

Sumter District Schools

Wildwood Elementary School



2017-18 Schoolwide Improvement Plan

Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[no web address on file]

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	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sumter 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 Wildwood 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.

Wildwood Elementary School endeavors to provide an academic, nurturing, and safe learning environment where diversity is respected and individuality is encouraged.

Children, our most valuable assets, are provided an opportunity to achieve academic excellence and interact through engaging and challenging experiences.

Faculty and staff members are dedicated professionals who promote shared accountability among the home, child, school, and community to develop responsible, knowledgeable, productive, and compassionate citizens committed to lifelong learning.

b. Provide the school's vision statement.

Wildwood Elementary...Winner Within Every Student.

2. School Environment

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

Many of the administration, teachers, and staff are from the Wildwood community. They were raised in the area, have their families in the community, and have continued to contribute to the community. It is through conversations with staff, parents, students and other community members that the connections with students and families are built. Events in the school and in the community are combined to build those relational capacities and a mutual respect for each other both on and off campus.

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

As students arrive at school, they are greeted and welcomed by a number of teachers and staff members. During this time, staff are posted throughout the campus to supervise their area and ensure a safe environment in which students feel welcome and accepted. After the morning bell, teachers pick up students from their holding area and escort them back to the classroom.

Throughout the day, administrators, instructional coaches and support staff are highly visible on campus and within the classrooms. They serve as a support system to help ensure that students engage in appropriate behavior that is conducive to learning. In addition, the open door policy allows students to report any issues and concerns to administrators or counselors. Teachers are also expected to closely monitor the class regularly and communicate with perspective administrators/ counselors of any issues that may arise.

After school, staff and teachers supervise their departure areas. There is a clear line of communication between staff members, office, and transportation to ensure that all students are in the correct areas at the end of the day.

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.

A PBIS behavior system is used campus-wide to maintain a consistent policy for all grades. Expectations for various areas of campus are posted for students to see as a reminder as well as practiced regularly to maintain the routine. In grades K-3, teachers use a visual guide for the students to participate in self monitoring their behavior. This way the students are able to move up and down the scale of behavior. Teachers are contacting parents when there is a behavior issues prior to administration following up with the parent. Discussions about behavior and discipline are brought to the leadership committee monthly in order to maintain consistency.

Grade levels meet to establish a consistent grade level behavior system that is geared towards motivating students to follow Steven Covey's 7 habits and display positive behaviors and work habits. With the help of the behavior/discipline coach, student infractions are handled quickly and consistently to minimize distractions in the classroom.

Students are able to earn "Wildcat bucks" and earn incentives (dress down days) for good behaviors. There is also a behavior resource coach that helps with discipline and positive reinforcement on a daily basis. In addition, the county behavior support specialist is housed at the school three days a week to work with the special needs students who require the added support.

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.

Wildwood Elementary has multiple programs in order to support students with social-emotional needs. The two school-based counselors target students based upon their needs to provide them with pull-out counseling sessions as well as monitor students' behaviors. Additionally, students have access to outside local agencies that provides counselors to come on campus and work with students on a regular basis.

The school also provides a mentoring/tutoring program with a local community group that pairs retired volunteers with students and teachers for academic as well as moral support in the classroom. The school's MTSS program is also infused within the academic programs to provide additional structure throughout the students day.

3. Early Warning Systems

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

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

The school closely monitors students in the areas of academics, testing, discipline, and attendance to ensure that they are meeting grade level requirements and are making progress towards acquiring grade level skills. Early warning indicators include students who have attendance below 90% for the year; course failure in ELA and /or math; a level 1 on Statewide and standardized assessments; and one or more suspensions. When these early warning indicators are present, teachers, administration, support staff, and parents collaborate to discuss the most appropriate interventions to help those students be successful.

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	4	5	7	9	1	14	0	0	0	0	0	0	0	40
One or more suspensions	5	21	23	28	13	27	0	0	0	0	0	0	0	117
Course failure in ELA or Math	5	2	4	6	7	22	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	0	2	26	0	0	0	0	0	0	0	28

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	6	5	9	11	7	25	0	0	0	0	0	0	0	63

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

With regards to attendance, the assistant principals track students with habitual absences and tardies. When students surpass 5 unexcused absences they are referred for the Child Study Team in which parents and students attend the meeting to discuss interventions that will help improve attendance. The school resource officer and Youth and Family Alternatives are also utilized to help support students and parents in this process.

Students who show the early warning indicators for behavior, the school provides 2 behavior coaches that work directly with students and teachers. The school utilizes the STOP room to minimize behavior related distractions in the classroom. Students who show a trend of write-ups are referred into MTSS in which teachers collect data and provide more specialized interventions based on the student's needs such as behavior charts, contracts, and special incentives. The school also utilized the 7 habits and PBS system to promote positive behaviors.

Students who show the early warning indicators for course failure and or level 1 on statewide assessments are referred into the MTSS process for academics. Parents are notified through soft retention letters that are sent throughout the year that shows students are not meeting grade level expectations. Teachers utilize data from Exact Path, IXL, STAR, Study Island and Achieve 3000 to pinpoint areas that specific students need more support with. In addition, students are assigned tutors or a paraprofessional that provides them an opportunity to work one-on-one or in a small group setting.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/442176>.

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.

Wildwood Elementary School constantly strives to build strong ties with community members and organizations. Administrators, coaches, and other members of the leadership team communicate closely with these community members through email, telephone calls and/or meetings. Once these partnerships are established, the ties are strengthened and maintained to maximize their impact on students. It is through these local and community partnerships that students are able to have incentive programs, enhanced literacy initiatives, and other valuable academic resources. Therefore, maintaining the communication is key to a continuing support of our students.

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
Doggett, Steve	Teacher, K-12
Temple, John	Principal
Gandy, Tracy	Teacher, K-12
Magliocca, Linda	School Counselor
Ugur, Aysegul	Assistant Principal
Shea, Melynda	Assistant Principal
Badger, Eileen	Instructional Media
Mannino, Meggen	Other
Mannino, Paul	Teacher, K-12
Holtzower, Summer	Teacher, K-12
Reilly, Jean	School Counselor
Rotarius, Paige	Teacher, K-12
Haeser, Twila	Teacher, K-12
Strait, Amy	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.

John Temple (Principal)-Oversees program

Melynda Brooke Shea (Assistant Principal)-Responsible for curriculum and discipline in grades K,3,

and 5.

Aysegul Ugur (Assistant Principal)-Responsible for curriculum and discipline in grades 1,2, and 4.

Megan Mannino (MTSS/ESE 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 or referred to ESE, and works with ESE students.

Eileen Badger (Media Specialist and Math Coach)-Collects data from teachers and distributes it to parents. Leads teachers with the math curriculum and coaches teachers in effective math instruction. Works with the lowest quartile students to provide remedial math instruction during small group pull-out. She also serves as media specialist.

Jean Reilly (Guidance Counselor)- Responsible for counseling services in grades K-2 and ESOL.

Linda Magliocca (Guidance Counselor)- Responsible for counseling services in grades 3-5 and ESOL. Also in charge of reviewing ESE BIPS.

Paige Rotarius- liason for all Kindergarten teachers and supporting academic/behavioral planning.
Amy Strait-liason for all second grade teachers and supporting academic/behavioral planning.
Tracy Gandy- liason for all third grade teachers and supporting academic/behavioral planning.
Summer Holtzhower-liason for all fourth grade teachers and supporting academic/behavioral planning.
Paul Mannino- liason for all fifth grade teachers and supporting academic/behavioral planning.
Steve Doggett- Behavior and discipline coach

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.

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 as well as possible programs to support the students.

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. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Imelda Acevedo	Parent
Aysegul Ugur	Principal
Marion Allen	Parent
Madeline Arroyo	Education Support Employee
Ted Balser	Business/Community
Rebecca Boler	Education Support Employee
Shayvon Brutton	Parent
Falon Caruthers	Parent
Samantha Churchwell	Teacher
Ashley Corneille	Parent
Grace Cruz Luna	Parent
Voncia DeVeau	Teacher
Chatter Laing	Teacher
Katura Lewis	Parent
Kotenia Lowe	Teacher
Rhonda Massey	Parent
Jean Reilly	Teacher
Heather Stagg	Parent
Patricia Worchester	Business/Community
Andrea Wynen	Parent
Melynda Shea	Principal

b. Duties

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

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

a. Evaluation of last year's school improvement plan

During the SAC meeting, the School Improvement plan was presented to the committee. The SAC members were informed of data in each core academic subject area as well as information regarding discipline, attendance, and parental involvement. The SAC committee was invited to provide constructive feedback and voice any questions or concerns.

b. Development of this school improvement plan

Throughout the school year, the School Advisory Council will give input on data that is tracked as well as policies that are put into place. This collective feedback is one of the facets that are taken into consideration when developing the School Improvement Plan. When the plan was developed, the School Advisory Council met to review and provide feedback concerning the School Improvement Plan. The SAC committee also contributed points that needed to be researched for the school.

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

The SAC committee is involved in the discussion of the school's goals and progress with regards to the school's annual budget. The committee is also informed of the SAC budget and are asked to provide suggestions for different ways to utilize that budget in order to maximize student learning.

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

The total amount for the School Improvement Fund from the last fiscal year was \$4391.46. The School Advisory Committee proposed the School Improvement budget to be spent in the following manner: Saxon Phonics for \$2000.00; incentives based on academic and behavioral performance for \$1200, and Lego League Registration and Kits for \$300. The Saxon kits were purchased for \$1852.25 and \$293.42 was used to purchase academic and behavioral incentives.

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
Rotarius, Paige	Teacher, K-12
Haeser, Twila	Teacher, K-12
Strait, Amy	Teacher, K-12
Gandy, Tracy	Teacher, K-12
Holtzhower, Summer	Teacher, K-12
Mannino, Paul	Teacher, K-12
Badger, Eileen	Instructional Media
Ugur, Aysegul	Assistant Principal
Shea, Melynda	Assistant Principal
Temple, John	Principal

b. Duties

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

The Literacy Leadership team's goal is to empower teacher leaders to promote literacy within their grade levels and the school as a whole. Therefore, the team is focused on developing innovative ideas that will increase student motivation and achievement in the area of reading, language arts, and writing. In order to accomplish this, the team will do the following:

- Assess the needs of students and teachers school wide through each grade level.
- Present professional developments to grade levels on an as needed basis.
- Represent and support the school's reading initiatives by communicating with community members and sponsors including Friends of the Library.
- Brainstorm ways to enhance the reading culture of the school and help implement it.
- Develop reading incentive programs to increase participation in AR.

- Make school-based decisions about the reading program and curriculum.

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.

Wildwood Elementary School promotes positive collaboration and communication among teachers, instructional coaches, and staff. Twice a month, teachers participate in Professional Learning Communities (PLCs) in which they review data; target an area of need within their grade level; receive support, training, and coaching within that area; and implement a plan of action to help close the achievement gap. Each month, teachers are provided with the opportunity to participate in EdCamp mini trainings. Teachers are trained by their peers in a variety of different topics and choose sessions based on their own needs.

In addition, teachers participate in weekly common planning sessions with their grade level team members. Common planning time is given to teachers during the school day in which they are able to meet as a team and discuss research-based instructional strategies and work collaboratively to develop model English Language Arts, math and science lesson plans.

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

The Human Resource recruitment team actively pursues certified and highly qualified applicants through college recruitment fairs, Teachers-Teachers recruiting service, and Sumter's online applicant tracking system available on the District's website. .

Once new teachers are hired, they receive extensive training in the specific programs that are utilized in the county including Learning Focused Strategies, Core Connections, AVID, and Skyward. All new hires go through the new teacher induction program, prior to pre-planning to ensure that they understand the procedures and policies of the district and school. Through the school's mentoring program, guided by the district, experienced teachers on campus support the new teachers in regular conversations/meetings on a variety of topics from classroom management, set up, academic support and required documentations. For teachers that need extra support, time is provided during set days for the instructional coaches and some district staff to come in with ideas/materials to assist.

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

New teachers are paired with their mentor based on experience, grade level as well as clinical education certification. With the support of Dana Williams, the mentor utilizes the district mentoring guide with scheduled observations; communication logs; discussion topic checklists; and reflection logs. Mentors meet with their peer teacher before school, during planning times, and/or after school to ensure that the new teacher receives the needed support. 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.

Regular classroom walkthroughs by administration and instructional coaches provides insight on which new teachers might need added support. If any concerns about a new teacher arises, this is communicated to the mentor so that it may be addressed during their meetings.

To ensure that the mentoring process is followed through with fidelity, the assistant principal oversees the mentors and checks in with them each month.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school follows district curriculum maps and district adopted instructional materials. These maps are correlated to the Florida course descriptions and teacher's outlook calendars. Teachers also have been trained to deconstruct the Florida Standards, pulling out the learning goals for their lessons.

Both school and district administrators conduct frequent walk-throughs in all classes to ensure that Florida Standards are covered in multiple curricular areas. Ensuring that the standards being taught are in line with the district curriculum map.

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.

The use of multiple data sources to differentiate instruction is an expectation and common practice at Wildwood Elementary School. Teachers utilize a variety of data sources including Exact Path, Achieve 3000, IXL, Study Island, FSA and STAR. The data warehouse, Performance Matters provides an easy outlet to access all of these data points and make cross-references so that patterns and trends are easily detected. District and state assessments also provide key data that is used to make important instructional decisions. This data is reviewed during Professional Learning Communities (PLCs), as well as grade level meetings. Teachers are trained and coached on how to best utilize this data and apply it in the classroom to maximize student learning. Decisions regarding flexible grouping, intensive intervention instruction, and differentiation. Data also helps to dictate the manner in which certain resources within the school are utilized. Additional instructional resources and paraprofessionals are allocated for classrooms containing a higher percentage of struggling learners. This helps promote differentiation and satisfy the needs of individual students.

Wildwood Elementary School has incorporated a MTSS coordinator along with a behavior specialist to help teachers implement interventions and accommodations associated with Individual Education Plans (IEPs) as well as within the Multi Tiered Support System (MTSS). These accommodations include but are not limited to frequent breaks, modified assignments, simplified instructions, visual aids, and behavior modification interventions. With the support of teachers and staff, struggling students receive the fair and equitable instruction needed to close the achievement gap between them and their peers and help them to achieve the requirements of the Florida Standards.

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: 25,050

Students in 2nd through 5th grade receive extra instruction in the areas of science, technology, engineering, arts, and math. Through project-based learning, students are engaging in interactive, hands-on activities that help strengthen their knowledge and skills in the core academic areas. Programs implemented during this time include Tinker, Odyssey of the Mind, Lego League, and LitArt. By using these programs to preview curriculum and differentiate instruction, student learning is accelerated.

Strategy Rationale

Through the implementation of high interest programs that integrates the different academic domains, students are accelerating their learning, which will consequently help close the achievement gap. Implementing a STEM program allows students to use their critical thinking skills and apply their learning to solve real-world problems. Differentiating the after school program from the regular school day helps to maintain student interest while boosting motivation and confidence.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ugur, Aysegul, aysegul.ugur@sumter.k12.fl.us

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

Monitoring students achievement levels during the school year will be achieved through DEA assessments, monthly program test used in the school day, Exact Path, KidBiz (Achieve 3000), STAR, as well as other programs that are used as they progress through the year.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

For the outgoing cohorts, the school coordinates time for the 5th grade teachers to meet with the 6th grade teachers for vertical articulation. The teachers use this time to discuss common goals and expectations. The 5th grade students also visit the feeder middle school in the spring of their 5th grade year.

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, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Students will show an increase in achievement in English Language Arts.
- G2.** Students will show an increase in achievement in Math.
- G3.** Students will show an increase in achievement in Science.
- G4.** There will be a decrease in school disciplinary incidents.
- G5.** There will be an increase in student attendance.
- G6.** Parental Involvement will increase for school sponsored events.
- G7.** There will be an increase in student use of technology.

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. Students will show an increase in achievement in English Language Arts. 1a

G099359

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Students lack prior knowledge and prerequisite skills.
- Lack of vocabulary knowledge and /or oral language development.
- Lack of reading comprehension skills
- Inconsistency in the implementation of research-based strategies within grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- McGraw Hill Wonders Series for instructional support.
- Intensive flexible grouping during the reading block.
- AVID elementary for all third, fourth, and fifth grade students.
- Exact Path Courses for students.
- 90 minute literacy block.
- Implementation of Core Connections to navigate writing instruction.
- Utilization of an outside tutoring service to provide additional support for ESE, ESOL, Bottom Quartile, and MTSS students.
- Implementation of the Word Wizards program to support vocabulary development.
- Saxon Phonics to build foundational skills in grades K-1.
- Integration of iPads into the primary grades.
- Implementation of Achieve 3000 KidBiz for differentiated instructional support.
- 10 Day structured pacing for grades 3-5.
- Accelerated Reader program
- School-wide writing pacing guide
- Study Island Program

Plan to Monitor Progress Toward G1. 8

Teachers will use pre-, mid- and post- Exact Path Assessments; McGraw-Hill weekly tests, and Kid Biz (Achieve 3000); and STAR data to monitor progress towards goal with all students in grades K-5.

Person Responsible

Aysegul Ugur

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The evidence that will be used to monitor whether progress has been made includes Exact Path data; McGraw-Hill scores, Achieve 3000 scores, and Accelerated Reader Levels from the beginning of the year to the end.

G2. Students will show an increase in achievement in Math. 1a

G099360

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	66.0
Math Gains	63.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack math fact fluency.
- Students need more instructional time.
- Students lack ability to explain reasoning of content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implement AVID Elementary.
- Harcourt Go Math Florida Standards
- Customized courses through Exact Path.
- Math flexible grouping.
- IXL instructional computer program
- Mountain Math in grades 3-5.
- Tutors for kids during computer and math block.
- Math Facts in a Flash
- Sumdog Program in select classrooms
- Quarterly Math Fact competitions
- Utilizing Study Island
- Anchor charts as instructional tools

Plan to Monitor Progress Toward G2. 8

Data that will be collected throughout the year to determine progress toward the goal includes pre-, mid- and post Exact Path Assessments; AVID assessments; IXL; Go Math Assessments and Florida Standards Assessment.

Person Responsible

Eileen Badger

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Reports from the Exact Path Assessments, AVID assessments; IXL data; Go math assessments; and Florida Standards Assessment will be collected quarterly.

G3. Students will show an increase in achievement in Science. 1a

G099361

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal 3

- Lack of science vocabulary knowledge
- Lack of continuity of science instruction in grades 3-5
- Lack of background knowledge and prerequisite skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pearson Interactive Science
- School wide science fair
- After School STEAM Program through 21st Century Grant.
- Brain Pop videos used to support science content.
- Incorporation of informational and technical science texts during AR time.
- BoardWorks Instructional PowerPoints
- Science SuperStars Program
- Study Island Program
- IXL Program

Plan to Monitor Progress Toward G3. 8

Data will be collected from Pearson science unit tests, vocabulary test, and district formative assessments.

Person Responsible

Melynda Shea

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Pearson science unit test data, vocabulary test data, district formative assessment scores and FCAT Science scores will be used as evidence to monitor for progress towards meeting the goal.

G4. There will be a decrease in school disciplinary incidents. 1a

G099362

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	775.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in implementing behavior plans
- Lack of skills in self-advocacy, strong character, and leadership skills among students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Wildcat Bucks
- Behavioral staff support
- Individual classroom incentives
- Quarterly PBS incentives for students
- Dress down days
- Leadership Pep Rallies
- One-on-One mentoring through tutors
- Counseling services for students with BIPs/IEPs
- Leader In Me Program
- Big Brothers, Big Sisters Program
- Caught You Being Good
- Leadership Pledge
- Sonny's Lunch with the Principal
- Grade Level behavior plans
- AVID Student Success Skills
- Mentoring Program for targeted students in grades K-5

Plan to Monitor Progress Toward G4. 8

Administrators and behavior resource teachers will monitor progress towards goal by collecting bus conduct forms, in-School suspension forms, and Long forms on a monthly basis. Each month will be compared to the one previous to determine an increase or decrease in discipline incidences.

Person Responsible

Melynda Shea

Schedule

Quarterly, from 8/31/2017 to 5/30/2018

Evidence of Completion

The number of behavior referrals (bus conduct, in-school suspension, and long forms) for individual students, classes and grade levels will be used as evidence towards meeting the goal.

G5. There will be an increase in student attendance. 1a

G099363

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	75.0

Targeted Barriers to Achieving the Goal 3

- Conflicting schedules of parents

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of school resource officer to notify parents of excessive absences and tardies.
- Implementation of case study team (CST) to provide interventions.
- Parent Institute Attendance Resource Binder (Handouts, Brochures, Presentations)
- Mass callout system for attendance reminders.
- Attendance reminders in monthly school newsletter

Plan to Monitor Progress Toward G5. 8

Attendance rates for individual students, classes, and grade levels from Skyward will be collected to monitor progress towards meeting goal.

Person Responsible

Aysegul Ugur

Schedule

On 5/30/2018

Evidence of Completion

Individual, class, and grade level attendance reports from Skyward.

G6. Parental Involvement will increase for school sponsored events. 1a

G099364

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	28.0

Targeted Barriers to Achieving the Goal 3

- Conflicting schedules of parents.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community and local business support
- PTO support of school events
- Parental Involvement Event Feedback Form
- Mass calling system
- Informing families of events using school newsletter, parent involvement brochure, school announcements, and marquee.
- Providing incentives to students and parents for attending events.
- Family involvement projects
- Monthly new student orientation

Plan to Monitor Progress Toward G6. 8

Parents and families will sign in when attending evening events to tally the number of students represented at each school function.

Person Responsible

Jean Reilly

Schedule

Annually, from 8/10/2017 to 5/30/2018

Evidence of Completion

The event sign-in sheet indicating the number of parents showing up for events will serve as evidence for effectiveness.

G7. There will be an increase in student use of technology. 1a

G099365

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal 3

- Lack of technology available for student use.
- Lack of the incorporation of student technology use in lesson planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- KidBiz (Achieve 3000)
- Exact Path
- Ipads
- Laptops
- Renaissance Place
- IXL
- Study Island
- Office 365
- District support with instructional implementation of Microsoft Office 365

Plan to Monitor Progress Toward G7. 8

Surveys will be used to determine whether technology use has increased.

Person Responsible

Melynda Shea

Schedule

Triannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

The survey results from students and teachers will be used as evidence to show growth in student use.

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. Students will show an increase in achievement in English Language Arts. **1**

 G099359

G1.B1 Students lack prior knowledge and prerequisite skills. **2**

 B267589

G1.B1.S1 Students in the grades K-1 will receive instruction through Saxon phonics. **4**

 S283489

Strategy Rationale

Students are building a solid foundation in phonics skills through the incremental introduction of concepts and a multisensory approach to acquiring phonics. This will ensure that students have the basic building blocks needed to be fluent readers in the intermediate grades.

Action Step 1 **5**

Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other early literacy skills.

Person Responsible

Aysegul Ugur

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Implementation of Saxon Phonics will be evident through teachers' lesson plans.

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

Fidelity will be monitored weekly by administration through lesson plans and classroom walkthroughs. Teachers will be using the ready to use Saxon Phonics scripted lesson plans during the ELA block.

Person Responsible

Aysegul Ugur

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Implementation of Saxon Phonics will be evident through teacher's LFS lesson plans. Evidence of implementation will also be collected when Saxon Phonics instruction is observed during classroom walkthroughs.

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

Exact Path scores for individual students, classes, and grade levels will be used to monitor effectiveness of Saxon Phonics.

Person Responsible

Aysegul Ugur

Schedule

Monthly, from 8/10/2016 to 5/30/2018

Evidence of Completion

The Exact Path progress monitoring reports will be used to monitor effectiveness of strategy as witnessed through classroom walkthroughs.

G1.B1.S2 Teachers will follow the Learning Focused Solutions instructional sequence that includes frontloading essential background knowledge and key vocabulary instruction prior to releasing students to read and analyze complex text. 4

S283490

Strategy Rationale

By providing students with contextual background knowledge and vocabulary, students will have a greater schema to enhance comprehension of text.

Action Step 1 5

Teachers will utilize the Learning Focused Instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text.

Person Responsible

Aysegul Ugur

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Each teacher will participate in common planning with their grade level team members and administrator. The common lesson plans will include activating/building background knowledge and essential vocabulary strategies.

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

Administrators will conduct regular walkthroughs of the reading classrooms to monitor fidelity. They will use the walkthrough form to look for evidence of frontloading background knowledge and essential vocabulary instruction prior to reading complex text.

Person Responsible

Aysegul Ugur

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The walkthrough observation forms will be collected as evidence to ensure fidelity. Other additional evidence including lesson plans and common planning sessions.

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

Exact Path, KidBiZ, and Wonders reading assessments will be used to monitor for effectiveness of implementation. Data will be collected and compared with previous assessments to ensure student growth.

Person Responsible

Aysegul Ugur

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Exact Path data will be used and compared quarterly to monitor for effectiveness.

G1.B2 Lack of vocabulary knowledge and /or oral language development. 2

 B267590

G1.B2.S1 Utilization of the Word Wizards Program in grades K-5. This program encourages students to use their weekly academic and robust vocabulary in their written and oral language. Each time a student utilizes a vocabulary word they are able to earn points for incentives. 4

 S283491

Strategy Rationale

Since a majority of the students at Wildwood Elementary come from low literacy environments, providing a school-wide vocabulary program will help increase students' word knowledge and repertoire of vocabulary strategies they use in the classroom.

Action Step 1 5

The word wizards program will be implemented in grades K-5 for the duration of the year.

Person Responsible

Eileen Badger

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

The media specialist will collect the total number of points students earned from the program each week from the grade level chairs.

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

Each week grade level chairs will report weekly totals from the Word Wizards program to the media specialist.

Person Responsible

Eileen Badger

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom tally charts and emails of points from grade level chairs will serve as evidence for fidelity.

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

The media specialist will monitor for effectiveness using the vocabulary subtest of the pre-, mid- and post- Exact Path assessments.

Person Responsible

Eileen Badger

Schedule

Triannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Evidence from the vocabulary subtest of Exact Path will be collected for each grade level. Growth will be tracked by individual classes, grade levels and the school as a whole.

G1.B3 Lack of reading comprehension skills **2**

 B267591

G1.B3.S1 Teachers will give explicit instruction on AVID Critical Reading Strategies(Marking the Text, Charting the Text, Writing in the Margins, Summarizing the Text) to increase students' reading comprehension. **4**

 S283492

Strategy Rationale

If students can read critically to comprehend the text, they will be able to answer comprehension questions successfully.

Action Step 1 **5**

Teachers will give explicit instruction on AVID Critical Reading Strategies (Marking the Text, Charting the Text, Writing in the Margins, Summarizing the Text) to increase students' reading comprehension.

Person Responsible

Aysegul Ugur

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Instruction on Critical Reading strategies will be documented in ELA lesson plans. Walk through forms will serve as documentation of instruction on critical reading strategies.

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

Teachers will work collaboratively with their grade level team to plan instruction on Critical Reading Skills. The AVID coordinator will provide training on the critical reading strategies and follow-up through the use of fidelity checks in the classroom.

Person Responsible

Aysegul Ugur

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and reading fidelity checks will be collected to document implementation.

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

Exact Path and Kidbiz (Achieve 3000) will be used to monitor the reading growth for students in grades K-5.

Person Responsible

Aysegul Ugur

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Exact Path and KidBiz (Achieve 3000) data reports will be used as evidence to measure effectiveness.

G1.B4 Inconsistency in the implementation of research-based strategies within grade levels. 2

 B267592

G1.B4.S1 Teachers will utilize weekly common planning sessions with their grade level team members to intentionally select research based (LFS/AVID) strategies that will have the most impact on student learning. 4

 S283493

Strategy Rationale

By utilizing data to make informed decisions on which research-based strategies to implement, teachers will be able to reach a wide range of learners to meet their individual needs.

Action Step 1 5

Teachers will incorporate WICOR strategies when common planning with their grade levels.

Person Responsible

Aysegul Ugur

Schedule

On 5/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Fidelity will be monitored through administrative walkthroughs, lesson plans, as well as participation in the common planning sessions.

Person Responsible

Aysegul Ugur

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The walkthrough forms, teacher lesson plans, and common planning sign in sheets will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effectiveness of the strategy will be monitored using Exact Path pre-, mid-, and post- data as well as the weekly McGraw Hill assessments.

Person Responsible

Aysegul Ugur

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Exact Path data as well as McGraw Hill assessment data will be used as evidence to monitor for effectiveness.

G2. Students will show an increase in achievement in Math. 1

G099360

G2.B1 Students lack math fact fluency. 2

B267593

G2.B1.S1 Implementation of a quarterly fact fluency (multiplication) competition in grades 3-5. Students will work to learn their multiplication math facts and take a timed fluency test each week. 4

S283494

Strategy Rationale

By providing students with an incentive, they will be encouraged to memorize basic math facts to help them compute more complex math problems.

Action Step 1 5

The math coach will implement a quarterly math fact fluency competition in grades 3-5. Each student will receive a multiplication fact sheet to study. Grade 3-5 get together to take a timed assessment. Winners will be determined based on the amount of problems completed in the given time frame.

Person Responsible

Eileen Badger

Schedule

Quarterly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Classroom averages from the timed fact fluency test will be used to demonstrate completion of the activity.

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

Fidelity for implementation will be monitored through the competition process which includes the distribution of materials to each classroom; timeline to study and work on math facts; and classroom assessment schedule.

Person Responsible

Eileen Badger

Schedule

Quarterly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Evidence that proves fidelity of implementation includes the classroom assessment schedule and study materials.

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

Effectiveness of implementation will be monitored by administering the math fact fluency assessment to each class in grades 3-5.

Person Responsible

Eileen Badger

Schedule

Quarterly, from 10/2/2017 to 5/30/2018

Evidence of Completion

The quarterly math fact fluency averages will be used as evidence in the effectiveness of implementation.

G2.B2 Students need more instructional time. 2

 B267594

G2.B2.S1 Students in the bottom quartile in grades 3-5 will receive differentiated small group math instruction . This small group instruction will allow students to increase math fact fluency while working backwards in the curriculum to preview content. 4

 S283495

Strategy Rationale

By providing struggling students with additional math instruction in problem areas, students will preview upcoming content and will build the necessary foundation skills to compute more complex mathematical expressions.

Action Step 1 5

The math coach will provide small group instruction to students in the bottom quartile using instructional resources such as IXL, Exact Path, Study Island, and Go Math Intervention.

Person Responsible

Eileen Badger

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The math coach's lesson plans and class schedules will serve as evidence for implementation.

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

The administrators will monitor fidelity of implementation through the class push-in schedule and math classroom walkthroughs that will be conducted monthly.

Person Responsible

John Temple

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Math push in schedule, lesson plans, and walkthrough forms will be collected and utilized as evidence of implementation.

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

Exact path assessments will be administered throughout the year to track students progress in Math.

Person Responsible

Eileen Badger

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Exact Path data reports will be collected as evidence for implementation.

G2.B3 Students lack ability to explain reasoning of content. 2

B267595

G2.B3.S1 Implementation of interactive notebooks in grades 3-5 as well as incorporating writing in the math block. Students will use the AVID note-taking STAR strategy. 4

S283496

Strategy Rationale

The interactive notebooks will allow students to break down math problems into smaller steps and the writing will allow students to explain their reasoning. The STAR strategy requires students to add to and review their notes throughout the year.

Action Step 1 5

Teachers in grades 3-5 will integrate interactive notebooks and writing in the math content area during instruction. Students will record notes, formulas, vocabulary and other essential information daily.

Person Responsible

Eileen Badger

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

The interactive notebook and AVID binder will be used as evidence for implementation.

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

Fidelity of implementation will be monitored using classroom walkthroughs, common planning sessions and teacher lesson plans.

Person Responsible

John Temple

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans and walkthrough forms will be used as evidence for fidelity of implementation.

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

The math coach will monitor for effectiveness by collecting data from IXL, Study Island and Exact Path.

Person Responsible

Eileen Badger

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

IXL data, Study Island data, and Exact Path data will be used as evidence to monitor for effectiveness.

G3. Students will show an increase in achievement in Science. 1

G099361

G3.B1 Lack of science vocabulary knowledge 2

B267596

G3.B1.S1 Implementation of the Science Superstars program. Through instruction and guided practice, students will be taught essential science content related vocabulary words and motivated to learn them.

4

S283497

Strategy Rationale

Students will be motivated to learn the meaning of essential science FCAT vocabulary words. When they encounter the words on the FCAT science test, they will have a developed schema to tie the words to.

Action Step 1 5

Fifth grade science teachers will give a vocabulary list to students prior to each learning unit. During the learning unit, students will engage with the words in many ways. At the end of the unit, students will be given a test. Those students who make a 100 on the test are in the running to become a Science Super Star where they will get to attend a special science related fieldtrip.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Evidence for implementation will be documented through weekly lesson plans.

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

Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on targeted science vocabulary. Administrators will request lists of science Super Stars.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Weekly walkthrough forms will be used as evidence for fidelity of implementation.

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

Science teachers will monitor effectiveness through the results of the vocabulary tests.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Data from the vocabulary test will be collected as evidence to monitor for effectiveness of the program.

G3.B2 Lack of continuity of science instruction in grades 3-5 2

 B267597

G3.B2.S1 A school-wide science fair will be implemented in grades K-5. Each class will choose a topic and engage in the scientific process to test a variable. The science projects will be presented at the school's annual science fair. 4

 S283498

Strategy Rationale

By implementing a school-wide science fair, this will allow all students in grades K-5 to engage in the scientific process and critical thinking skills. It will create a vertical alignment and continuity of the scientific process among grade levels.

Action Step 1 5

Students in grades K-5 will participate in a school-wide science fair. Each class will have the opportunity to create a project that test variables and goes through each step of the scientific process. With teacher guidance, these projects will tie into the Florida Science Standards and address grade-level appropriate content.

Person Responsible

Melynda Shea

Schedule

On 12/22/2017

Evidence of Completion

Project submissions will serve as evidence for the completion of the activity.

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

The school administrator will monitor fidelity weekly through teachers' adherence to the science fair timeline including submission of topic, lesson plans, and submission of final projects.

Person Responsible

Melynda Shea

Schedule

Weekly, from 10/2/2017 to 12/22/2017

Evidence of Completion

Teachers will need to report a topic, a lesson plan and time line for the completion of the class science fair project.

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

The teacher will monitor for effectiveness of the strategy through the judging of the science fair projects. A panel will use rubric to score each class project and check their correlation to the standards.

Person Responsible

Melynda Shea

Schedule

On 12/22/2017

Evidence of Completion

The science fair rubrics and class scores will serve as evidence to monitor for effectiveness.

G3.B3 Lack of background knowledge and prerequisite skills. **2**

 B267598

G3.B3.S1 Students will participate in STEM investigation activities through STEAM program grades 2-5. Students will engage in hands-on, project based learning activities that integrates science, technology, engineering and math. **4**

 S283499

Strategy Rationale

Through participation in STEM projects, students are able to acquire background knowledge through hands-on experiences and real-world application.

Action Step 1 **5**

Teachers in grades 2-5 will implement STEM programs during school and in the after school program using a variety of resources including Tynker and Lego League.

Person Responsible

Melynda Shea

Schedule

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

Evidence of Completion

Weekly lesson plans will be used to monitor the completion of the activity.

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

Teachers will create STEM lesson plans and submit them to the STEAM administrator.

Person Responsible

Melynda Shea

Schedule

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

Evidence of Completion

Teacher lesson plans will serve as evidence in the implementation of STEM programs in the science classroom.

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

Administrators will monitor for effectiveness using formative science assessments.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Formative assessment data for each individual student, classes and grade levels will be used as evidence for effectiveness.

G3.B3.S2 Teachers will increase students use of AVID note-taking and STAR strategies in the science content area. 4

 S283500

Strategy Rationale

AVID's STAR note-taking strategies will help students to remember science content over longer periods of time. Additionally, students will have a resource with their notes to review and reflect upon throughout the year.

Action Step 1 5

Students will increase the use of AVID's STAR note-taking strategies in the science content area.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Administrators will conduct walk-throughs to look for evidence of note-taking in the science content area.

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

Professional Learning Communities will be used to train and discuss various AVID note-taking strategies. Administrators will look for the use of those strategies during walkthroughs.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

PLC agendas and walkthrough forms will be used to document the fidelity of implementation.

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

Teachers will analyze data from unit tests, formatives, and the Discovery Education Science Assessment to determine the effectiveness of this strategy.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Data from unit tests, district formative assessments, and Discovery Education Assessment.

G4. There will be a decrease in school disciplinary incidents. 1

G099362

G4.B1 Inconsistency in implementing behavior plans 2

B267599

G4.B1.S1 Teachers in grades K-5 will implement the Positive Behavior Reward System (PBS) to encourage appropriate behavior. Wildcat Bucks will be used to reward students in the classrooms, around campus, and on the bus. Students will have opportunities to "purchase" special rewards with their Wildcat Bucks including quarterly rewards such as movie day and bounce houses. 4

S283501

Strategy Rationale

By rewarding students for positive behavior, it will encourage others to act appropriately, creating a positive culture among the campus. Additionally, by having a specific plan of action for PBS, teachers will implement it consistently within and among grade levels.

Action Step 1 5

Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher developed plan.

Person Responsible

Melynda Shea

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Evidence of implementation will be evident through the teacher created PBS plan.

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

Administrators will monitor fidelity of implementation by conducting classroom walkthroughs on a weekly basis.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Observable elements of the Positive Behavior System will be used as evidence of fidelity including Wildcat Bucks, expectations/rules charts, reward charts, and behavior monitoring charts.

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

Administrators will monitor for effectiveness monthly through the number of discipline referrals as indicated by Skyward.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2017 to 5/30/2018


Evidence of Completion

The total number of monthly long forms and bus conducts will serve as evidence for effectiveness.

G4.B2 Lack of skills in self-advocacy, strong character, and leadership skills among students 2

 B267600

G4.B2.S1 Implementation of Stephen Covey's The Leader in Me program. 4

 S283502

Strategy Rationale

If students can learn the "Seven Habits of Highly Effective Children", then they will demonstrate the skills which will result in a decrease of disciplinary incidents.

Action Step 1 5

Students will learn about each of the 7 habits monthly. Students will have the opportunity to participate in character building pep rallies that reinforces the 7 habits and ties into the school-wide PBS program.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Teacher lesson plans, student work, and classroom environment will serve as evidence.

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

Teachers will participate in professional learning communities to plan activities for each of the habits. Administrators will participate in the PLC's and conduct walkthroughs during character time.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

PLC agendas and walk through forms will be used to monitor fidelity of implementation.

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

Disciplinary data will be shared during faculty meetings to determine whether there is a decrease in disciplinary incidents.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Skyward disciplinary reports will be pulled and used to document number of incidents.

G5. There will be an increase in student attendance. 1

G099363

G5.B1 Conflicting schedules of parents 2

B267601

G5.B1.S1 Implementation of Case Study Team (CST) meetings to provide interventions that will help improve student attendance. 4

S283503

Strategy Rationale

By providing parents with support from an outside agency, parents will gain knowledge and assistance on ensuring that students attend school regularly. Collaborative meetings will help parents work around their home life to help students maintain a high attendance rate which will directly help support academics.

Action Step 1 5

Students and parents will be referred for Case Study Team (CST) meetings upon receiving 5 unexcused absences, to provide interventions that will help improve student attendance.

Person Responsible

Aysegul Ugur

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The Case Study Team referrals will be used as evidence for implementation.

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

Fidelity of implementation will be monitored through the case study meetings. The assistant principal will keep track of parents that attend the meetings by completing CST forms.

Person Responsible

Aysegul Ugur

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The CST meeting forms will serve as evidence of fidelity.

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

Effectiveness will be monitored using Skyward attendance reports. The number of absences from each quarter will be tracked for individual students.

Person Responsible

Aysegul Ugur

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Attendance reports showing tardies, checkouts and absences for individual students will be used as evidence to monitor effectiveness.

G6. Parental Involvement will increase for school sponsored events. 1

G099364

G6.B1 Conflicting schedules of parents. 2

B267603

G6.B1.S1 Parent events will be combined to limit amount of time parents have to come out. If parents come out to one event, they can stay to attend another event that will begin right after. 4

S283504

Strategy Rationale

If parent events are combined, then it is more likely that they can make time to attend them. Parents have already committed the time by rearranging their schedules, therefore, they will most likely stay for the second event as well.

Action Step 1 5

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week.

Person Responsible

Jean Reilly

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The school calendar will be used as evidence of implementation.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Fidelity of implementation will be monitored through the scheduling of events using outlook calendar.

Person Responsible

Jean Reilly

Schedule

On 5/30/2018

Evidence of Completion

An increase in combined events on the calendar such as AR night and math night or SAC meeting and literacy night, will be used as evidence of implementation,

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Effectiveness of the strategy will be monitored through the Title I feedback forms that parents complete when attending events. They will be able to indicate whether the scheduling of events was helpful in their attendance.

Person Responsible

Jean Reilly

Schedule

Biweekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The Title I feedback forms and parent sign-in sheets will be used as evidence towards meeting the overall goal.

G7. There will be an increase in student use of technology. 1

G099365

G7.B1 Lack of technology available for student use. 2

B267605

G7.B1.S1 Every fourth and fifth grade student will be supplied with a laptop to use during the school day.

4

S283505

Strategy Rationale

With the availability of working laptops increasing, student use of the laptops will increase.

Action Step 1 5

The implementation of 1:1 technology in fourth and fifth grade will increase student technology use.

Person Responsible

Melynda Shea

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

An inventory will be kept to document the 1:1 use of technology.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Teachers will be trained in the instructional use of Office365 and administrators will look for evidence of student technology use during walk-throughs.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk-through forms will be serve as evidence.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Administrative walk-throughs will be utilized to determine the effectiveness of the 1:1 initiative.

Person Responsible

Melynda Shea

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Walk-through forms will serve as evidence.

G7.B2 Lack of the incorporation of student technology use in lesson planning. 2

 B267606

G7.B2.S1 Teachers will work collaboratively during common planning to create opportunities for students to demonstrate understanding of learning through the use of technology. 4

 S283506

Strategy Rationale

When teachers work together and are intentional about including student use of technology during lessons, student technology use will increase.

Action Step 1 5

Teachers will work collaboratively to include student use of technology in their content area lesson plans.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The lesson plans will serve as evidence.

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Administrators will participate in the common planning to ensure that technology is included in the created plan.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

The lesson plans will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Administrators will look for student technology use during walk-throughs.

Person Responsible

Melynda Shea

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Walkthrough forms will be used to document student technology use.

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					
G2.B3.S1.MA1 M416426	The math coach will monitor for effectiveness by collecting data from IXL, Study Island and Exact...	Badger, Eileen	8/10/2016	IXL data, Study Island data, and Exact Path data will be used as evidence to monitor for effectiveness.	5/31/2017 quarterly
G7.B2.S1.MA1 M416451	Administrators will look for student technology use during walk-throughs.	Shea, Melynda	8/10/2016	Walkthrough forms will be used to document student technology use.	5/31/2017 weekly
G3.B3.S2.MA1 M416435	Teachers will analyze data from unit tests, formatives, and the Discovery Education Science...	Shea, Melynda	8/10/2016	Data from unit tests, district formative assessments, and Discovery Education Assessment.	5/31/2017 monthly
G3.B3.S2.MA1 M416436	Professional Learning Communities will be used to train and discuss various AVID note-taking...	Shea, Melynda	8/10/2016	PLC agendas and walkthrough forms will be used to document the fidelity of implementation.	5/31/2017 weekly
G3.B3.S2.A1 A382714	Students will increase the use of AVID's STAR note-taking strategies in the science content area.	Shea, Melynda	8/10/2016	Administrators will conduct walk-throughs to look for evidence of note-taking in the science content area.	5/31/2017 weekly
G3.B2.S1.MA1 M416431	The teacher will monitor for effectiveness of the strategy through the judging of the science fair...	Shea, Melynda	10/2/2017	The science fair rubrics and class scores will serve as evidence to monitor for effectiveness.	12/22/2017 one-time
G3.B2.S1.MA1 M416432	The school administrator will monitor fidelity weekly through teachers' adherence to the science...	Shea, Melynda	10/2/2017	Teachers will need to report a topic, a lesson plan and time line for the completion of the class science fair project.	12/22/2017 weekly
G3.B2.S1.A1 A382712	Students in grades K-5 will participate in a school-wide science fair. Each class will have the...	Shea, Melynda	10/3/2017	Project submissions will serve as evidence for the completion of the activity.	12/22/2017 one-time
G3.B3.S1.MA1 M416434	Teachers will create STEM lesson plans and submit them to the STEAM administrator.	Shea, Melynda	8/14/2017	Teacher lesson plans will serve as evidence in the implementation of STEM programs in the science classroom.	5/25/2018 weekly
G3.B3.S1.A1 A382713	Teachers in grades 2-5 will implement STEM programs during school and in the after school program...	Shea, Melynda	8/14/2017	Weekly lesson plans will be used to monitor the completion of the activity.	5/25/2018 daily
G1.MA1 M416421	Teachers will use pre-, mid- and post-Exact Path Assessments; McGraw-Hill weekly tests, and Kid...	Ugur, Aysegul	8/10/2017	The evidence that will be used to monitor whether progress has been made includes Exact Path data; McGraw-Hill scores, Achieve 3000 scores, and Accelerated Reader Levels from the beginning of the year to the end.	5/30/2018 quarterly
G2.MA1 M416428	Data that will be collected throughout the year to determine progress toward the goal includes...	Badger, Eileen	8/10/2017	Reports from the Exact Path Assessments, AVID assessments; IXL data; Go math assessments; and Florida Standards Assessment will be collected quarterly.	5/30/2018 quarterly
G3.MA1 M416437	Data will be collected from Pearson science unit tests, vocabulary test, and district formative...	Shea, Melynda	8/10/2017	Pearson science unit test data, vocabulary test data, district formative assessment scores and FCAT Science scores will be used as evidence to monitor for progress towards meeting the goal.	5/30/2018 quarterly
G4.MA1 M416442	Administrators and behavior resource teachers will monitor progress towards goal by collecting bus...	Shea, Melynda	8/31/2017	The number of behavior referrals (bus conduct, in-school suspension, and long forms) for individual students, classes and grade levels will be used as evidence towards meeting the goal.	5/30/2018 quarterly
G5.MA1 M416445	Attendance rates for individual students, classes, and grade levels from Skyward will be collected...	Ugur, Aysegul	8/10/2017	Individual, class, and grade level attendance reports from Skyward.	5/30/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1 M416448	Parents and families will sign in when attending evening events to tally the number of students...	Reilly, Jean	8/10/2017	The event sign-in sheet indicating the number of parents showing up for events will serve as evidence for effectiveness.	5/30/2018 annually
G7.MA1 M416453	Surveys will be used to determine whether technology use has increased.	Shea, Melynda	8/10/2017	The survey results from students and teachers will be used as evidence to show growth in student use.	5/30/2018 triannually
G1.B1.S1.MA1 M416411	Exact Path scores for individual students, classes, and grade levels will be used to monitor...	Ugur, Aysegul	8/10/2016	The Exact Path progress monitoring reports will be used to monitor effectiveness of strategy as witnessed through classroom walkthroughs.	5/30/2018 monthly
G1.B1.S1.MA1 M416412	Fidelity will be monitored weekly by administration through lesson plans and classroom...	Ugur, Aysegul	8/10/2017	Implementation of Saxon Phonics will be evident through teacher's LFS lesson plans. Evidence of implementation will also be collected when Saxon Phonics instruction is observed during classroom walkthroughs.	5/30/2018 weekly
G1.B1.S1.A1 A382703	Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and...	Ugur, Aysegul	8/10/2017	Implementation of Saxon Phonics will be evident through teachers' lesson plans.	5/30/2018 daily
G1.B2.S1.MA1 M416415	The media specialist will monitor for effectiveness using the vocabulary subtest of the pre-, mid-...	Badger, Eileen	8/10/2017	Evidence from the vocabulary subtest of Exact Path will be collected for each grade level. Growth will be tracked by individual classes, grade levels and the school as a whole.	5/30/2018 triannually
G1.B2.S1.MA1 M416416	Each week grade level chairs will report weekly totals from the Word Wizards program to the media...	Badger, Eileen	8/10/2017	Classroom tally charts and emails of points from grade level chairs will serve as evidence for fidelity.	5/30/2018 weekly
G1.B2.S1.A1 A382705	The word wizards program will be implemented in grades K-5 for the duration of the year.	Badger, Eileen	8/10/2017	The media specialist will collect the total number of points students earned from the program each week from the grade level chairs.	5/30/2018 daily
G1.B3.S1.MA1 M416417	Exact Path and Kidbiz (Achieve 3000) will be used to monitor the reading growth for students in...	Ugur, Aysegul	8/10/2017	Exact Path and KidBiz (Achieve 3000) data reports will be used as evidence to measure effectiveness.	5/30/2018 monthly
G1.B3.S1.MA1 M416418	Teachers will work collaboratively with their grade level team to plan instruction on Critical...	Ugur, Aysegul	8/10/2017	Lesson plans and reading fidelity checks will be collected to document implementation.	5/30/2018 weekly
G1.B3.S1.A1 A382706	Teachers will give explicit instruction on AVID Critical Reading Strategies (Marking the Text,...	Ugur, Aysegul	8/10/2017	Instruction on Critical Reading strategies will be documented in ELA lesson plans. Walk through forms will serve as documentation of instruction on critical reading strategies.	5/30/2018 daily
G1.B4.S1.MA1 M416419	Effectiveness of the strategy will be monitored using Exact Path pre-, mid-, and post- data as well...	Ugur, Aysegul	8/10/2017	Exact Path data as well as McGraw Hill assessment data will be used as evidence to monitor for effectiveness.	5/30/2018 monthly
G1.B4.S1.MA1 M416420	Fidelity will be monitored through administrative walkthroughs, lesson plans, as well as...	Ugur, Aysegul	8/10/2017	The walkthrough forms, teacher lesson plans, and common planning sign in sheets will be used as evidence.	5/30/2018 weekly
G1.B4.S1.A1 A382707	Teachers will incorporate WICOR strategies when common planning with their grade levels.	Ugur, Aysegul	8/10/2017		5/30/2018 one-time
G2.B1.S1.MA1 M416422	Effectiveness of implementation will be monitored by administering the math fact fluency assessment...	Badger, Eileen	10/2/2017	The quarterly math fact fluency averages will be used as evidence in the effectiveness of implementation.	5/30/2018 quarterly
G2.B1.S1.MA1 M416423	Fidelity for implementation will be monitored through the competition process which includes the...	Badger, Eileen	10/2/2017	Evidence that proves fidelity of implementation includes the classroom assessment schedule and study materials.	5/30/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A382708	The math coach will implement a quarterly math fact fluency competition in grades 3-5. Each...	Badger, Eileen	10/2/2017	Classroom averages from the timed fact fluency test will be used to demonstrate completion of the activity.	5/30/2018 quarterly
G2.B2.S1.MA1 M416424	Exact path assessments will be administered throughout the year to track students progress in Math.	Badger, Eileen	8/10/2017	Exact Path data reports will be collected as evidence for implementation.	5/30/2018 monthly
G2.B2.S1.MA1 M416425	The administrators will monitor fidelity of implementation through the class push-in schedule and...	Temple, John	8/10/2017	Math push in schedule, lesson plans, and walkthrough forms will be collected and utilized as evidence of implementation.	5/30/2018 monthly
G2.B2.S1.A1 A382709	The math coach will provide small group instruction to students in the bottom quartile using...	Badger, Eileen	8/10/2017	The math coach's lesson plans and class schedules will serve as evidence for implementation.	5/30/2018 weekly
G2.B3.S1.MA1 M416427	Fidelity of implementation will be monitored using classroom walkthroughs, common planning sessions...	Temple, John	8/10/2017	Teacher lesson plans and walkthrough forms will be used as evidence for fidelity of implementation.	5/30/2018 weekly
G2.B3.S1.A1 A382710	Teachers in grades 3-5 will integrate interactive notebooks and writing in the math content area...	Badger, Eileen	8/10/2017	The interactive notebook and AVID binder will be used as evidence for implementation.	5/30/2018 daily
G3.B1.S1.MA1 M416429	Science teachers will monitor effectiveness through the results of the vocabulary tests.	Shea, Melynda	8/10/2017	Data from the vocabulary test will be collected as evidence to monitor for effectiveness of the program.	5/30/2018 monthly
G3.B1.S1.MA1 M416430	Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students...	Shea, Melynda	8/10/2017	Weekly walkthrough forms will be used as evidence for fidelity of implementation.	5/30/2018 weekly
G3.B1.S1.A1 A382711	Fifth grade science teachers will give a vocabulary list to students prior to each learning unit...	Shea, Melynda	8/10/2017	Evidence for implementation will be documented through weekly lesson plans.	5/30/2018 weekly
G3.B3.S1.MA1 M416433	Administrators will monitor for effectiveness using formative science assessments.	Shea, Melynda	8/14/2017	Formative assessment data for each individual student, classes and grade levels will be used as evidence for effectiveness.	5/30/2018 monthly
G4.B1.S1.MA1 M416438	Administrators will monitor for effectiveness monthly through the number of discipline referrals as...	Shea, Melynda	8/10/2017	The total number of monthly long forms and bus conducts will serve as evidence for effectiveness.	5/30/2018 monthly
G4.B1.S1.MA1 M416439	Administrators will monitor fidelity of implementation by conducting classroom walkthroughs on a...	Shea, Melynda	8/10/2017	Observable elements of the Positive Behavior System will be used as evidence of fidelity including Wildcat Bucks, expectations/rules charts, reward charts, and behavior monitoring charts.	5/30/2018 weekly
G4.B1.S1.A1 A382715	Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher...	Shea, Melynda	8/10/2017	Evidence of implementation will be evident through the teacher created PBS plan.	5/30/2018 daily
G4.B2.S1.MA1 M416440	Disciplinary data will be shared during faculty meetings to determine whether there is a decrease...	Shea, Melynda	8/10/2017	Skyward disciplinary reports will be pulled and used to document number of incidents.	5/30/2018 monthly
G4.B2.S1.MA1 M416441	Teachers will participate in professional learning communities to plan activities for each of the...	Shea, Melynda	8/10/2017	PLC agendas and walk through forms will be used to monitor fidelity of implementation.	5/30/2018 monthly
G4.B2.S1.A1 A382716	Students will learn about each of the 7 habits monthly. Students will have the opportunity to...	Shea, Melynda	8/10/2017	Teacher lesson plans, student work, and classroom environment will serve as evidence.	5/30/2018 monthly
G5.B1.S1.MA1 M416443	Effectiveness will be monitored using Skyward attendance reports. The number of absences from each...	Ugur, Aysegul	8/10/2017	Attendance reports showing tardies, checkouts and absences for individual students will be used as evidence to monitor effectiveness.	5/30/2018 monthly
G5.B1.S1.MA1 M416444	Fidelity of implementation will be monitored through the case study meetings. The assistant...	Ugur, Aysegul	8/10/2017	The CST meeting forms will serve as evidence of fidelity.	5/30/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1 A382717	Students and parents will be referred for Case Study Team (CST) meetings upon receiving 5 unexcused...	Ugur, Aysegul	8/10/2017	The Case Study Team referrals will be used as evidence for implementation.	5/30/2018 quarterly
G6.B1.S1.MA1 M416446	Effectiveness of the strategy will be monitored through the Title I feedback forms that parents...	Reilly, Jean	8/10/2017	The Title I feedback forms and parent sign-in sheets will be used as evidence towards meeting the overall goal.	5/30/2018 biweekly
G6.B1.S1.MA1 M416447	Fidelity of implementation will be monitored through the scheduling of events using outlook...	Reilly, Jean	8/10/2017	An increase in combined events on the calendar such as AR night and math night or SAC meeting and literacy night, will be used as evidence of implementation,	5/30/2018 one-time
G6.B1.S1.A1 A382718	Combining some events on set nights so that parents do not have to make multiple trips to the...	Reilly, Jean	8/10/2017	The school calendar will be used as evidence of implementation.	5/30/2018 biweekly
G7.B1.S1.MA1 M416449	Administrative walk-throughs will be utilized to determine the effectiveness of the 1:1 initiative.	Shea, Melynda	8/10/2017	Walk-through forms will serve as evidence.	5/30/2018 monthly
G7.B1.S1.MA1 M416450	Teachers will be trained in the instructional use of Office365 and administrators will look for...	Shea, Melynda	8/10/2017	Walk-through forms will be serve as evidence.	5/30/2018 weekly
G7.B1.S1.A1 A382719	The implementation of 1:1 technology in fourth and fifth grade will increase student technology use.	Shea, Melynda	8/10/2017	An inventory will be kept to document the 1:1 use of technology.	5/30/2018 daily
G7.B2.S1.MA1 M416452	Administrators will participate in the common planning to ensure that technology is included in the...	Shea, Melynda	8/10/2017	The lesson plans will be used as evidence.	5/30/2018 weekly
G7.B2.S1.A1 A382720	Teachers will work collaboratively to include student use of technology in their content area...	Shea, Melynda	8/10/2017	The lesson plans will serve as evidence.	5/30/2018 weekly
G1.B1.S2.MA1 M416413	Exact Path, KidBiZ, and Wonders reading assessments will be used to monitor for effectiveness of...	Ugur, Aysegul	8/10/2017	Exact Path data will be used and compared quarterly to monitor for effectiveness.	5/30/2018 quarterly
G1.B1.S2.MA1 M416414	Administrators will conduct regular walkthroughs of the reading classrooms to monitor fidelity....	Ugur, Aysegul	8/10/2017	The walkthrough observation forms will be collected as evidence to ensure fidelity. Other additional evidence including lesson plans and common planning sessions.	5/30/2018 monthly
G1.B1.S2.A1 A382704	Teachers will utilize the Learning Focused Instructional sequence to build background knowledge and...	Ugur, Aysegul	8/10/2017	Each teacher will participate in common planning with their grade level team members and administrator. The common lesson plans will include activating/building background knowledge and essential vocabulary strategies.	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. Students will show an increase in achievement in English Language Arts.

G1.B3 Lack of reading comprehension skills

G1.B3.S1 Teachers will give explicit instruction on AVID Critical Reading Strategies (Marking the Text, Charting the Text, Writing in the Margins, Summarizing the Text) to increase students' reading comprehension.

PD Opportunity 1

Teachers will give explicit instruction on AVID Critical Reading Strategies (Marking the Text, Charting the Text, Writing in the Margins, Summarizing the Text) to increase students' reading comprehension.

Facilitator

Aysegul Ugur

Participants

K-5 Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G1.B4 Inconsistency in the implementation of research-based strategies within grade levels.

G1.B4.S1 Teachers will utilize weekly common planning sessions with their grade level team members to intentionally select research based (LFS/AVID) strategies that will have the most impact on student learning.

PD Opportunity 1

Teachers will incorporate WICOR strategies when common planning with their grade levels.

Facilitator

AVID Summer Institute

Participants

3rd-5th grade teachers

Schedule

On 5/30/2018

G3. Students will show an increase in achievement in Science.

G3.B3 Lack of background knowledge and prerequisite skills.

G3.B3.S2 Teachers will increase students use of AVID note-taking and STAR strategies in the science content area.

PD Opportunity 1

Students will increase the use of AVID's STAR note-taking strategies in the science content area.

Facilitator

Aysegul Ugur & Melynda Shea

Participants

K-5 Teachers

Schedule

Weekly, from 8/10/2016 to 5/31/2017

G4. There will be a decrease in school disciplinary incidents.

G4.B1 Inconsistency in implementing behavior plans

G4.B1.S1 Teachers in grades K-5 will implement the Positive Behavior Reward System (PBS) to encourage appropriate behavior. Wildcat Bucks will be used to reward students in the classrooms, around campus, and on the bus. Students will have opportunities to "purchase" special rewards with their Wildcat Bucks including quarterly rewards such as movie day and bounce houses.

PD Opportunity 1

Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher developed plan.

Facilitator

Melynda Shea

Participants

All K-5 Teachers

Schedule

Daily, from 8/10/2017 to 5/30/2018

G7. There will be an increase in student use of technology.

G7.B2 Lack of the incorporation of student technology use in lesson planning.

G7.B2.S1 Teachers will work collaboratively during common planning to create opportunities for students to demonstrate understanding of learning through the use of technology.

PD Opportunity 1

Teachers will work collaboratively to include student use of technology in their content area lesson plans.

Facilitator

Chris McKinney

Participants

K-5 Teachers

Schedule

Weekly, from 8/10/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other early literacy skills.				\$0.00
2	G1.B1.S2.A1	Teachers will utilize the Learning Focused Instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text.				\$0.00
3	G1.B2.S1.A1	The word wizards program will be implemented in grades K-5 for the duration of the year.				\$0.00
4	G1.B3.S1.A1	Teachers will give explicit instruction on AVID Critical Reading Strategies (Marking the Text, Charting the Text, Writing in the Margins, Summarizing the Text) to increase students' reading comprehension.				\$0.00
5	G1.B4.S1.A1	Teachers will incorporate WICOR strategies when common planning with their grade levels.				\$0.00
6	G2.B1.S1.A1	The math coach will implement a quarterly math fact fluency competition in grades 3-5. Each student will receive a multiplication fact sheet to study. Grade 3-5 get together to take a timed assessment. Winners will be determined based on the amount of problems completed in the given time frame.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	UniSIG		\$2,200.00
			<i>Notes: Notes</i>			
7	G2.B2.S1.A1	The math coach will provide small group instruction to students in the bottom quartile using instructional resources such as IXL, Exact Path, Study Island, and Go Math Intervention.				\$0.00
8	G2.B3.S1.A1	Teachers in grades 3-5 will integrate interactive notebooks and writing in the math content area during instruction. Students will record notes, formulas, vocabulary and other essential information daily.				\$0.00
9	G3.B1.S1.A1	Fifth grade science teachers will give a vocabulary list to students prior to each learning unit. During the learning unit, students will engage with the words in many ways. At the end of the unit, students will be given a test. Those students who make a 100 on the test are in the running to become a Science Super Star where they will get to attend a special science related fieldtrip.				\$0.00
10	G3.B2.S1.A1	Students in grades K-5 will participate in a school-wide science fair. Each class will have the opportunity to create a project that test variables and goes through each step of the scientific process. With teacher guidance, these projects will tie into the Florida Science Standards and address grade-level appropriate content.				\$0.00

11	G3.B3.S1.A1	Teachers in grades 2-5 will implement STEM programs during school and in the after school program using a variety of resources including Tynker and Lego League.	\$0.00
12	G3.B3.S2.A1	Students will increase the use of AVID's STAR note-taking strategies in the science content area.	\$0.00
13	G4.B1.S1.A1	Implementation of Positive Behavior Reward (PBS) system in grades K-5 through the use of a teacher developed plan.	\$0.00
14	G4.B2.S1.A1	Students will learn about each of the 7 habits monthly. Students will have the opportunity to participate in character building pep rallies that reinforces the 7 habits and ties into the school-wide PBS program.	\$0.00
15	G5.B1.S1.A1	Students and parents will be referred for Case Study Team (CST) meetings upon receiving 5 unexcused absences, to provide interventions that will help improve student attendance.	\$0.00
16	G6.B1.S1.A1	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week.	\$0.00
17	G7.B1.S1.A1	The implementation of 1:1 technology in fourth and fifth grade will increase student technology use.	\$0.00
18	G7.B2.S1.A1	Teachers will work collaboratively to include student use of technology in their content area lesson plans.	\$0.00
Total:			\$2,200.00