Fred Wild Elementary School

2018-19 Schoolwide Improvement Plan

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Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

http://www.highlands.k12.fl.us/~fwe/

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%

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

School Board Approval

This plan is pending approval by the Highlands 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.

All students are challenged to reach their maximum potential. We provide a safe environment to grow, inspire and empower the learners of today to become leaders of tomorrow.

Provide the school's vision statement.

Fred Wild will grow, inspire and empower leaders.

School Leadership Team

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

Name	Title
Inagawa, Jeannie	Principal
Polston, Kristi	Teacher, K-12
Shannon-Roux, Daisha	Teacher, K-12
Baxter, Michelle	Teacher, K-12
Ladinsky, Karen	Instructional Coach
Eldon, Kristy	Teacher, K-12
Jones , Regina	Teacher, ESE
Youlden , Sean	Teacher, K-12
Owens , Leslie	School Counselor
Burke , Allisa	Assistant Principal

Duties

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

These teachers will serve as Team Leaders for their grade levels which will include relaying information between team and administration, facilitating PLC meetings with their grade levels, and helping to make decisions for the school based on data.

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	1	15	17	25	8	7	0	0	0	0	0	0	0	73
One or more suspensions	0	14	13	14	22	22	0	0	0	0	0	0	0	85
Course failure in ELA or Math	0	20	15	32	22	23	0	0	0	0	0	0	0	112
Level 1 on statewide assessment	0	0	0	73	92	63	0	0	0	0	0	0	0	228

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

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

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	0	55	17	14	7	0	0	0	0	0	0	0	0	93
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Wednesday 7/25/2018

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	0	0	30	26	21	19	0	0	0	0	0	0	0	96
One or more suspensions	0	22	17	20	15	10	0	0	0	0	0	0	0	84
Course failure in ELA or Math	0	48	75	0	74	13	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	62	33	16	0	0	0	0	0	0	0	111

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	7	5	18	10	6	0	0	0	0	0	0	0	46

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	0	0	30	26	21	19	0	0	0	0	0	0	0	96
One or more suspensions	0	22	17	20	15	10	0	0	0	0	0	0	0	84
Course failure in ELA or Math	0	48	75	0	74	13	0	0	0	0	0	0	0	210
Level 1 on statewide assessment	0	0	0	62	33	16	0	0	0	0	0	0	0	111

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	7	5	18	10	6	0	0	0	0	0	0	0	46

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?

Our lowest performing component for 2017-2018 was our proficiency in 3rd grade ELA. Over the past three years, there has been a decline in 3rd grade ELA proficiency. This component has been the lowest since 2016.

Which data component showed the greatest decline from prior year?

4th grade math has a 12 percent decrease in proficiency from 2017. In 2017, 4th grade math proficiency was 51% and in 2018 it was 39%.

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

3rd grade ELA proficiency has a 17% gap between the state average and Fred WIld. Fred Wild 3rd grade ELA proficiency is 32% and the state average is 57%.

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

We showed the most improvement in Math Learning Gains of Lowest 25%. . We made 18% gains in this component from 35% to 53%. We also showed a great improvement of 14% in our ELA Learning Gains of Lowest 25% from 40% to 54% gains. Over the past three years, our learning gains of the lowest 25% have been increasing in ELA from 28% in 2016, 40% in 2017 and 54% in 2018; and in math 20% in 2016 35% in 2017, and 53% in 2018.
Additionally, our 2018 5th grade students made a 3% gain in learning proficiency from 37% proficient to 40% proficient.

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

As a school, we focused on a few big rocks and this is what we feel attributed to the increase in achievement in learning gains for students in the lowest quartile. Our first priority was re-implementing PBiS to decrease our behavior issues from 331 to 248.

We focused on math learning gains and had set a goal that our students would increase from 35% learning gains in lowest quartile to 45% and we exceeded that and increased to 53%.

Actions or changes that took place are as follow:

Strong focus on PBiS with consistency including weekly and quarterly rewards

Staff Morale Boosting/Building

Identified and tracked lowest quartile throughout the year.

In-School tutoring for Math

After School tutoring for Math and ELA for students in the lowest quartile

Stive for "45" and recognized class who met that expectations

Fidelity to Skills Strand with homogeneous re-grouping

Fidelity to district MTSS plan

AVID in 5th grade classrooms.

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	35%	48%	56%	46%	47%	52%
ELA Learning Gains	42%	48%	55%	47%	51%	52%
ELA Lowest 25th Percentile	54%	40%	48%	28%	48%	46%
Math Achievement	49%	58%	62%	54%	55%	58%
Math Learning Gains	51%	50%	59%	45%	51%	58%
Math Lowest 25th Percentile	53%	35%	47%	20%	42%	46%
Science Achievement	44%	52%	55%	42%	42%	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	1 (0)	15 (0)	17 (30)	25 (26)	8 (21)	7 (19)	73 (96)
One or more suspensions	0 (0)	14 (22)	13 (17)	14 (20)	22 (15)	22 (10)	85 (84)
Course failure in ELA or Math	0 (0)	20 (48)	15 (75)	32 (0)	22 (74)	23 (13)	112 (210)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	73 (62)	92 (33)	63 (16)	228 (111)

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	32%	48%	-16%	57%	-25%
	2017	36%	48%	-12%	58%	-22%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2018	36%	45%	-9%	56%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	37%	51%	-14%	56%	-19%
Same Grade Comparison	-1%					
Cohort Comparison	0%					
05	2018	40%	47%	-7%	55%	-15%
	2017	50%	47%	3%	53%	-3%
Same Grade Comparison	-10%					
Cohort Comparison	3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	52%	61%	-9%	62%	-10%
	2017	46%	60%	-14%	62%	-16%
Same Grade Comparison	6%					
Cohort Comparison						
04	2018	39%	53%	-14%	62%	-23%
	2017	51%	60%	-9%	64%	-13%
Same Grade Comparison	-12%					
Cohort Comparison	-7%					
05	2018	44%	52%	-8%	61%	-17%
	2017	48%	49%	-1%	57%	-9%
Same Grade Comparison	-4%					
Cohort Comparison	-7%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	50%	-8%	55%	-13%
	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	16	38	33	27	50	52	11				
ELL	19	50	73	43	54	60					
BLK	29	33	35	39	52	41	28				
HSP	36	44	71	45	50	63	43				
MUL	33			58							
WHT	41	41	42	62	48		54				
FRL	35	42	54	47	51	53	41				

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	17	22	13	35	33	15	18				
ELL	20	44	58	42	56						
BLK	33	36	20	41	40	17	29				
HSP	38	56	56	50	53	50	65				
WHT	55	52	40	53	46		58				
FRL	39	49	40	48	48	35	50				

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	Reading
Rationale	Based on i-Ready and FSA data, we need to make more than 1 year gain for a larger amount of students in order for us to meet proficiency in our grade levels. i-Ready Data shows that students are improving from Red to Yellow, but are not making the improvements to show proficiency in their grade level at end of year or mid-year. FSA data shows that we are making gains with our students in the lowest 25%, but proficiency in all subject areas is not being met. We had a decrease in all grade levels in ELA proficiency this year- 4% decrease in 3rd (36%-32%), 1% decrease in 4th (37%-36%), and a 10% decrease in 5th (50%-40%). We have determined that our students need to read in order to be successful at reading and strong relationships must be built with our students and within our campus. Students won't work for you until they know you care.
Intended Outcome	All student's will make 1 year's worth of growth demonstrated by i-Ready PD3. ELA proficiency will increase 10% by each cohort. Learning gains will increase from 42% to 47%. Students in the lowest quartile will make learning gains above 50%.
Point Person	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)
Action Step	
Description	Morning Meeting Routines and closing circle routine- School-Wide beginning at 7:35- Mrs. Inagawa and Ms. Burke leading and modeling on the morning show. Independent reading time with Monitored Independent Reading Practice- School-Wide Read Alouds by teacher- School Wide Continued use of Core Knowledge Listening and Learning and Core Knowledge Skill Strand.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Mrs. Inagawa and Ms. Burke will be monitoring effectiveness through classroom walk-throughs, frequent progress monitoring, attendance in PLC meetings and weekly team meetings to discuss data and planning.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Activity #2	
Title	Discipline
Rationale	From 2016-2017, our total number of processed referrals deceased from 331 to 248 with the assistance of implementing PBiS and encouraging positive behaviors. We will also focus on teaching positive behaviors through our morning meetings and relationships that we are building with the students. In 2018-2019. our plan is to continue to monitor behavior with focus on times and location of incidence.
Intended Outcome	The number of students receiving 1 or more discipline referrals will decrease from 20% to 9%.
Point Person	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Action Step	
Description	Positive behavior is taught through morning meetings and classroom discussions. Students are rewarded both intrisically and extrinsically through the use of verbal encouragements and praises, Class Dojo points, and weekly/quarterly incentives. Teachers have received professional development on "The Power of Words: Teacher Language that Help Children Learn" with Mrs. Ladinsky. Teachers will follow the Discipline Behavior Flowchart in class to determine classroom discipline versus office discipline incidents. Teachers will make phone calls home when a classroom discipline form (Behavior Notification Form) is written and keep parents updated on behavior. PBiS team will be tracking data on discipline referrals and behavior notification forms to help determine problem time and areas so that we can be proactive in the situations.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Teachers will send positive phone calls and/or Class Dojo messages to parents each week to encourage students and parents to continue striving for success. This also helps build relationships with parents and increase parental involvement. Part of our PBiS plan is to be more consistent with Class Dojo points, WILDcards to other teachers who are "caught" being "WILD". Our PBiS team will track Behavior Notifications and referrals so that we can determine problem areas/times in students to assist with behavior and discipline. Coach Brooks and Mrs. Charlery, as well as admin will be in classrooms, building relatioships, working with students and being proactive with positive behavior so that students do not turn behaviors negative. Morning meetings will also take place, campus wide, so that each teacher/class has an opportunity to be proactive in things that are happening in the classrooms on a daily basis.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Activity #3	
Title	Attendance
Rationale	In the year 2017-2018, 13% of the students were absent 10% or more of the school year. Many of these students were already below and academics, allowing them to fall further behind, while others fell behind due to thier frequent absences.
Intended Outcome	Students who have 10% or more absences will decrease from 13% ion 2017-2018 to 9% in 2018-2018 school year.
Point Person	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Action Step	
Description	We will increase awareness to the parents of the students who have missed more than 10% of the school day by notifying them by a letter and speaking to the students regarding their absence. We will plan an incentive for students to come to school more frequently.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	We will track the students monthly to ensure that their attendance has improved. Parents will be notified and a plan will be discussed to get the students to class.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Activity #4	
Title	Math
Rationale	Math proficiency has decreased in grade four from 51% proficiency to 39% and from 48% to 44% in 5th grade. When looking at the cohorts, in 2016 3rd grade the students were performing at 61% proficieny in math to 51% in 2017, and 44% in 2018. These students have consistently decreased throughout the three years. The students who were in 3rd grade in 2017 have decreased from 46% decrease to 39% decrease. The students need to "spiral lessons" to ensure that students are not forgetting what is being taught.
Intended Outcome	Math proficiency will increase from 42% to 55% for the 2018-2019 school year.
Point Person	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Action Step	
Description	PLC's for math with weekly planning meetings. Deeper diver into the curriculum map and standards. Mrs. Inagawa and Mrs. Burke will alternate to attend the weekly PLC meetings.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Plan to Monitor Effectiveness	
Description	During planning and PLC meetings, data will be analyzed and discussed to drive instruction for the next lessons.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

Activity #5	
Title	Science
Rationale	Science scores have decreased from 54% to 44% from the 2016-2017 school year to 2017-2018.
Intended Outcome	Science proficiency will increase from 44% to 50% in the 2018-2019 school year.
Point Person	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)
Action Step	
Description	Teacher will use the new science curriculum with fidelity. Teachers will be responsible for ensuring that they are teaching science daily based on the master schedule.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	Science data will be tracked and monitored monthly to identify strengths and weakbess's. Teachers will use data to drive instruction and spiral information as needed.
Person Responsible	Jeannie Inagawa (inagawaj@highlands.k12.fl.us)

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, § 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.

SEE Title 1 Parent Involvement plan

PFEP Link
The school completes a Parental Involvement Plan (PFEP), 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.

Fred Wild be implementing Morning Meeting Routines in all classrooms to build relationships, teach/ model citizenship, values, and manners.
Guidance resource provides individual support for students.

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

Transition meetings with guidance counselor also take place for incoming kindergartners and outgoing fifth graders with the guidance counselor, principals, and Reading Coach.

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.

Grade Level meetings will take place every Tuesday. The grade levels will discuss and plan curriculum Team meets to discuss classroom progress and individual students that are below grade level. The Leadership Team along with the MTSS team reviews the student's data to determine an intervention that can help with areas of need. Students are progress monitored weekly, biweekly, or monthly (depending on the criteria set by the MTSS committee. The students' progress is then reviewed every four weeks to determine the next steps, whether to continue the intervention or change it. The reading coach provides training to the persons responsible for implementation of the intervention. The guidance counselor then monitors the fidelity of interventions that are in place. In addition, the entire core (Tier 1) is monitored four times a year during progress monitoring.

To help support our students and their families, we use the services and funds provided to us in an intentional manner to serve our student population. We provide our migrant families support through the use of a liaison during parent nights to welcome them to our school and provide a pathway of communication. These parent nights are for our whole student population and their families to promote the academic work of their students and to inform them of how they can impact their child's academic environment. To enhance our students' academic achievements, a highly qualified certified retired teacher provides tutoring to those students who need the intervention. Also, our students partake in the fruits and vegetable program to help with their nourishment

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

5th grade teachers and students participate in AVID with the use of organizational tools such as binders and planners and WICOR strategies.

Part V: Budget

Total:	$0.00