



---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>14</b>
<b>Budget to Support Goals</b>	<b>16</b>

# Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

[www.sarasotacountyschools.net/wilkinson](http://www.sarasotacountyschools.net/wilkinson)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	81%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

## School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

## School Board Approval

This plan is pending approval by the Sarasota County School Board.

## SIP Authority

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>.

## 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Working together, building children's futures!

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

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

### School Leadership Team

#### Membership

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

Name	Title
Nations, Susan	Principal
Kisner, Jaime	Assistant Principal
Gindoff, Amy	Teacher, K-12
Cawley, Jeneve	Teacher, K-12
Snider, Deanna	Teacher, K-12
Schaefer, Victoria	Teacher, K-12
Hamilton, Tyquita	Teacher, K-12
Hachem, Diana	Teacher, K-12
Johnson, Lindsey	Teacher, ESE
Loeffler, Rob	Teacher, K-12

#### Duties

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

The school leadership team comprised of a leader from each grade level and specials, as well as ESE, has regularly scheduled meetings with administration on Mondays. During these meetings, school-wide instructional goals are reviewed. The team uses on-going problem solving and reflective practices to identify root causes for students' academic performance year to year and to identify interventions to address students' needs. Members are also given an opportunity to make decisions regarding capital expenses, professional development and instructional practices.

In addition to the weekly meeting, each member of the school leadership team facilitates collaborative planning meetings to gather and disseminate information regarding student achievement and plan instructional strategies. Team leaders document these discussions and share with administration and other support personnel.

### Early Warning Systems

**Year 2017-18**

**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	8	16	14	14	5	13	0	0	0	0	0	0	0	70
One or more suspensions	3	3	7	1	6	5	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	33	28	24	0	0	0	0	0	0	0	85
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	7	5	10	0	0	0	0	0	0	0	23

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	3	1	11	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	3	1	16	11	13	0	0	0	0	0	0	0	44

**Date this data was collected**

Monday 10/8/2018

**Year 2016-17 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	13	15	11	8	9	0	0	0	0	0	0	0	67
One or more suspensions	1	3	22	7	2	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	3	4	0	8	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	26	25	42	0	0	0	0	0	0	0	93

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	2	9	4	6	0	0	0	0	0	0	0	27

**Year 2016-17 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	13	15	11	8	9	0	0	0	0	0	0	0	67
One or more suspensions	1	3	22	7	2	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	3	4	0	8	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	26	25	42	0	0	0	0	0	0	0	93

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	2	9	4	6	0	0	0	0	0	0	0	27

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The data component that indicated the lowest performance was the percent of lowest quartile making gains in ELA from 50% to 38%. This is not a trend.

**Which data component showed the greatest decline from prior year?**

The data component showing the greatest decline from the prior year was learning gains in the lowest quartile for ELA from 50% to 38%.

**Which data component had the biggest gap when compared to the state average?**

Both 3rd grade ELA and Mathematics showed a gap of 16 points when compared to the state average.

**Which data component showed the most improvement? Is this a trend?**

The data component showing the most improvement was learning gains of the lowest quartile in mathematics with a 30 point gain. This is not a trend.

**Describe the actions or changes that led to the improvement in this area.**

District-wide focus on maximizing math instruction and the addition of after-school tutoring which included a focus on math skills. Additionally, departmentalization in 5th grade with a highly qualified math instructor.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	66%	56%	49%	65%	52%
ELA Learning Gains	51%	57%	55%	46%	54%	52%
ELA Lowest 25th Percentile	33%	46%	48%	38%	49%	46%
Math Achievement	54%	72%	62%	49%	70%	58%
Math Learning Gains	55%	63%	59%	47%	66%	58%
Math Lowest 25th Percentile	58%	51%	47%	29%	50%	46%
Science Achievement	55%	66%	55%	48%	64%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8 (11)	16 (13)	14 (15)	14 (11)	5 (8)	13 (9)	70 (67)
One or more suspensions	3 (1)	3 (3)	7 (22)	1 (7)	6 (2)	5 (12)	25 (47)
Course failure in ELA or Math	0 (3)	0 (4)	0 (0)	0 (8)	1 (0)	0 (0)	1 (15)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (26)	28 (25)	24 (42)	85 (93)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	41%	68%	-27%	57%	-16%
	2017	52%	71%	-19%	58%	-6%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	47%	67%	-20%	56%	-9%
	2017	52%	69%	-17%	56%	-4%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				
05	2018	48%	66%	-18%	55%	-7%
	2017	36%	66%	-30%	53%	-17%
Same Grade Comparison		12%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	72%	-26%	62%	-16%
	2017	55%	71%	-16%	62%	-7%
Same Grade Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	51%	71%	-20%	62%	-11%
	2017	60%	73%	-13%	64%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				
05	2018	53%	72%	-19%	61%	-8%
	2017	35%	70%	-35%	57%	-22%
Same Grade Comparison		18%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	67%	-17%	55%	-5%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	29	32	19	47	53	38				
ELL	38	42	33	38	48	73					
BLK	36	46		44	35						
HSP	47	50	31	43	57	67	38				
WHT	58	51	40	72	59		65				
FRL	45	49	29	51	53	57	47				

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	25	45	28	39	25	4				
ELL	38	42	46	43	45	30	23				
BLK	26	43		31	39		10				
HSP	47	52	53	42	38	19	27				
MUL	50			50							
WHT	55	47		67	63		53				
FRL	43	45	50	45	43	28	33				



### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** ELA proficiency

**Rationale** At this time, 49% of students in grades 3-5 are demonstrating proficiency in ELA. Additionally, 51% made learning gains in ELA.

**Intended Outcome** By the end of the 2018-19 school year, 53% of students in grades 3-5 will demonstrate proficiency in ELA.

**Point Person** Susan Nations (susan.nations@sarasotacountyschools.net)

##### Action Step

- Description**
1. All students in grades 3-5 will be re-grouped for intensive intervention/enrichment in ELA, 3 days per week for 45 minute sessions. This "Power Hour" will be targeted instruction based on student performance data
  2. Teachers in grades 3-5 will receive professional development provided by the district focused on ELA standards.
  3. Teachers attended summer camp where they received professional development in reading best practices.
  4. Targeted students will participate in after school tutoring
  5. All teachers will participate in data chats where students performing below grade level will be identified and tracked, referring to SWST as appropriate.
  6. Students in grades 2-5 will receive instruction using the iReady LAFS books during the reading block.
  7. Targeted students will participate in LLI with an intervention teacher.
  8. Reading A-Z has been provided as an additional teacher resource.
  9. Teachers have access to a leveled book room to use during guided reading lessons.
  10. Reading Recovery is provided for identified grade 1 students. In addition, previous students receive on-going monitoring and support.

**Person Responsible** Jaime Kisner (jaime.kisner@sarasotacountyschools.net)

##### Plan to Monitor Effectiveness

**Description** Data will be analyzed quarterly and modifications to Power Hour and/or other programs will be made accordingly.

**Person Responsible** Jade Ellis (rachel.ellis@sarasotacountyschools.net)

<b>Activity #2</b>	
<b>Title</b>	Learning gains in ELA for the lowest quartile
<b>Rationale</b>	A significant decrease in learning gains in ELA for the lowest quartile occurred, from 50% in 2017 to 33% in 2018.
<b>Intended Outcome</b>	By the end of the 2018-19 school year, 40% of students in the lowest quartile will show learning gains in ELA.
<b>Point Person</b>	Susan Nations (susan.nations@sarasotacountyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. All students in grades 3-5 will be re-grouped for intensive intervention/enrichment in ELA, 3 days per week for 45 minute sessions. This "Power Hour" will be targeted instruction based on student performance data. Each student in the lowest quartile has a "goal-setting" folder which follows the student to all classes ensuring that all teachers are aware and tracking student performance. In addition, the student groups for "Power Hour" are smaller for the lowest quartile students.</li> <li>2. Teachers in grades 3-5 will receive professional development provided by the district focused on ELA standards.</li> <li>3. Teachers attended summer camp where they received professional development in reading best practices.</li> <li>4. Targeted students will participate in after school tutoring</li> <li>5. All teachers will participate in data chats where students performing below grade level will be identified and tracked, referring to SWST as appropriate.</li> <li>6. Students in grades 2-5 will receive instruction using the iReady LAFS books during the reading block.</li> <li>7. Targeted students will participate in LLI with an intervention teacher.</li> <li>8. Reading A-Z has been provided as an additional teacher resource.</li> <li>9. Teachers have access to a leveled book room to use during guided reading lessons.</li> <li>10. Reading Recovery is provided for identified grade 1 students. In addition, previous students receive on-going monitoring and support.</li> </ol>
<b>Person Responsible</b>	Jaime Kisner (jaime.kisner@sarasotacountyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Data will be analyzed quarterly and modifications to Power Hour and/or other programs will be made accordingly.
<b>Person Responsible</b>	Jade Ellis (rachel.ellis@sarasotacountyschools.net)

**Activity #3**

**Title** Overall math proficiency

**Rationale** At this time, 54% of students in grades 3-5 are demonstrating proficiency in Math. Additionally, 55% made learning gains in Math.

**Intended Outcome** By the end of the 2018-19 school year, 58% of students in grades 3-5 will demonstrate proficiency in math and 62% of students in the lowest quartile will make learning gains.

**Point Person** Susan Nations (susan.nations@sarasotacountyschools.net)

**Action Step**

**Description**

1. Math problem solving journals are used in all classrooms K-5.
2. iReady is used regularly in grades K-5 with extra support lessons assigned as appropriate
3. On-going math support from the district
4. Departmentalization in grades 3-5 with selected teachers.
5. All teachers will participate in data chats where students performing below grade level will be identified and tracked, referring to SWST as appropriate.

**Person Responsible** Jaime Kisner (jaime.kisner@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

**Description** Data will be analyzed quarterly and modifications to programs will be made accordingly.

**Person Responsible** Jade Ellis (rachel.ellis@sarasotacountyschools.net)

**Activity #4**

**Title** Science proficiency

**Rationale** At this time, 55% of students in grade 5 are demonstrating proficiency in Science

**Intended Outcome** By the end of the 2018-19 school year, 59% of students in grade 5 will demonstrate proficiency in Science.

**Point Person** Susan Nations (susan.nations@sarasotacountyschools.net)

**Action Step**

**Description**

1. Use of Science Leveled readers from the book room for instruction across the content areas.
2. Monthly STEAM challenges will encourage all students K-5 to experience the Scientific process.
3. Mad Science will be offered in grades four and five to deepen Science concepts and understanding.
4. STEAM bytes professional development will be offered monthly to enhance teacher understanding of Science instruction through all content areas.
5. Inquiry-based instruction in the Maker Space and Science Lab during specials.
6. STEAM family engagement nights will take place four times during the year.
7. STEAM Integration Coach to work with teachers to implement multi-disciplinary curriculum.

**Person Responsible** Jessica Gardner (jessica.gardner@sarasotacountyschools.net)

**Plan to Monitor Effectiveness**

**Description** Science Benchmark data will be reviewed and analyzed. Teacher lesson plans and parent feedback sheets will be used to analyze participation and understanding of science standards.

**Person Responsible** Jessica Gardner (jessica.gardner@sarasotacountyschools.net)

<b>Activity #5</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	The number of students with attendance below 90% increased from 67 in 2017 to 70 in 2018.
<b>Intended Outcome</b>	By the end of the 2018-19 school year, the number of students below 90% will decrease by 10%.
<b>Point Person</b>	Mercedes Bolduc (mercedes.bolduc@sarasotacoutnyschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1. The district Strive for Five initiative will be highlighted on the morning news show.</li><li>2. Student attendance will be monitored monthly and district policy guidelines will be followed using the SWST process.</li><li>3. Classroom teachers, along with the assistance of the school support team, will be making parent contact and problem solving attendance concerns.</li><li>4. Motivational banners will be visible on campus and poster contest winners announced.</li></ol>
<b>Person Responsible</b>	Mercedes Bolduc (mercedes.bolduc@sarasotacoutnyschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Reports are run weekly to monitor attendance and letters are sent as appropriate. Parent conference notes, school service referrals, CARE/SWST notes will document attendance concerns and be used to develop a plan.
<b>Person Responsible</b>	Mercedes Bolduc (mercedes.bolduc@sarasotacoutnyschools.net)

Activity #6	
<b>Title</b>	Behavior
<b>Rationale</b>	In 2017-18 support staff responded to 958 calls for assistance, which is down from 1,047 the previous year. The number of referrals written in 2017-18 (300) decreased from the previous year (559) which includes bus referrals. While positive progress has been made, behavior remains a concern due to its negative impact on student learning.
<b>Intended Outcome</b>	By the end of the 2018-19 school year, there will be a 10% decrease in the number of calls for support staff assistance and the number of referrals written.
<b>Point Person</b>	Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net)

Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>All staff members follow the school-wide PBS plan which outlines a step-by-step process for dealing with unexpected behavior while celebrating when students make expected choices.</li> <li>Teachers participated in professional development during summer camp including Proactive Discipline for Reactive Students and the Poverty Simulation.</li> <li>Civility Squad characteristics are reviewed on the morning news show and are tied to weekly Words of Wisdom messages.</li> <li>Support staff are trained in CPI for more severe incidents.</li> <li>Weekly bus incentives for students who have no misconducts or referrals.</li> <li>Inner Explorer is implemented daily in the classrooms to promote mindfulness, strengthen self-regulation skills, reduce student stress and improve academic performance</li> <li>Students earn STEAM bucks for exhibiting appropriate behavior which are then used to purchase tickets to quarterly celebrations.</li> <li>Restorative Strategies will be used to increase empathy with our students</li> <li>Implementation of Actor's Toolbox</li> </ol>
<b>Person Responsible</b>	Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
<b>Description</b>	Call data and number of referrals are reviewed monthly at PBS meetings. Student and teacher surveys will determine effectiveness of Inner Explorer.
<b>Person Responsible</b>	Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net)

## Part IV: Title I Requirements

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

SAC will address funding and program topics throughout the school year. All stakeholders are encouraged to attend and provide input. Parent Involvement Center is now located in the Front Office. Parents will be reintroduced to the Parent Involvement Center during the Title I Meeting at the beginning

of the school year. Parents are encouraged to be involved at Wilkinson at a variety of events throughout the school year. Information is disseminated via the website, ConnectEd, classroom newsletters and websites. A new Parent Booster organization will be started in the next school year. An agenda and sign in sheets will be available at all meetings. Feedback from this group will ensure that opportunities for parent involvement remain flexible and relevant.

Additionally, our Business and Community partners provide many opportunities to interact with families and enhance our school's mission. Uncommon Kids provides a Saturday Fun Day monthly where families come and interact with their children in fun positive ways while also building relationships with each other. This includes free food, games, music, crafts and fun. Siesta Key Kiwanis club hosts our Bringing up Grades program to encourage and reward student effort in the classroom. Temple Eman'uel sponsors the STARFISH program where they provide reading mentors and support to all of our Kindergarten classrooms. Church of the Palms is replicating this program in first grade.

### **PFEF Link**

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

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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

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

During the 2018-19 school year, our local PreK centers will be invited to participate in the school's monthly "Family Fun Day" sponsored by Uncommon Kids. On the second Saturday of the month, families will be invited to participate with families from Wilkinson and Uncommon Kids in fun family friendly activities (sports, games, crafts and music). This event will build relationships with our PreK partners and help support the transition from PreK to the K-5 program.

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

The school offers tours to students and parents which includes a visit to classrooms.

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

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

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

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

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. The ESOL Liaison works with the district to ensure implementation of appropriate programs on campus. The ESOL Liaison works with two ESOL paraprofessionals to prepare services and program to enhance and improve academic achievement of the ESOL population at Wilkinson Elementary School. Additionally ESOL tutoring is offered through a grant from the district to meet the academic needs of our students.

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

Students are investigating College and Career opportunities through regular field trips into the community as well as guest presenters at the school. These are also highlighted on the morning news show. Partnerships with the community to help in our new STEAM Academy will help students understand the connection between what they learn daily and how it will impact their future career.

## Part V: Budget

<b>Total:</b>	<b>\$436,486.00</b>
---------------	---------------------