# Wildwood Elementary School



# 2018-19 Schoolwide Improvement Plan

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# Wildwood Elementary School

## 300 HUEY ST, Wildwood, FL 34785

### [ no web address on file ]

## 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 | 100% |

| **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 | B | D | D* |

## School Board Approval

This plan is pending approval by the Sumter 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.**

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.

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

Wildwood Elementary...Winner Within Every Student.

## School Leadership Team

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

| Name | Title |
|------|-------|
| Doggett, Steve | Other |
| Temple, John | Principal |
| Magliocca, Linda | School Counselor |
| Shea, Melynda | Assistant Principal |
| Badger, Eileen | Instructional Media |
| Mannino, Meggen | Other |
| Mannino, Paul | Teacher, K-12 |
| Holtzhower, Summer | Teacher, K-12 |
| Reilly, Jean | School Counselor |
| Rotarius, Paige | Teacher, K-12 |
| Haeser, Twila | Teacher, K-12 |
| Chambers, Kyndall | Teacher, K-12 |
| Kinney, Jaimie | Assistant Principal |
| DeVeau, Voncia | Teacher, K-12 |
| Brown, Brittany | Instructional Coach |

**Duties**

**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, Science curriculum K-5

Melynda Brooke Shea- (Assistant Principal) Responsible for curriculum and discipline in grades 3-5, Math curriculum K-5.

Jaimie Kinney- (Assistant Principal) Responsible for curriculum and discipline in grades K-2, ELA curriculum K-5.

Meggen 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 of 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 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- liaison for Kindergarten teachers and supporting academic/behavioral planning

Twila Haeser- liaison for 1st Grade teachers and supporting academic/behavioral planning

Voncia DeVeau- liaison for 2nd Grade teachers and supporting academic/behavioral planning

Kyndall Chambers- liaison for 3rd Grade teachers and supporting academic/behavioral planning

Summer Holtzhower- liaison for 4th Grade teachers and supporting academic/behavioral planning

Paul Mannino- liaison for 5th Grade teachers and supporting academic/behavioral planning

Steve Doggett- Behavior and Discipline Coach

Brittany Brown- (ELA Coach) Collects data from teachers and distributes it to parents. Leads teachers with ELA curriculum and coaches teachers in effective ELA instruction. Works with lowest quartile students to provide remedial ELA instruction during small group pull-out.

## 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 | 41 | 39 | 21 | 36 | 27 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 186 |
| One or more suspensions | 25 | 23 | 20 | 29 | 28 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 162 |
| Course failure in ELA or Math | 9 | 18 | 3 | 2 | 9 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 53 | 39 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 |

**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 | 16 | 19 | 8 | 33 | 25 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 131 |

**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 | 7 | 17 | 19 | 9 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 |
| Retained Students: Previous Year(s) | 15 | 30 | 36 | 36 | 23 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |

**Date this data was collected**
Thursday 9/20/2018

### 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 | 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 |

### 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 | 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 |

## 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 performed the lowest by school grade component is Math Lowest 25th Percentile. Yes, this is a trend from last year.

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

The data components that showed the greatest decline from the prior year was Science and Math Achievement, both with a -16% decline. Science Achievement ended at 49% and Math Achievement was 46%.

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

That data component that had the biggest gap when compared to the state average was Math Achievement with a -16% comparison.

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

ELA Learning Gains have shown the most improvement with a +9% comparison from last year, this data continues to show an upward trend from previous years.

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

A few actions that led to improvement in this area were intensive flexible grouping during the reading block and utilization of an outside tutoring service to provide additional support for ESE, ESOL, Bottom Quartile, and MTSS students.

**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 | 46% | 59% | 56% | 40% | 55% | 52% |
| ELA Learning Gains | 57% | 57% | 55% | 43% | 55% | 52% |
| ELA Lowest 25th Percentile | 51% | 48% | 48% | 40% | 46% | 46% |
| Math Achievement | 46% | 62% | 62% | 47% | 63% | 58% |
| Math Learning Gains | 48% | 53% | 59% | 38% | 61% | 58% |
| Math Lowest 25th Percentile | 43% | 45% | 47% | 21% | 44% | 46% |
| Science Achievement | 49% | 65% | 55% | 31% | 52% | 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 | 41 (4) | 39 (5) | 21 (7) | 36 (9) | 27 (1) | 22 (14) | 186 (40) |
| One or more suspensions | 25 (5) | 23 (21) | 20 (23) | 29 (28) | 28 (13) | 37 (27) | 162 (117) |
| Course failure in ELA or Math | 9 (5) | 18 (2) | 3 (4) | 2 (6) | 9 (7) | 8 (22) | 49 (46) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 53 (0) | 39 (2) | 39 (26) | 131 (28) |

**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% | 67% | -26% | 57% | -16% |
| | 2017 | 60% | 70% | -10% | 58% | 2% |
| Same Grade Comparison | | -19% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 54% | 71% | -17% | 56% | -2% |
| | 2017 | 35% | 63% | -28% | 56% | -21% |
| Same Grade Comparison | | 19% | | | | |
| Cohort Comparison | | -6% | | | | |
| 05 | 2018 | 43% | 61% | -18% | 55% | -12% |
| | 2017 | 58% | 62% | -4% | 53% | 5% |
| Same Grade Comparison | | -15% | | | | |
| Cohort Comparison | | 8% | | | | |

#### MATH

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|---|---|---|---|---|---|---|
| 03 | 2018 | 36% | 67% | -31% | 62% | -26% |
| | 2017 | 64% | 72% | -8% | 62% | 2% |
| Same Grade Comparison | | -28% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 57% | 71% | -14% | 62% | -5% |
| | 2017 | 53% | 75% | -22% | 64% | -11% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | -7% | | | | |
| 05 | 2018 | 41% | 67% | -26% | 61% | -20% |
| | 2017 | 64% | 70% | -6% | 57% | 7% |
| Same Grade Comparison | | -23% | | | | |
| Cohort Comparison | | -12% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 49% | 68% | -19% | 55% | -6% |
| | 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 | 42 | 48 | 27 | 43 | 38 | 17 | | | | |
| ELL | 38 | | | 57 | | | | | | | |
| BLK | 26 | 46 | 50 | 29 | 40 | 29 | 36 | | | | |
| HSP | 53 | 66 | 40 | 59 | 56 | | 63 | | | | |
| MUL | 59 | 58 | | 45 | 50 | | | | | | |
| WHT | 63 | 64 | 64 | 60 | 52 | 53 | 58 | | | | |
| FRL | 45 | 57 | 53 | 44 | 47 | 41 | 49 | | | | |
| 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 | 25 | 41 | 50 | 37 | 47 | 38 | 50 | | | | |
| ELL | 47 | 54 | | 65 | 69 | | | | | | |
| BLK | 39 | 45 | 61 | 57 | 54 | 38 | 54 | | | | |
| HSP | 58 | 52 | | 55 | 60 | | | | | | |
| MUL | 58 | | | 62 | | | | | | | |
| WHT | 57 | 51 | 50 | 69 | 61 | 42 | 70 | | | | |
| FRL | 49 | 49 | 56 | 60 | 58 | 45 | 62 | | | | |

## 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** | Increase Achievement in English Language Arts |
| **Rationale** | There has been a decrease in ELA Proficiency. |
| **Intended Outcome** | Increase ELA Proficiency in grades 3-5 from 46% to 55%.<br>Increase ELA learning gains in grades 3-5 from 57%-65%.<br>Increase ELA lowest 25th percentile grades 4-5 from 51%-60%. |
| **Point Person** | Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | 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.<br><br>Teachers will utilize the LFS instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text.<br><br>Teachers will give explicit instruction on AVID Critical Reading Strategies to increase students' reading comprehension.<br><br>Professional development in Core Connections.<br><br>ELA professional learning communities will meet biweekly to review standards and conduct data chats<br><br>Teachers will facilitate daily small group instruction using data from i-Ready for flexible grouping.<br><br>Utilize use of P.E. waiver for additional ELA instruction<br><br>Students who fall in the bottom quartile are paired with a 1:1 Tutor to work on targeted skills<br><br>Quarterly school-wide AR incentives such as field trips and weekly AR magnets and announcements.<br><br>Sunshine State Readers Program<br><br>Word Wizards Program for vocabulary development.<br><br>Utilize KidBiz (Achieve 3000) in 4th-5th for informational text.<br><br>Participation of Literacy Matters District PLC |
| **Person Responsible** | Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Teachers will use pre-, mid-, and post- i-Ready Assessments ; McGraw-Hill Weekly tests, Kid Biz (Achieve 3000), and STAR data to monitor progress towards goal with all students in grades K-5. |

i-Ready and KidBiz (Achieve 3000) will be used to monitor the reading growth for students in grades K-5.

Fidelity of all programs will be monitored weekly by administration through lesson plans and classroom walkthroughs.

**Person Responsible**    Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)

| Activity #2 | |
|---|---|
| **Title** | Increase Achievement in Math |
| **Rationale** | There has been a decrease in Math Proficiency. |
| **Intended Outcome** | Increase math proficiency in grades 3-5 from 46% - 62%.<br>Increase math learning gains in grades 3-5 from 48%-65%.<br>Increase math bottom quartile learning gains grades 4-5 from 43%-60%. |
| **Point Person** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Math PLC biweekly to review standards and conduct data chats.<br><br>Administrative Walkthroughs weekly 3rd-5th grade to provide specific feedback to teachers<br><br>1:1 tutoring and/or small group instruction for bottom quartile students.<br><br>Bottom quartile students will complete an additional session of i-Ready each day.<br><br>Math Resource teacher will provide additional instruction, model lessons, and utilize use of P.E. waiver for math instruction.<br><br>Teacher will facilitate daily small group instruction using data from i-Ready for flexible grouping<br><br>All Teachers, K-5 are required to provide posted evidence within their classroom of progress monitoring in math fluency<br><br>Implementation of AVID WICOR Strategies, interactive Notebooks and use of AVID's STAR Note-taking Strategy in 3rd-5th grade<br><br>Focus on vocabulary assessment for each unit.<br><br>Standard mastery checklist with a 5 step solution for remediation.<br><br>Utilize math anchor charts during math block.<br><br>Utilize Khan Academy online for grades k-5 to promote fact fluency.<br><br>Ninja Math Program to promote fact fluency in K-2 classroom<br><br>Implementation of i-Ready Math and Study Island to provide documentation and monitor student learning gains<br><br>IXL Math Program in K-5<br><br>21st Century Community Learning Centers STEAM After School Program |
| **Person Responsible** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|

Data that will be collected throughout the year to determine progress towards math goal will include pre-, mid-, and post i-Ready Assessments; AVID Assessments; IXL, Go Math Assessments, and the Florida Standards Assessment.

**Description**

Walkthroughs will be conducted by administration to ensure each teacher has posted evidence within their classroom of progress monitoring in math fluency.

The math resource teacher will monitor for effectiveness by collecting data from IXL, Study Island,and i-Ready.

**Person Responsible**

Melynda Shea (melynda.shea@sumter.k12.fl.us)

| Activity #3 | |
|---|---|
| **Title** | Increase Achievement in Science |
| **Rationale** | There has a decrease in Science Proficiency. |
| **Intended Outcome** | Increase science proficiency in 5th grade from 49% to 65% |
| **Point Person** | John Temple (john.temple@sumter.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Standards-based common lesson plans for entire 5th grade.<br><br>Weekly administrative walkthroughs during science block with emphasis on 5th grade feedback to teachers<br><br>Biweekly PLC Meetings (curriculum and data chats) among 5th grade science teachers and Mr. Temple.<br><br>Professional development in science instruction.<br><br>5th Grade Science Superstars Program to focus on content area vocabulary.<br><br>Incorporation of science related informational and technical texts during AR time.<br><br>i-60 Nonfiction Book Challenge for AR in 5th rade and added more AR tests for the leveled science books in 5th grade.<br><br>Increase of Science based "Read Alouds" during Science block.<br><br>Utilize AVID's Interactive Notebooks, WICOR Strategies, and STAR Note-taking strategies with Science content.<br><br>Implementation of benchmark assessments for tested 5th grade science standards.<br><br>Increase of Hands-On Science Investigation Activities.<br><br>IXL and Study Island program in 3rd-5th grade used to promote standards proficiency.<br><br>School-wide STEM Fair<br><br>21st Century Community Learning Centers STEAM After school program<br><br>Participation in Lego League Junior Grant<br><br>Implementation of benchmark assessments for tested 5th grade science stand |
| **Person Responsible** | John Temple (john.temple@sumter.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on targeted science vocabulary. Administration will request lists of Science Super Stars. |

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

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

Administrators will monitor for effectiveness using formative science assessments.

**Person Responsible**     John Temple (john.temple@sumter.k12.fl.us)

| Activity #4 | |
|---|---|
| **Title** | Decrease in School Disciplinary Incidents |
| **Rationale** | There is a need to decrease the school disciplinary incidents. |
| **Intended Outcome** | Reduce the amount of long form referrals from 898 to 600 this school year. |
| **Point Person** | John Temple (john.temple@sumter.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Additional Personnel- Behavior/Discipline coach and two guidance counselors to support students' social and emotional needs, as well as, provide behavior strategies that promote positive behaviors in and outside of school.<br><br>Increase PBS Programs to reduce classroom disruptions due to poor behavior.<br><br>Add a PBS Store that students can visit biweekly.<br><br>Increase Caught Ya Being Good Incentive.<br><br>Increase in utilization of Wildcat Cash.<br><br>Every class will implement a 10 minute Morning Meeting.<br><br>Leadership Pledge Recited Daily.<br><br>Quarterly PBS Incentives for Students.<br><br>Leadership Pep Rallies every 6 weeks.<br><br>Implementation of the 7 Habits of Highly Effective Kids.<br><br>Weekly Dress Down Days tied to Positive Behavior.<br><br>Increase in AVID's Self Advocacy Strategies.<br><br>Mentoring Program, K-5 for targeted students.<br><br>STOP (Scholastic Time Out Program)- Time out for students that do not need administration intervention.<br><br>Implementation of the Sanford Harmony Program |
| **Person Responsible** | John Temple (john.temple@sumter.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | 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. |

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

**Person Responsible**
John Temple (john.temple@sumter.k12.fl.us)

| Activity #5 | |
|---|---|
| **Title** | Increase in Student Attendance |
| **Rationale** | By providing parents with an school wide Attendance Success Plan and support from an outside agency (YFA), parents will gain knowledge and assistance ensuring that students attend school regularly. |
| **Intended Outcome** | Students and parents will work together to maintain satisfactory attendance (90% or more) throughout the entire school year. |
| **Point Person** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Implementation of the WWES Student Attendance Success Plan for Tiers 1-3:

Tier 1 Steps:
1. One attendance requirement for weekly dress down.
2. Weekly 100% attendance shout outs on afternoon announcements.
3. Desserts for Days- Quarterly rewards party for students with less than five percent absences.
4. Attendance Education for parents during Open House event.

Tier 2 Steps:
1. Conference to develop Attendance Success Plan.
2. Attendance documented in student planner daily.
3. Weekly Attendance Mentoring Meetings

Tier 3 Steps:
1. Daily check in with Attendance Mentor
2. YFA Involvement
3. Interagency response to barriers preventing attendance improvement.

Utilization of automated system that notifies parents of absences..

Attendance information sent home quarterly.

Tardies and absences posted in front office.

Implementation of Case Study Team to provide interventions |
| **Person Responsible** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Teachers will meet with students and their family who become chronically absent and will be provided with more intensive interventions according to the success plan tier.

Fidelity of implementation of the Student Attendance Success Plan will be monitored through the case study meetings and Skyward attendance reports.

The assistant principals will keep track of parents that attend meetings by completing CST forms and other necessary documentation. |
| **Person Responsible** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |

| Activity #6 | |
|---|---|
| **Title** | Increase in Parental Involvement |
| **Rationale** | Parental involvement is crucial for overall student success. |
| **Intended Outcome** | There will be an increase in parental involvement. |
| **Point Person** | Jean Reilly (jean.reilly@sumter.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. |
| | Inform parents of scheduled events through newsletters, parent involvement brochure, school announcements, automated calling system and the school marquee. |
| | Send flyer invites at least two weeks in advance with reminders. |
| | Partnering with community organizations to enhance evening events. |
| | Thematic AR Family Nights |
| | Provide students and families with incentives to attend events. |
| | Creating and maintaining community and local business partnerships. |
| | PTO Support of school events. |
| | Utilizing parent feedback forms. |
| | Family engagement projects. |
| | New student family orientation sessions. |
| | School, parent, and community liaison, Ms. Linda Winchester. |
| **Person Responsible** | Jean Reilly (jean.reilly@sumter.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Effectiveness of the strategy will be monitored through the Title 1 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 (jean.reilly@sumter.k12.fl.us) |

| Activity #7 | |
|---|---|
| **Title** | Increase in Student Technology |
| **Rationale** | With the availability of student technology increasing, students will achieve more academically than before. |
| **Intended Outcome** | Student use of laptops in Grades 2-5 will increase. |
| **Point Person** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |
| Action Step | |
| **Description** | The implementation of 1:1 technology in grades 2-5 will increase student technology usage via their personal laptops.<br><br>Ipad implementation in Grades K-2.<br><br>District support with instructional implementation of Microsoft Office 365<br><br>i-Ready, IXL, Study Island, Office 365 Products, KidBiz, Ninja Math, Khan Academy<br><br>OneNote Staff notebook created for teacher utilization.<br><br>Teachers will work collaboratively to include student use of technology in their content area lesson plans.<br><br>School Technician assigned and handles all on site work orders when technology issues arise. |
| **Person Responsible** | Melynda Shea (melynda.shea@sumter.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| **Description** | Administrative walk-throughs will be utilized to determine the effectiveness of the 1:1 initiative.<br><br>Administrators will look for evidence of student technology incorporated within lesson plans during walk-throughs. |
| **Person Responsible** | Melynda Shea (melynda.shea@sumter.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, 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.**

Please see attached Parent and Family Engagement 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.**

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.

**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.

**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.

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

Implementation of the our school wide AVID (Advancement Via Individual Determination) site team plan helps our school advance college and career awareness each year. In addition, Wildwood Elementary 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.

## Part V: Budget

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| Total: | $0.00 |