district benchmark science assessments,...	Nations, Susan	8/14/2017	Progress Monitoring using data from assessments and rubrics of completed projects.	5/25/2018 quarterly
G2.B2.S1.MA1 M409278	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA,...	Nations, Susan	12/11/2017	Comparative analysis of iReady data and additional indicator(s)	5/25/2018 semiannually
G3.B3.S1.MA1 M409295	State and district assessments, TES observations and evaluations will improve through the use of...	Kisner, Jaime	8/30/2017	state and district assessments, TES observations and evaluations	5/25/2018 quarterly
G3.B3.S1.MA1 M409296	Science instruction will be evaluated through classroom data, walk throughs and formal observations	Kisner, Jaime	8/30/2017	State and district assessments, TES observations and evaluation	5/25/2018 monthly
G3.B3.S1.A1 A378029	The planning for instruction guide is given to teachers at the beginning of the school year to...	Kisner, Jaime	8/7/2017	Teacher lesson plans and classroom observations	5/25/2018 daily
G1.B2.S3.MA1 M409265	ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson...	Nations, Susan	10/2/2017	Evidence will be collected through teacher lesson plans	5/25/2018 triannually
G1.B2.S3.MA1 M409266	Classroom lesson plans and observations will demonstrate implementation of strategies learned...	Nations, Susan	10/2/2017	Lesson plans, observation notes and teacher surveys will indicate use of strategies.	5/25/2018 quarterly
G1.B2.S3.A1 A378013	Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend...	Michalojko, Leigh	10/2/2017		5/25/2018 triannually
G1.B2.S4.MA1 M409267	ELA instruction will be evaluated through classroom data as well walk throughs and formal lesson...	Nations, Susan	8/14/2017	Evidence will be collected through teacher lesson plans and observation data	5/25/2018 triannually
G1.B2.S4.MA1 M409268	classroom lesson plans and observations will demonstrate implementation of strategies learned...	Nations, Susan	8/14/2017	Lesson plans, observation notes and teacher surveys	5/25/2018 triannually
G3.B2.S4.MA1 M409293	Student achievement data as it relates to the content of each parent engagement nght	Kisner, Jaime	1/8/2018	classroom data reports	5/25/2018 monthly
G3.B2.S4.MA1 M409294	Administrative walk throughs during family engagement events	Nations, Susan	1/8/2018	Observational notes and participant surveys	5/25/2018 monthly
G3.B2.S4.A1 A378028	STEAM family engagement nights led by staff and community members	Brody, Holly	1/8/2018	Family sign ins, surveys, and student science data	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Reading Proficiency Goal: By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G1.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

G1.B1.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need

PD Opportunity 1

i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be encouraged to log on in the classroom and at home for additional time. Students participating in the after school tutoring and YMCA programs will have additional time to practice using i-Ready. i Ready Building Champion will work with teams to review data and consider ways to increase student achievement using i-Ready.

Facilitator

Jade Ellis

Participants

All K - 5 instructional staff

Schedule

Daily, from 8/14/2017 to 5/24/2018

G1.B2 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

G1.B2.S1 Six CPTs will be conducted with Grade Level Teams and Administration investigating John Hattie's Visible Learning in Literacy

PD Opportunity 1

One Note Notebook for Collaborative Learning

Facilitator

Susan Nations and Jaime Kisner

Participants

Instructional Staff

Schedule

Monthly, from 10/16/2017 to 5/24/2018

G1.B2.S2 Reading Workshop Book Study

PD Opportunity 1

Teachers will be invited to participate in a K-5 Book Study using books received at 4C Camp focused on Reading Workshop.

Facilitator

Susan Nations

Participants

All K-5 Instructional Staff

Schedule

Weekly, from 1/8/2018 to 3/30/2018

G1.B2.S3 Professional Development opportunities offered by the district and other organizations.

PD Opportunity 1

Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend their Professional Development opportunities throughout the year.

Facilitator

Sarasota Reading Council

Participants

Any teachers who are members of the Council

Schedule

Triannually, from 10/2/2017 to 5/25/2018

G1.B2.S4 4C Camp focused on Comprehension, Content, Collegiality and Creativity will help focus staff on meaningful strategies to implement during the reading block.

PD Opportunity 1

Professional development and materials to enhance classroom reading comprehension instruction

Facilitator

Susan Nations and Jaime Kisner

Participants

All instructional staff

Schedule

On 8/4/2017

G2. Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G2.B2 Lack of mastery of prior grade level standards; Lack of basic facts/math fluency

G2.B2.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need

PD Opportunity 1

iReady program will be used on a daily basis for all students grades K-5.

Facilitator

Jade Ellis

Participants

All instructional staff

Schedule

Daily, from 8/14/2017 to 5/24/2018

G2.B3 Teacher depth of knowledge of core curriculum and Florida standards

G2.B3.S2 Six CPTs will be conducted with Grade Level Teams and Administration investigating Visible Learning strategies and Deconstructing the Standards

PD Opportunity 1

One Note Notebook for Curriculum and Instruction

Facilitator

Susan Nations and Jaime Kisner

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/24/2018

PD Opportunity 2

Professional Development for math rounding provided by Sue D'Angelo

Facilitator

Sue D'Angelo

Participants

Instructional staff members

Schedule

Triannually, from 8/14/2017 to 5/24/2018

G4. By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions.

G4.B3 Students demonstrate lack of empathy

G4.B3.S1 Restorative Strategies

PD Opportunity 1

Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.

Facilitator

Anne Hill

Participants

All Staff

Schedule

Monthly, from 8/14/2017 to 5/24/2018

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	i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be encouraged to log on in the classroom and at home for additional time. Students participating in the after school tutoring and YMCA programs will have additional time to practice using i-Ready. i Ready Building Champion will work with teams to review data and consider ways to increase student achievement using i-Ready.				$0.00
2	G1.B1.S2.A1	The Planning for Instruction Guide is created by the administration and given to teachers at the beginning of the school year to outline best practice and expectations for meaningful instruction in Reading. This year it also included a Literacy Workshop Framework to help teachers plan meaningful reading instruction.				$0.00
3	G1.B1.S3.A1	The teachers will utilize supplemental texts for differentiation of instruction. Supplemental materials are available in Reading Wonders as well as through the school's new leveled book room.				$38,953.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$38,953.00
			Notes: Leveled text, site licenses and STEAM Resources			
4	G1.B1.S4.A1	Wilkinson will have an after school program targeting grades 1 - 5 in hopes of closing the learning gap with students who are still lacking in foundation reading skills.				$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$12,000.00
			Notes: After school tutoring materials, teacher contracts			
5	G1.B1.S5.A1	Two teachers have been identified as Reading Recovery teachers supporting grade 1 readers. Both teachers also work with K-2 teachers to implement best practices in Reading. One additional teacher has been contracted to conduct interventions and provide support in academics in grades 2 and 3. Additional an intermediate teacher was added through Title I funds in order to avoid a class split.				$250,786.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$250,786.00
6	G1.B2.S1.A1	One Note Notebook for Collaborative Learning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			0291 - Wilkinson Elementary School	Title I, Part A		$0.00
7	G1.B2.S2.A1	**Teachers will be invited to participate in a K-5 Book Study using books received at 4C Camp focused on Reading Workshop.**				**$0.00**
8	G1.B2.S3.A1	**Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend their Professional Development opportunities throughout the year.**				**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$300.00
9	G1.B2.S4.A1	**Professional development and materials to enhance classroom reading comprehension instruction**				**$16,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title, I Part A		$16,200.00
			Notes: 4C Camp			
10	G1.B2.S5.A1	**Monthly Collaborative Planning Team discussions focused on implementing reading recovery strategies in the K-1 classroom.**				**$0.00**
11	G1.B3.S1.A1	**All students will be given Agenda books/planners at the beginning of the school year to communicate with parents.**				**$0.00**
12	G1.B3.S2.A1	**Two staff members will open the Media Center weekly for Media Mondays to help support students with homework, provide access to books and utilize i-Ready**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title, I Part A		$3,500.00
13	G1.B3.S2.A2	**ESOL Parent Engagement Meetings**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0291 - Wilkinson Elementary School	Title I, Part A		$5,000.00
			Notes: Materials, snacks, drinks			
14	G2.B1.S1.A1	**Daily use of math journals**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$1,000.00
			Notes: Math Journals			
15	G2.B2.S1.A1	**iReady program will be used on a daily basis for all students grades K-5.**				**$0.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$0.00
			Notes: The cost for the i-Ready training (professional development) and substitutes was added under the budget for Reading. This is the cost of the math books that were purchased in addition to support the program.			
16	G2.B3.S1.A1	IFGs will be utilized to support instruction in the area of Mathematics				$0.00
17	G2.B3.S2.A1	One Note Notebook for Curriculum and Instruction				$0.00
18	G2.B3.S2.A2	Professional Development for math rounding provided by Sue D'Angelo				$0.00
19	G3.B1.S1.A1	Teachers will use science leveled readers during science and/or ELA instruction				$0.00
20	G3.B2.S1.A1	Fifth grade students will participate in the Mad Science program (10 one-hour sessions). Fourth Grade students will receive five sessions during the school year				$9,285.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title I, Part A		$9,285.00
21	G3.B2.S2.A1	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during week-long specials rotation.				$0.00
22	G3.B2.S3.A1	Students will complete inquiry tasks during the week-long Makerspace experience focused on STEAM tasks.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title, I Part A		$2,000.00
23	G3.B2.S4.A1	STEAM family engagement nights led by staff and community members				$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title, I Part A		$12,500.00
			Notes: staff contracts, materials, community services			
24	G3.B3.S1.A1	The planning for instruction guide is given to teachers at the beginning of the school year to outline best practice and expectations for science instructions				$0.00
25	G3.B3.S2.A1	STEAM Integration Coaching for teachers in grades 2 - 5				$70,047.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Wilkinson Elementary School	Title, I Part A		$70,047.00
			Notes: Instructional position which provides modeling and coaching with STEAM content lessons for all K-5 teachers			

26	G4.B1.S1.A1	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.	$0.00
27	G4.B1.S2.A1	Students who follow behavior expectations on the bus will receive positive behavior tickets.	$0.00
28	G4.B3.S1.A1	Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.	$0.00
29	G4.B3.S2.A1	A Behavior Specialist and behavior tech aide provide additional social skills instruction, positive behavior support and crisis intervention support for identified behavior students in grades K-5.	$0.00
30	G4.B3.S3.A1	10 Minute Inner Explorer lessons will be conducted daily	$0.00
		Total:	$421,571.00