2013-2014 SCHOOL IMPROVEMENT PLAN

Wildwood Elementary School
300 HUEY ST
Wildwood, FL 34785
352-748-3353

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	88%

Alternative/ESE Center	Charter School	Minority Rate
No	No	63%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	B	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Wildwood Elementary School

Principal
Colleen Habhab Strickland

School Advisory Council chair
Paul Mannino

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Colleen Habhab Strickland	Principal
Sanci Skipper	Assistant Principal Intern
Laticia Brooks	Assistant Principal Intern
Tracy Gandy	K grade level chair
Tina Delgorio	1st grade level chair
Julie Cooper	2nd grade level chair
Andrie White	3rd grade level chair
Alison Patrick	4th grade level chair
Jerry Lipham	5th grade level chair
Aysegul Ugur	Reading Resource Teacher
Marylou Watson	Math Resource Teacher
Paul Mannino	Resource Teacher
Pamela Walley	Librarian
Sandra Hensley	Counselor
Stephen Rockey	MTSS Coordinator

District-Level Information

District
Sumter

Superintendent
Mr. Richard A Shirley

Date of school board approval of SIP
6/18/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Susan Berry-Parent, Thomas Bull-Parent, Paula Crenshaw-Community Member, Brian Flyle-Parent, Ali Jackson-Parent, Margie Nichols-Parent, Mary McElrath-Parent, Chuck Padgett-Community Member, Jacob Roberts-Parent, Gary Venuto-Parent, Paul Mannino-Teacher, Brianne Bailey-Parent, Liticia Brooks-Teacher, Genora Brutton-Parent, Robin Caruthers-Community Member, Amanda Clements-Teacher, Takezia Colbert-Parent, Karen Corbin-Parent, Hope Demons-Parent, Marcus Douglas-Parent, Carla Duggs-Parent, Daisy Freemen-Parent, Wendy Gordon-Parent, Shainnia Harris-Parent, Dallas Isham-Parent, Natesha Smith-Parent, Bettie Snow-Parent, Jessica Boscana-Parent, Ruben Cardono-Parent, Maria Figueroa-Parent, Ana Lara-Parent, Cathy Orozco-Parent, Maria Rodriguez-Parent, Geraldine Lombard-Parent, Ash Ugur-Teacher

Involvement of the SAC in the development of the SIP

School Advisory Council met as a unit to review and ask questions concerning the school improvement plan. As the year goes on the SAC committee will input on data that is tracked as well as policies that are put in place. The SAC committee will also contribute points that need to be researched for the school.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet four times during school year. The SAC meeting dates are: October 7, 2013, December 09, 2013, February 17, 2014, and April 21, 2014. The council will review and approve the use of all school improvement funds and give input on programs that are running in the school.

Projected use of school improvement funds, including the amount allocated to each project

At this time we do not have any funds reported to be used by the SAC committee.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Colleen Habhab Strickland		
Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	B.S. Primary Elementary Education M.Ed. Educational Leadership Primary K-3 Elementary Education K-6
Performance Record	2012-2013 Wildwood Elementary School Grade: C, AYP not met 2006-12 "A" District- 4 consecutive years Academically High Performing District- 3 consecutive years 2005-06 Bushnell Elementary School AYP Met Grade: A

Laticia Crosby Brooks		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	B.S. Elementary Education M.Ed. Educational Leadership Educational Leadership Elementary Education 1-6 English to Speaker of Other Language K-12
Performance Record	2012-2013 Wildwood Elementary School Grade: C, AYP not met 2011-2012- Lake Panasoffkee Elementary Grade A 2010-2011-Lake Panasoffkee Elementary Grade A, AYP not met 2009-2010- Lake Panasoffkee Elementary School Grade A, AYP not met

Sanci Skipper		
Asst Principal	Years as Administrator: 2	Years at Current School: 1

Credentials	B.A. in Psychology M.Ed. Education Leadership Educational Leadership Reading Endorsement ESE certification English Speakers of Other Languages
Performance Record	2012-2013 South Sumter Middle School Grade: B AYP not met 2011-2012 Wildwood Middle High School School Grade: B 2010-2011 Wildwood Middle High School School Grade: B

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marylou Watson		
Full-time / School-based	Years as Coach: 6	Years at Current School: 37

Areas	Mathematics
Credentials	Early Childhood Education Elementary Education ESOL Reading
Performance Record	Wildwood Elementary School 2012-2013 Grade: C Wildwood Elementary School 2011-2012 School Grade: B Wildwood Elementary School 2010-2011 School Grade: A AYP: Not Met Wildwood Elementary School 2009-2010 School Grade: B AYP: Not Met Wildwood Elementary School 2008-2009 School Grade: A AYP: Not Met

Sherri Robinson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Data
Credentials	Elementary Education Grades 6-12 ESOL Endorsement Reading Endorsement Specific Learning Disabilities Grades K-12
Performance Record	Lake Panasoffkee Elementary School 2012-2013 Grade: A Lake Panasoffkee Elementary School 2011-2012 School Grade: A Lake Panasoffkee Elementary School 2010-2011 School Grade: A AYP: Not met Lake Panasoffkee Elementary School 2009-2010 School Grade: A AYP: Not met

Aysegul Ugur		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7

Areas	Reading/Literacy
Credentials	Elementary Education Grades K-6 ESOL endorsement
Performance Record	Wildwood Elementary School 2012-2013 Grade: C Wildwood Elementary School 2011-2012 School Grade: B Wildwood Elementary School 2010-2011 School Grade: A AYP: Not Met Wildwood Elementary School 2009-2010 School Grade: B AYP: Not Met

Stephen Rockey		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4

Areas	RtI/MTSS
Credentials	Elementary Education English Speakers of Other Languages
Performance Record	Wildwood Elementary School 2012-2013 Grade: C Wildwood Elementary School 2011-2012 School Grade: B Wildwood Elementary School 2010-2011 School Grade: A AYP: Not Met Wildwood Elementary School 2009-2010 School Grade: B AYP: Not Met

Classroom Teachers

# of classroom teachers
50

 # receiving effective rating or higher
48, 96%

 # Highly Qualified Teachers
94%

 # certified in-field
47, 94%

 # ESOL endorsed
31, 62%

 # reading endorsed
13, 26%

 # with advanced degrees
15, 30%

 # National Board Certified
4, 8%

 # first-year teachers
5, 10%

 # with 1-5 years of experience
15, 30%

 # with 6-14 years of experience
13, 26%

 # with 15 or more years of experience

17, 34%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring. Lisa Whitman and Allison Nave are our district contacts responsible for recruiting and retaining effective teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The new teachers are paired with their peer by the mentors experience and/or grade level. The mentoring pair use the district peer mentoring guide with scheduled observations, assistance with conversation topics and information due to district. Resources within the school have been used to support the mentor to have extra time, when needed, to observe the peer teacher and give input into areas of need.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS problem solving process helps to develop and implement the school's SIP plan by looking at the data to see which interventions work for the students and which ones may need to be changed. By accessing this data, the team can then decide the best course of action for the continued success of the students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Stephen Rockey-MTSS Facilitator-Collect data from teachers and distributes it to parents. Works with the team to determine when a student needs to be dismissed from MTSS of referred to ESE
Laticia Crosby-AP in charge of behavior and checking fidelity for student in MTSS for behavior
Sanci Skipper-AP in charge of checking fidelity for grades K-2 MTSS students.
Sandy Hensley- Guidance counselor in charge of counseling services for grades 3-5
Linda Magliocca- Guidance counselor in charge of counseling services for grades K-2, also in charge of reviewing ESE BIPS
Colleen Strickland- Principal-Oversees program and checks fidelity for grades 3-5 MTSS students

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

When teachers submit data to the MTSS facilitator, they send a copy to the appropriate administrator at the same time. The administration also visits classrooms where the interventions are taking place.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

MTSS data is summarized using many resources. There is teacher collected data, from 1 to 1 and small group interventions for the students. All students work on the Successmaker program. The younger students take standardized tests, and the older students take the FCAT. Behavior is modified using small group counseling, classroom interventions, and 1 on 1 counseling. All data is recorded and graphed to better visualize the student's progress.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS facilitator meets with each grade level in the beginning of the year to give an overview of the program at Wildwood Elementary and to update the teachers on any changes. The MTSS facilitator also meets with each teacher about the MTSS students in their class every 5 weeks. The parents are contacted at least once every 9 weeks to share the progress of their children. For this school year, Wildwood Elementary is starting a program to "flood" different grade levels with teachers and para-professionals to help all student in the class. During the flood, students will be grouped by ability, so that intensive individual and small group interventions can take place. These intensive interventions can help the teacher focus on specific needs of the class.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 9,840

During the summer the summer program was used for helping the students get a head start on the following year during the summer. This was accomplished through preloading/previewing information such as used in Catching Kids Up, that the students will need to be successful in starting the next grade. During the school year we provide an after-school program to support skill sets that need more structuring by using FCAT 2.0 resources, Core Connections for writing, Think Central for our math students with the crosswalks, and ancillary materials for the other areas of focus i.e. primary grades and science.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Monitoring students achievement levels during the school year will be achieved through DEA assessments, monthly program test used in the school day, SuccessMaker, as well as other programs that are used as they progress through the year.

Who is responsible for monitoring implementation of this strategy?

Resources teachers, teachers, and administration will monitor the programs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tracy Gandy	Kindergarten teacher
Liza Crenshaw	First Grade teacher
LeighAnn Vidal	Second Grade teacher
Matt Davin	Third Grade teacher
Luke Mutz	Fourth Grade teacher
Twila Haeser	Fifth Grade teacher
Aysegul Ugur	Reading Coach

How the school-based LLT functions

The purpose of the Literacy Leadership Team(LLT) is to create a capacity of reading knowledge within our school. We will focus on areas of literacy concerns within our school, which will be identified by data obtained from FCAT 2.0, Focus, DEA, and SuccessMaker and other sources as appropriate. The LLT meets monthly during the school year and when other needs arise to discuss data and programs. School administration and the reading resource teacher are responsible for identifying the focus based on test results, student needs, teacher needs, school and county mandates.

Major initiatives of the LLT

The major mandates of the team this year will be to ensure that Learning Focused Strategies, writing across the curriculum, and new common core standards are being implemented school-wide, at every grade level (Skill of The Month, Extended Reading Passages, Core Connections, Flexible Grouping, Differentiation, Higher Order Thinking, and Literary Teams.) In addition, emphasis will be placed areas of need based on test data gathered by the school administration, coaches, teachers and information provided during training with consultant Dr. Max Thompson and others.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each spring, the schools in the county hold VPK and kindergarten "Round Ups." During this time, parents are assisted with completing required registration forms. Students also participate in a kindergarten readiness assessment along with speech and language screenings.
VPK is offered at the school four days a week. During the VPK program, students are exposed to school procedures and a print rich environment that mirrors the kindergarten program. Additional resources are made available to parent, such as VPK social worker and Early Childhood Specialist.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	46%	No	65%
American Indian				
Asian				
Black/African American	54%	31%	No	59%
Hispanic	53%	50%	No	57%
White	69%	61%	No	72%
English language learners	33%	40%	Yes	40%
Students with disabilities	41%	18%	No	47%
Economically disadvantaged	58%	44%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	26%	52%
Students scoring at or above Achievement Level 4	72	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		29%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	213	58%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	34	73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	27	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	23%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	48	43%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	47%	No	60%
American Indian				
Asian				
Black/African American	48%	33%	No	53%
Hispanic	44%	61%	Yes	50%
White	65%	58%	No	69%
English language learners	39%	53%	Yes	45%
Students with disabilities	38%	21%	No	44%
Economically disadvantaged	52%	45%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	29%	50%
Students scoring at or above Achievement Level 4	62	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		29%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	206	57%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	49%	59%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	21%	33%
Students scoring at or above Achievement Level 4	10	9%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students	230	29%	35%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	44	5%	4%
Students who are not proficient in reading by third grade	38	4%	3%
Students who receive two or more behavior referrals	185	23%	18%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	68	9%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement for after school	75	10%	45%

Goals Summary

G1.   Reading: 65% (227) students in grades 3-5 will score a Level 3 or higher on the 2014 Reading FCAT 2.0.

G2.   Math: 60% (211) of students in grades 3-5 will score a level 3 on the 2014 Math FCAT 2.0.

G3.   Writing: 74% (84) students in grade 4 will score a level 3.5 on the 2014 FCAT Writes.

G4.   Science: 51% (57) of students in grade 5 will score a level 3 or higher on the 2014 Science FCAT.

G5.   Discipline: Decrease disciplinary incidents by 25% (301) from last year.

G6.   Parent Involvement: Parent involvement will increase from 10% average attendance to on 45% average attendance of parents participating in school sponsored events.

Goals Detail

G1. Reading: 65% (227) students in grades 3-5 will score a Level 3 or higher on the 2014 Reading FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- New reading series for support.
- Intensive flexible grouping instruction during the day on every day of the week.
- Implementing AVID elementary for all 4th and 5th grade.
- Customized SuccessMaker Courses for students.
- Resource teachers to work with students.
- 150 minute literacy block.

Targeted Barriers to Achieving the Goal

- Students need additional focused instructional time.
- Students lack prior knowledge and prerequisite skills.
- Students need to increase reading stamina.

Plan to Monitor Progress Toward the Goal

Teachers will use DEA, program test and SuccessMaker activities to monitor fidelity of strategy with all students grade 3-5.

Person or Persons Responsible
Reading Coach, teachers and administration.

Target Dates or Schedule:
The programs will run throughout school year.

Evidence of Completion:
Increase scores on district test and FCAT Reading 2.0.

G2. Math: 60% (211) of students in grades 3-5 will score a level 3 on the 2014 Math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- Implement AVID Elementary.
- Math Facts in a Flash
- Harcourt Go Math Common Core
- Customized courses through SuccessMaker
- Implement Study Island for grades 2-5
- Implementing spiraling curriculum homework
- Accelerated Math

Targeted Barriers to Achieving the Goal
- Students lack fact fluency.
- Lack of organizational and goal setting skills.
- Students need more instructional time.

Plan to Monitor Progress Toward the Goal

Post test gains from various programs used to monitor progress with grades 3-5, low and medium students using a team to go into the classroom.

Person or Persons Responsible
Math resource teacher and administration.

Target Dates or Schedule:
Monthly testing to check progress.

Evidence of Completion:
Gains showing on district test and FCAT 2014 Math.

G3. Writing: 74% (84) students in grade 4 will score a level 3.5 on the 2014 FCAT Writes.

Targets Supported
- Writing

Resources Available to Support the Goal
- 150 minute literacy block
- Core Connection training and teacher walk throughs

Targeted Barriers to Achieving the Goal
- Lack of vocabulary in conjunction with changes to FCAT writes.

Plan to Monitor Progress Toward the Goal

After-school and lunch bunch writing support with teachers

Person or Persons Responsible
Administration and teachers are monitoring.

Target Dates or Schedule:
Teachers and administration will monitor throughout the programs.

Evidence of Completion:
Increased scores on the Florida FCAT Writes 2014.

G4. Science: 51% (57) of students in grade 5 will score a level 3 or higher on the 2014 Science FCAT.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Pearson Interactive Science
- Virtual Manipulative-Gizmo
- School wide science fair
- Science Boot Camp Kit

Targeted Barriers to Achieving the Goal
- Lack of science vocabulary knowledge
- lack if continuity of science instruction in grades 3-5
- Lack of background knowledge and prerequisite skills.

Plan to Monitor Progress Toward the Goal

Students will gain vocabulary knowledge through exposure of STEM projects, hands on activities, and DEA mini science probes in addition to science class work.

Person or Persons Responsible
Teachers and administration

Target Dates or Schedule:
Activities throughout the school year.

Evidence of Completion:
Increased science DEA and 2014 FCAT 2.0 scores.

G5. Discipline: Decrease disciplinary incidents by 25% (301) from last year.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Wildcat Bucks
- Caught you goods

Targeted Barriers to Achieving the Goal
- Consistency in implementing behavior plans

Plan to Monitor Progress Toward the Goal

Use of the CHAMPs positive behavior reward system thoughout the campus with all teachers.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Use of CHAMPs will run though the whole school year.

Evidence of Completion:
Decrease in number of behavior referrals throughout the year.

G6. Parent Involvement: Parent involvement will increase from 10% average attendance to on 45% average attendance of parents participating in school sponsored events.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Community support
- PTO support of school events

Targeted Barriers to Achieving the Goal
- Parents showing up for events after school

Plan to Monitor Progress Toward the Goal

Encouraging more families to participate in school sponsored events by combining events on set nights.

Person or Persons Responsible
Parent involvement coordinator, teachers and administration

Target Dates or Schedule:
Programs will happen throughout the year.

Evidence of Completion:
Increased amounts of parents showing up for events that are sponsored by the school.

Action Plan for Improvement

Problem Solving Key

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

G1. Reading: 65% (227) students in grades 3-5 will score a Level 3 or higher on the 2014 Reading FCAT 2.0.

G1.B1 Students need additional focused instructional time.

G1.B1.S1 Use of pre/post test data to drive data chats along with other formative assessments.

Action Step 1

Students will take a pre and post test with each unit they study through flooding (fllexible grouping). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Monthly meetings will occur concerning new data

Evidence of Completion

FCAT scores at the end of the year.

Facilitator:

Reading Coaching

Participants:

All reading teachers.

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

Students will take a pre and post test with each unit they study through flooding (fllexible grouping) the results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Monthly meetings will occur concerning new data

Evidence of Completion

FCAT scores at the end of the year.

Plan to Monitor Effectiveness of G1.B1.S1

Students will take a pre and post test with each unit they study through flooding (fllexible grouping) the results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Monthly meetings will occur concerning new data

Evidence of Completion

FCAT scores at the end of the year.

G1.B1.S2 Learning Focused Strategies-Catching Kids Up and Higher Order Thinking Skills

Action Step 1

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Person or Persons Responsible

Administration will monitor.

Target Dates or Schedule

Weekly in review of lesson plans

Evidence of Completion

Student product as well as grades will reflect the strategies used.

Facilitator:

NIcole Wade and Christie Burke

Participants:

All core teachers.

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

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Person or Persons Responsible

Administration will monitor

Target Dates or Schedule

Weekly in review of lesson plans

Evidence of Completion

Student product as well as grades will reflect the strategies used.

Plan to Monitor Effectiveness of G1.B1.S2

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Person or Persons Responsible

Administration will monitor

Target Dates or Schedule

Weekly in review of lesson plans

Evidence of Completion

Student product as well as grades will reflect the strategies used.

G1.B1.S3 Small group instruction with reading resource teacher through pull-out from PE twice a week.

Action Step 1

Reading coach will working with small groups of students for intensive skill work.

Person or Persons Responsible

Reading coach and Administration

Target Dates or Schedule

Program will run through April.

Evidence of Completion

Use of FCAT scores, DEA scores and lesson plans will be used to monitor the program

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

Reading coach will working with small groups of students for intensive skill work.

Person or Persons Responsible

Reading coach and Administration

Target Dates or Schedule

Program will run through April.

Evidence of Completion

Use of FCAT scores, DEA scores and lesson plans will be used to monitor the program

Plan to Monitor Effectiveness of G1.B1.S3

Reading coach will working with small groups of students for intensive skill work.

Person or Persons Responsible

Reading coach and Administration

Target Dates or Schedule

Program will run through April.

Evidence of Completion

Use of FCAT scores, DEA scores and lesson plans will be used to monitor the program

G1.B1.S4 After-school program, beginning in October and running through April.

Action Step 1

Students will be selected to attend an afterschool program twice a week for two hours a day for intensive instruction from October through April. Grades K-2 will start in January and continue through March for two hours a day twice a week.

Person or Persons Responsible

The program coordinator and administration will monitor the program.

Target Dates or Schedule

Through weekly meetings

Evidence of Completion

Through lesson plans and student product.

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

Students will be selected to attend an afterschool program twice a week for two hours a day for intensive instruction from October through April. K-2 will start in January and continue through March for two hours a day twice a week.

Person or Persons Responsible

The program coordinator and administration will monitor the program.

Target Dates or Schedule

Through weekly meetings

Evidence of Completion

Through lesson plans and student product.

Plan to Monitor Effectiveness of G1.B1.S4

Students will be selected to attend an afterschool program twice a week for two hours a day for intensive instruction from October through April. K-2 will start in January and continue through March for two hours a day twice a week.

Person or Persons Responsible

The program coordinator and administration will monitor the program.

Target Dates or Schedule

Through weekly meetings

Evidence of Completion

Through lesson plans and student product.

G1.B1.S5 Accelerated reading goals school-wide.

Action Step 1

All students have set goals with the class as to what will be read that week. Teachers build the amount of books required throughout the year.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Accelerated reading (AR) points are checked weekly for points and percentages.

Evidence of Completion

Student's scores on AR test that they take weekly.

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

All students have set goals with the class as to what will be read that week. Teachers build the amount of books required throughout the year.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Accelerated reading (AR) points are checked weekly for points and percentages.

Evidence of Completion

Student's scores on AR test that they take weekly.

Plan to Monitor Effectiveness of G1.B1.S5

All students have set goals with the class as to what will be read that week. Teachers build the amount of books required throughout the year.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Accelerated reading (AR) points are checked weekly for points and percentages.

Evidence of Completion

Student's scores on AR test that they take weekly and grades in 9 weeks.

G1.B1.S6 Utilize the Reading Resource Teacher as a co-teacher for flexible grouping in grades 3-5. Working specifically with the students that need intensive help.

Action Step 1

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Person or Persons Responsible

Administration and reading coach will monitor

Target Dates or Schedule

Through weekly meetings with the reading coach.

Evidence of Completion

Monthly test will be given to monitor effectiveness.

Facilitator:

Reading coach and administration.

Participants:

Select teachers participating in program.

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Person or Persons Responsible

Administration will monitor

Target Dates or Schedule

Through weekly meetings with the reading coach.

Evidence of Completion

Monthly test will be given to monitor effectiveness.

Plan to Monitor Effectiveness of G1.B1.S6

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Person or Persons Responsible

Administration will monitor

Target Dates or Schedule

Through weekly meetings with the reading coach.

Evidence of Completion

Increased scores of FCAT Reading 2.0.

G1.B2 Students lack prior knowledge and prerequisite skills.

G1.B2.S1 Use of SuccessMaker strategies to build prior knowledge.

Action Step 1

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Person or Persons Responsible

Reading coach, teachers and administration will monitor.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Increased scores on program and district assessment.

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

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Person or Persons Responsible

Reading coach, teachers and administration will monitor.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Increased scores on program and district assessment.

Plan to Monitor Effectiveness of G1.B2.S1

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Person or Persons Responsible

Reading coach, teachers and administration will monitor.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Increased scores on FCAT Reading 2.0 2013.

G1.B3 Students need to increase reading stamina.

G1.B3.S1 Teachers are scaffolding reading support to build reading stamina as students progress through the year. With the use of new reading series and intensive flexible grouping teachers are supporting student's needs.

Action Step 1

Flexible grouping through scaffolding of reading objectives with students grades 3 through 5.

Person or Persons Responsible

Reading coach, teachers and administration

Target Dates or Schedule

Programs run throughout school year.

Evidence of Completion

Monthly test to monitor progress

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

Teachers will use program test and SuccessMaker activities to monitor fidelity with all students grade 3-5.

Person or Persons Responsible

Reading coach, teachers and administration.

Target Dates or Schedule

Programs run throughout school year.

Evidence of Completion

Test scores from the monthly test will be used as evidence of success of the program.

Plan to Monitor Effectiveness of G1.B3.S1

Teachers will use program test and SuccessMaker activities to monitor fidelity with all students grade 3-5.

Person or Persons Responsible

Reading coach, teachers and administration.

Target Dates or Schedule

Programs run throughout school year.

Evidence of Completion

Test scores from DEA and FCAT Reading 2.0 2014.

G2. Math: 60% (211) of students in grades 3-5 will score a level 3 on the 2014 Math FCAT 2.0.

G2.B1 Students lack fact fluency.

G2.B1.S1 Using district sponsored programs to increase focus on specific skills.

Action Step 1

Use of accelerated math, flexible grouping and study island to improve math skills.

Person or Persons Responsible

Math resource teacher, teachers and administration.

Target Dates or Schedule

Program will run throughout school year.

Evidence of Completion

Scores on DEA testing and 2014 Math FCAT scores.

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

Use of accelerated math, flexible grouping and study island to improve math skills.

Person or Persons Responsible

Math resource teacher, teacher and administration.

Target Dates or Schedule

Program runs throughout school year.

Evidence of Completion

Scores on DEA testing and 2014 Math FCAT scores.

Plan to Monitor Effectiveness of G2.B1.S1

Use of accelerated math, flexible grouping and study island to improve math skills.

Person or Persons Responsible

Math resource teacher, teachers and administration.

Target Dates or Schedule

Program runs throughout school year.

Evidence of Completion

Scores on DEA testing and 2014 Math FCAT scores.

G2.B2 Lack of organizational and goal setting skills.

G2.B2.S1 Use of AVID strategies within the classrooms.

Action Step 1

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Person or Persons Responsible

AVID coordinator and administration.

Target Dates or Schedule

Monitor through weekly walk throughs.

Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

Facilitator:

AVID coordinator and district staff

Participants:

Select teachers involved in AVID

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

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Person or Persons Responsible

AVID coordinator and administration.

Target Dates or Schedule

Monitor through weekly throughs.

Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

Plan to Monitor Effectiveness of G2.B2.S1

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Person or Persons Responsible

AVID coordinator and administration.

Target Dates or Schedule

Monitor through weekly throughs.

Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

G2.B3 Students need more instructional time.

G2.B3.S1 Whole group instruction will be taught by the resource teacher in the 4th grade.

Action Step 1

The math resource teacher will work in classes to build skill sets as a whole group.

Person or Persons Responsible

Administration and math resource teachers will monitor the program and the success.

Target Dates or Schedule

Math resource teacher will work with teachers throughout the school year.

Evidence of Completion

Increased scores on DEA and FCAT Math 2.0.

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

The math resource teacher will work in classes to build skill sets as a whole group.

Person or Persons Responsible

Administration and math resource teachers will monitor the program and the success.

Target Dates or Schedule

Math resource teacher will work with teachers throughout the school year.

Evidence of Completion

Increased scores on DEA and FCAT Math 2.0.

Plan to Monitor Effectiveness of G2.B3.S1

The math resource teacher will work in classes to build skill sets as a whole group.

Person or Persons Responsible

Administration and math resource teachers will monitor the program and the success.

Target Dates or Schedule

Math resource teacher will work with teachers throughout the school year.

Evidence of Completion

Increased scores on DEA and FCAT Math 2.0.

G2.B3.S2 After-school instruction for select students.

Action Step 1

Select students that scored low on the 2013 FCAT 2.0 Math, will stay after for math instruction on select days.

Person or Persons Responsible

Program coordinator and administration.

Target Dates or Schedule

The program will run from October through April.

Evidence of Completion

Increased scores on the 2014 FCAT Math 2.0.

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

Select students that scored low on the 2013 FCAT 2.0 Math, will stay after for math instruction on select days.

Person or Persons Responsible

Program coordinator and administration.

Target Dates or Schedule

The program will run from October through April.

Evidence of Completion

Increased scores on the 2014 FCAT Math 2.0.

Plan to Monitor Effectiveness of G2.B3.S2

Select students that scored low on the 2013 FCAT 2.0 Math, will stay after for math instruction on select days.

Person or Persons Responsible

Program coordinator and administration.

Target Dates or Schedule

The program will run from October through April.

Evidence of Completion

Increased scores on the 2014 FCAT Math 2.0.

G2.B3.S3 Use of Accelerated Math throughout school day for with math instruction.

Action Step 1

Use of accelerated math in small group instruction as well as in class daily.

Person or Persons Responsible

Math resource teacher, teacher and administration.

Target Dates or Schedule

Program will run throughout the school year.

Evidence of Completion

Increased scores on the accelerated math assignments.

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Use of accelerated math in small group instruction as well as in class daily.

Person or Persons Responsible

Math resource teacher, teacher and administration.

Target Dates or Schedule

Program will run throughout the school year.

Evidence of Completion

Increased scores on the accelerated math assignments.

Plan to Monitor Effectiveness of G2.B3.S3

Use of accelerated math in small group instruction as well as in class daily.

Person or Persons Responsible

Math resource teacher, teacher and administration.

Target Dates or Schedule

Program will run throughout the school year.

Evidence of Completion

Increased scores on DEA and FCAT 2.0 Math.

G2.B3.S4 Utilize math resource teacher for flexible grouping in grades 3-5 throughout the week. Focusing on specific skills and intensive work each meeting.

Action Step 1

Flooding (flexible instruction) will be used daily through the math time for specific students.

Person or Persons Responsible

Math resource teacher, teachers and administration will meet weekly to discuss.

Target Dates or Schedule

Select students grades 3-5 will meet daily.

Evidence of Completion

Post test that are given monthly

Plan to Monitor Fidelity of Implementation of G2.B3.S4

Flooding (flexible instruction) will be used daily through the math time for specific students.

Person or Persons Responsible

Math resource teacher, teacher and administration will meet weekly to discuss.

Target Dates or Schedule

Select students grades 3-5 will meet daily.

Evidence of Completion

Post test that are given monthly

Plan to Monitor Effectiveness of G2.B3.S4

Flooding (flexible instruction) will be used daily through the math time for specific students.

Person or Persons Responsible

Math resource teacher, teachers and administration will meet weekly to discuss.

Target Dates or Schedule

Select students grades 3-5 will meet daily.

Evidence of Completion

Increased scores on DEA

G3. Writing: 74% (84) students in grade 4 will score a level 3.5 on the 2014 FCAT Writes.

G3.B1 Lack of vocabulary in conjunction with changes to FCAT writes.

G3.B1.S1 After-school and lunch bunch writing support with teachers.

Action Step 1

Using lunch bunch (writing during lunch) and an eight day writing camp to support struggling writers.

Person or Persons Responsible

Administration and teachers are monitoring.

Target Dates or Schedule

January and February 2014.

Evidence of Completion

Student products that will be produced through the training.

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

Using lunch bunch (writing during lunch) and an eight day writing camp to support struggling writers.

Person or Persons Responsible

Administration and teachers are monitoring.

Target Dates or Schedule

January and February 2014.

Evidence of Completion

Student products that will be produced through the training.

Plan to Monitor Effectiveness of G3.B1.S1

Using lunch bunch (writing during lunch) and an eight day writing camp to support struggling writers.

Person or Persons Responsible

Administration and teachers are monitoring.

Target Dates or Schedule

January and February 2014.

Evidence of Completion

Student products that will be produced through the training.

G3.B1.S2 Focus on vocabulary and grammar instruction

Action Step 1

Use of "Catching Kids Up" training and Core Connections writing prompts to build grammar and vocabulary usage in writings.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Programs will be used throughout the school years and teachers will observe during walk throughs.

Evidence of Completion

Improved writings and scores increasing.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Use of "Catching Kids Up" training and Core Connections writing prompts to build grammar and vocabulary usage in writings.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Programs will be used throughout the school years and teachers will observe during walk throughs.

Evidence of Completion

Improved writings and scores increasing.

Plan to Monitor Effectiveness of G3.B1.S2

Use of "Catching Kids Up" training and Core Connections writing prompts to build grammar and vocabulary usage in writings.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Programs will be used throughout the school years and teachers will observe during walk throughs.

Evidence of Completion

Improved writings and scores increasing.

G3.B1.S3 School wide writing program to include monthly writing samples aligned to common core standards.

Action Step 1

Use of Core Connections to build writing with the new standards and support the NGSSS.

Person or Persons Responsible

Administration and teacher will monitor through walk throughs.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Scores on quarterly assessments as well as 2014 FCAT writes.

Facilitator:

Core connection facilitators

Participants:

All core teachers.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Use of Core Connections to build writing with the new standards and support the NGSSS.

Person or Persons Responsible

Administration and teacher will monitor through walk throughs.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Scores on quarterly assessments as well as 2014 FCAT writes.

Plan to Monitor Effectiveness of G3.B1.S3

Use of Core Connections to build writing with the new standards and support the NGSSS.

Person or Persons Responsible

Administration and teacher will monitor through walk throughs.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Scores on quarterly assessments as well as 2014 FCAT writes.

G4. Science: 51% (57) of students in grade 5 will score a level 3 or higher on the 2014 Science FCAT.

G4.B1 Lack of science vocabulary knowledge

G4.B1.S1 Use of mini DEA science probs

Action Step 1

Use of science probs to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge

Person or Persons Responsible

Test coordinator, teacher, and administration

Target Dates or Schedule

Test are given monthly to monitor material.

Evidence of Completion

Increased test scores.

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

Use of science probs to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge

Person or Persons Responsible

Test coordinator, teacher, and administration

Target Dates or Schedule

Test are given monthly to monitor material.

Evidence of Completion

Increased DEA test scores.

Plan to Monitor Effectiveness of G4.B1.S1

Use of science probs to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge

Person or Persons Responsible

Test coordinator, teacher, and administration

Target Dates or Schedule

Test are given monthly to monitor material.

Evidence of Completion

Increased FCAT test scores.

G4.B1.S2 Sky Academy NASA STEM competition

Action Step 1

Sky Academy will compete in the NASA STEM competion to increase science, technology and math skills.

Person or Persons Responsible

Administration and science teachers.

Target Dates or Schedule

Thoughout the school year.

Evidence of Completion

Student products that are created through the various sections.

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

Sky Academy will compete in the NASA STEM competion to increase science, technology and math skills.

Person or Persons Responsible

Administration and science teachers.

Target Dates or Schedule

Thoughout the school year.

Evidence of Completion

Student products that are created through the various sections.

Plan to Monitor Effectiveness of G4.B1.S2

Sky Academy will compete in the NASA STEM competion to increase science, technology and math skills.

Person or Persons Responsible

Administration and science teachers.

Target Dates or Schedule

Thoughout the school year.

Evidence of Completion

Student products that are created through the various sections.

G4.B2 lack if continuity of science instruction in grades 3-5

G4.B2.S1 Block schedule will be used in 5th grade to allow additional time for inquire

Action Step 1

Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.

Person or Persons Responsible

Administration will monitor through walk-throughs and lesson plans.

Target Dates or Schedule

Scheduling will remain through year.

Evidence of Completion

Evidence will be shown through increases in test scores for district and state.

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

Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.

Person or Persons Responsible

Administration will monitor through walk-throughs and lesson plans.

Target Dates or Schedule

Scheduling will remain through year.

Evidence of Completion

Increased scores in DEA testing.

Plan to Monitor Effectiveness of G4.B2.S1

Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.

Person or Persons Responsible

Administration will monitor through walk-throughs and lesson plans.

Target Dates or Schedule

Scheduling will remain through year.

Evidence of Completion

Increased scores on 2014 FCAT science 2.0.

G4.B3 Lack of background knowledge and prerequisite skills.

G4.B3.S1 Increase science investigation activities

Action Step 1

Use of various programs in the science classes, students will do more inquiry/high order thinking activities.

Person or Persons Responsible

Administration and teachers will monitor.

Target Dates or Schedule

Various activities will run through the school year.

Evidence of Completion

Higher test scores on DEA, county assessments and 5th grade FCAT.

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

Use of various programs in the science classes, students will do more inquiry/high order thinking activities.

Person or Persons Responsible

Administration and teachers will monitor.

Target Dates or Schedule

Various activities will run through the school year.

Evidence of Completion

Higher test scores on DEA, county assessments and 5th grade FCAT.

Plan to Monitor Effectiveness of G4.B3.S1

Use of various programs in the science classes, students will do more inquiry/high order thinking activities.

Person or Persons Responsible

Administration and teachers will monitor.

Target Dates or Schedule

Various activities will run through the school year.

Evidence of Completion

Higher test scores on DEA, county assessments and 5th grade FCAT.

G4.B3.S2 5th grade teachers working with the district teams to create lesson units.

Action Step 1

Fifth grade teachers will meet with district staff to create units of study.

Person or Persons Responsible

Administration will monitor the progress.

Target Dates or Schedule

On a monthly basis.

Evidence of Completion

Evidience will show in the teachers lesson plans and students products.

Facilitator:

District staff

Participants:

5th grade science teachers.

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Fifth grade teachers will meet with district staff to create units of study.

Person or Persons Responsible

Administration will monitor lesson plans and student grades.

Target Dates or Schedule

Monthly discussions will be held at the meetings.

Evidence of Completion

Increased grades on DEA testing.

Plan to Monitor Effectiveness of G4.B3.S2

Fifth grade teachers will meet with district staff to create units of study.

Person or Persons Responsible

Administration will monitor lesson plans and student grades.

Target Dates or Schedule

Monthly discussions will be held at the meetings.

Evidence of Completion

Increased scores on FCAT Science 2.0.

G5. Discipline: Decrease disciplinary incidents by 25% (301) from last year.

G5.B1 Consistency in implementing behavior plans

G5.B1.S1 Implement the SCORE program.

Action Step 1

High school students work with select students every Monday reviewing core values that build character. Students that earn high scores are permitted to go to the next home high school game for free.

Person or Persons Responsible

Program coordinators and administration will review data.

Target Dates or Schedule

Program runs for 10 weeks during the beginning of school.

Evidence of Completion

Decrease in referrals for the students selected for the program.

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

High school students work with select students every Monday reviewing core values that build character. Students that earn high scores are permitted to go to the next home high school game for free.

Person or Persons Responsible

Program coordinators and administration will review data.

Target Dates or Schedule

Program runs for 10 weeks during the beginning of school.

Evidence of Completion

Decrease in referrals for the students selected for the program.

Plan to Monitor Effectiveness of G5.B1.S1

High school students work with select students every Monday reviewing core values that build character. Students that earn high scores are permitted to go to the next home high school game for free.

Person or Persons Responsible

Program coordinators and administration will review data.

Target Dates or Schedule

Program runs for 10 weeks during the beginning of school.

Evidence of Completion

Decrease in referrals for the students selected for the program.

G5.B1.S2 Continue CHAMPS Positive behavior support reward system

Action Step 1

Use of the CHAMPs positive behavior reward system thoughout the campus with all teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Use of CHAMPs will run though the whole school year.

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

Facilitator:

Assistant Principals

Participants:

New and select teachers needing a refresher.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Use of the CHAMPs positive behavior reward system thoughout the campus with all teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Use of CHAMPs will run though the whole school year.

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

Plan to Monitor Effectiveness of G5.B1.S2

Use of the CHAMPs positive behavior reward system thoughout the campus with all teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Use of CHAMPs will run though the whole school year.

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

G5.B1.S3 Continue behavior leadership team meetings monthly

Action Step 1

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Person or Persons Responsible

Administration and behavior leadership team will monitor

Target Dates or Schedule

Will meet bi-weekly throughout the school year.

Evidence of Completion

Agenda, minutes, and behavior referrals.

Facilitator:

Assistant Principal

Participants:

Select teachers on the team to take back to grade levels.

Plan to Monitor Fidelity of Implementation of G5.B1.S3

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Person or Persons Responsible

Administration and behavior leadership team will monitor

Target Dates or Schedule

Will meet bi-weekly throughout the school year.

Evidence of Completion

Agenda, minutes, and behavior referrals.

Plan to Monitor Effectiveness of G5.B1.S3

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Person or Persons Responsible

Administration and behavior leadership team will monitor

Target Dates or Schedule

Will meet bi-weekly throughout the school year.

Evidence of Completion

Decrease in amount of behavioral referrals.

G5.B1.S4 Continue ROAR program into the first 15 minutes each school day

Action Step 1

Each morning the teacher reviews the R.O.A.R. expectations with students. (Respect, Obey safety rules, Act Responsibly, and Ready to Learn) Expectations are posted throughout the campus to remind students.

Person or Persons Responsible

Administration will monitor through classroom walk-through.

Target Dates or Schedule

This program will run througout the year.

Evidence of Completion

Evidence of ROAR will be seen in a decrease of long forms.

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Each morning the teacher reviews the R.O.A.R. expectations with students. (Respect, Obey safety rules, Act Responsibly, and Ready to Learn) Expectations are posted throughout the campus to remind students.

Person or Persons Responsible

Administration will monitor through classroom walk-through.

Target Dates or Schedule

This program will run througout the year.

Evidence of Completion

Evidence of ROAR will be seen in a decrease of long forms.

Plan to Monitor Effectiveness of G5.B1.S4

Each morning the teacher reviews the R.O.A.R. expectations with students. (Respect, Obey safety rules, Act Responsibly, and Ready to Learn) Expectations are posted throughout the campus to remind students.

Person or Persons Responsible

Administration will monitor through classroom walk-through.

Target Dates or Schedule

This program will run througout the year.

Evidence of Completion

Evidence of ROAR will be seen in a decrease of long forms.

G5.B1.S5 STAR program with students-small group counseling

Action Step 1

STAR program is working with guidance counselors to work with students recommended for weekly meetings for a four week cycle to handle aggression and threats of violence.

Person or Persons Responsible

Administration will monitor monthly

Target Dates or Schedule

The program runs weekly through the remainder of the school year.

Evidence of Completion

Decrease in the amount of referrals for threat of violence.

Plan to Monitor Fidelity of Implementation of G5.B1.S5

STAR program is working with guidance counselors to work with students recommended for weekly meetings for a four week cycle to handle aggression and threats of violence.

Person or Persons Responsible

Administration will monitor monthly

Target Dates or Schedule

The program runs weekly through the remainder of the school year.

Evidence of Completion

Decrease in the amount of referrals for threat of violence.

Plan to Monitor Effectiveness of G5.B1.S5

STAR program is working with guidance counselors to work with students recommended for weekly meetings for a four week cycle to handle aggression and threats of violence.

Person or Persons Responsible

Administration will monitor monthly

Target Dates or Schedule

The program runs weekly through the remainder of the school year.

Evidence of Completion

Decrease in the amount of referrals for threat of violence.

G5.B1.S6 Implement school wide CHAMPS incentives

Action Step 1

The Behavior Leadership Team will implement quarterly rewards for students following the school-wide expectations and students earning "Wildcat Cash" will have the opportunity to spend their cash at the WildCat Store bi-weekly.

Person or Persons Responsible

Administration, Behavior Leadership Team and Teachers

Target Dates or Schedule

The CHAMPS store will open bi-weekly and incentives will be offered quarterly throughout the year

Evidence of Completion

Quarterly Rewards, Schedule of WildCat Store

Plan to Monitor Fidelity of Implementation of G5.B1.S6

The Behavior Leadership Team will implement quarterly rewards for students following the school-wide expectations and students earning "Wildcat Cash" will have the opportunity to spend their cash at the WildCat Store bi-weekly.

Person or Persons Responsible

Administration, Behavior Leadership Team and Teachers

Target Dates or Schedule

The CHAMPS store will open bi-weekly and incentives will be offered quarterly throughout the year

Evidence of Completion

Quarterly Rewards, Schedule of WildCat Store

Plan to Monitor Effectiveness of G5.B1.S6

The Behavior Leadership Team will implement quarterly rewards for students following the school-wide expectations and students earning "Wildcat Cash" will have the opportunity to spend their cash at the WildCat Store bi-weekly.

Person or Persons Responsible

Administration, Behavior Leadership Team and Teachers

Target Dates or Schedule

The CHAMPS store will open bi-weekly and incentives will be offered quarterly throughout the year

Evidence of Completion

reduction in behavior events

G6. Parent Involvement: Parent involvement will increase from 10% average attendance to on 45% average attendance of parents participating in school sponsored events.

G6.B1 Parents showing up for events after school

G6.B1.S1 Combining nights to limit amount of time parents have to come out.

Action Step 1

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person or Persons Responsible

Parent involvement coordinator, teachers and administration

Target Dates or Schedule

Programs will happen throughout the year.

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Action Step 2

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person or Persons Responsible

Parent involvement coordinator, teachers and administration

Target Dates or Schedule

Programs will happen throughout the year.

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person or Persons Responsible

Parent involvement coordinator, teachers and administration

Target Dates or Schedule

Programs will happen throughout the year.

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Plan to Monitor Effectiveness of G6.B1.S1

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person or Persons Responsible

Parent involvement coordinator, teachers and administration

Target Dates or Schedule

Programs will happen throughout the year.

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.
Title II
Wildwood Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.
Title III
The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Wildwood Elementary's ESOL program and use of ESOL aides follow county and state guidelines.
Title X- Homeless
All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs, as appropriate.
Violence Prevention Programs
All Wildwood Elementary students participate in the monthly "Character Education" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-Bullying. Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Wildwood Elementary also implements a school-wide positive behavior support plan throughout the school year.
Nutrition Programs
Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.
Head Start
Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK four full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Reading: 65% (227) students in grades 3-5 will score a Level 3 or higher on the 2014 Reading FCAT 2.0.

G1.B1 Students need additional focused instructional time.

G1.B1.S1 Use of pre/post test data to drive data chats along with other formative assessments.

PD Opportunity 1

Students will take a pre and post test with each unit they study through flooding (fllexible grouping). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Facilitator

Reading Coaching

Participants

All reading teachers.

Target Dates or Schedule

Monthly meetings will occur concerning new data

Evidence of Completion

FCAT scores at the end of the year.

G1.B1.S2 Learning Focused Strategies-Catching Kids Up and Higher Order Thinking Skills

PD Opportunity 1

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Facilitator

NIcole Wade and Christie Burke

Participants

All core teachers.

Target Dates or Schedule

Weekly in review of lesson plans

Evidence of Completion

Student product as well as grades will reflect the strategies used.

G1.B1.S6 Utilize the Reading Resource Teacher as a co-teacher for flexible grouping in grades 3-5. Working specifically with the students that need intensive help.

PD Opportunity 1

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Facilitator

Reading coach and administration.

Participants

Select teachers participating in program.

Target Dates or Schedule

Through weekly meetings with the reading coach.

Evidence of Completion

Monthly test will be given to monitor effectiveness.

G2. Math: 60% (211) of students in grades 3-5 will score a level 3 on the 2014 Math FCAT 2.0.

G2.B2 Lack of organizational and goal setting skills.

G2.B2.S1 Use of AVID strategies within the classrooms.

PD Opportunity 1

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Facilitator

AVID coordinator and district staff

Participants

Select teachers involved in AVID

Target Dates or Schedule

Monitor through weekly walk throughs.

Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

G3. Writing: 74% (84) students in grade 4 will score a level 3.5 on the 2014 FCAT Writes.

G3.B1 Lack of vocabulary in conjunction with changes to FCAT writes.

G3.B1.S3 School wide writing program to include monthly writing samples aligned to common core standards.

PD Opportunity 1

Use of Core Connections to build writing with the new standards and support the NGSSS.

Facilitator

Core connection facilitators

Participants

All core teachers.

Target Dates or Schedule

The program will run throughout the year.

Evidence of Completion

Scores on quarterly assessments as well as 2014 FCAT writes.

G4. Science: 51% (57) of students in grade 5 will score a level 3 or higher on the 2014 Science FCAT.

G4.B3 Lack of background knowledge and prerequisite skills.

G4.B3.S2 5th grade teachers working with the district teams to create lesson units.

PD Opportunity 1

Fifth grade teachers will meet with district staff to create units of study.

Facilitator

District staff

Participants

5th grade science teachers.

Target Dates or Schedule

On a monthly basis.

Evidence of Completion

Evidience will show in the teachers lesson plans and students products.

G5. Discipline: Decrease disciplinary incidents by 25% (301) from last year.

G5.B1 Consistency in implementing behavior plans

G5.B1.S2 Continue CHAMPS Positive behavior support reward system

PD Opportunity 1

Use of the CHAMPs positive behavior reward system thoughout the campus with all teachers.

Facilitator

Assistant Principals

Participants

New and select teachers needing a refresher.

Target Dates or Schedule

Use of CHAMPs will run though the whole school year.

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

G5.B1.S3 Continue behavior leadership team meetings monthly

PD Opportunity 1

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Facilitator

Assistant Principal

Participants

Select teachers on the team to take back to grade levels.

Target Dates or Schedule

Will meet bi-weekly throughout the school year.

Evidence of Completion

Agenda, minutes, and behavior referrals.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Reading: 65% (227) students in grades 3-5 will score a Level 3 or higher on the 2014 Reading FCAT 2.0.	$10,200
G2.	Math: 60% (211) of students in grades 3-5 will score a level 3 on the 2014 Math FCAT 2.0.	$1,600
G3.	Writing: 74% (84) students in grade 4 will score a level 3.5 on the 2014 FCAT Writes.	$650
G5.	Discipline: Decrease disciplinary incidents by 25% (301) from last year.	$5,050
G6.	Parent Involvement: Parent involvement will increase from 10% average attendance to on 45% average attendance of parents participating in school sponsored events.	$200
	Total	$17,700

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Other	Total
Internal	$1,500	$0	$0	$1,500
1000 account	$0	$9,650	$0	$9,650
internal account	$0	$0	$500	$500
internal	$0	$4,300	$750	$5,050
internal budget	$0	$1,000	$0	$1,000
	$0	$0	$0	$0
Total	$1,500	$14,950	$1,250	$17,700

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Reading: 65% (227) students in grades 3-5 will score a Level 3 or higher on the 2014 Reading FCAT 2.0.

G1.B1 Students need additional focused instructional time.

G1.B1.S1 Use of pre/post test data to drive data chats along with other formative assessments.

Action Step 1

Students will take a pre and post test with each unit they study through flooding (fllexible grouping). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Resource Type

Evidence-Based Program

Resource

Progress Monitoring Score Board

Funding Source

1000 account

Amount Needed

$300

G1.B1.S2 Learning Focused Strategies-Catching Kids Up and Higher Order Thinking Skills

Action Step 1

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Resource Type

Evidence-Based Program

Resource

Academic materials and supplies

Funding Source

1000 account

Amount Needed

$7,400

G1.B1.S5 Accelerated reading goals school-wide.

Action Step 1

All students have set goals with the class as to what will be read that week. Teachers build the amount of books required throughout the year.

Resource Type

Technology

Resource

Accelerated Reader Student Incentives/Academic Awards

Funding Source

Internal

Amount Needed

$1,500

G1.B2 Students lack prior knowledge and prerequisite skills.

G1.B2.S1 Use of SuccessMaker strategies to build prior knowledge.

Action Step 1

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Resource Type

Evidence-Based Program

Resource

SuccessMaker Student Incentives

Funding Source

internal budget

Amount Needed

$1,000

G2. Math: 60% (211) of students in grades 3-5 will score a level 3 on the 2014 Math FCAT 2.0.

G2.B2 Lack of organizational and goal setting skills.

G2.B2.S1 Use of AVID strategies within the classrooms.

Action Step 1

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Resource Type

Evidence-Based Program

Resource

Academic Materials and Supplies

Funding Source

1000 account

Amount Needed

$1,600

G3. Writing: 74% (84) students in grade 4 will score a level 3.5 on the 2014 FCAT Writes.

G3.B1 Lack of vocabulary in conjunction with changes to FCAT writes.

G3.B1.S2 Focus on vocabulary and grammar instruction

Action Step 1

Use of "Catching Kids Up" training and Core Connections writing prompts to build grammar and vocabulary usage in writings.

Resource Type

Other

Resource

Student Incentives for FCAT Writes

Funding Source

internal account

Amount Needed

$500

G3.B1.S3 School wide writing program to include monthly writing samples aligned to common core standards.

Action Step 1

Use of Core Connections to build writing with the new standards and support the NGSSS.

Resource Type

Other

Resource

Common Core FCAT Night-cafeteria staff for food preparation and facility use

Funding Source

internal

Amount Needed

$150

G5. Discipline: Decrease disciplinary incidents by 25% (301) from last year.

G5.B1 Consistency in implementing behavior plans

G5.B1.S1 Implement the SCORE program.

Action Step 1

High school students work with select students every Monday reviewing core values that build character. Students that earn high scores are permitted to go to the next home high school game for free.

Resource Type

Other

Resource

SCORE t-shirts

Funding Source

internal

Amount Needed

$400

G5.B1.S2 Continue CHAMPS Positive behavior support reward system

Action Step 1

Use of the CHAMPs positive behavior reward system thoughout the campus with all teachers.

Resource Type

Evidence-Based Program

Resource

Student incentives/PBS winter and Spring carnival for positive behavior

Funding Source

internal

Amount Needed

$2,500

G5.B1.S3 Continue behavior leadership team meetings monthly

Action Step 1

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Resource Type

Evidence-Based Program

Resource

Teacher Incentives for BLT initiatives Positive Culture ex. shirts, Caught You Good drawings, and quarterly staff incentives

Funding Source

Internal

Amount Needed

$1,000

G5.B1.S4 Continue ROAR program into the first 15 minutes each school day

Action Step 1

Each morning the teacher reviews the R.O.A.R. expectations with students. (Respect, Obey safety rules, Act Responsibly, and Ready to Learn) Expectations are posted throughout the campus to remind students.

Resource Type

Evidence-Based Program

Resource

ROAR Expectations signs

Funding Source

1000 account

Amount Needed

$350

G5.B1.S6 Implement school wide CHAMPS incentives

Action Step 1

The Behavior Leadership Team will implement quarterly rewards for students following the school-wide expectations and students earning "Wildcat Cash" will have the opportunity to spend their cash at the WildCat Store bi-weekly.

Resource Type

Evidence-Based Program

Resource

Character Education Incentives/Red Ribbon Week

Funding Source

Internal

Amount Needed

$800

G6. Parent Involvement: Parent involvement will increase from 10% average attendance to on 45% average attendance of parents participating in school sponsored events.

G6.B1 Parents showing up for events after school

G6.B1.S1 Combining nights to limit amount of time parents have to come out.

Action Step 1

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Resource Type

Other

Resource

Parent Involvement: Materials for Family Fitness Night

Funding Source

Internal

Amount Needed

$200