

Sarasota County Schools

Wilkinson Elementary School



2019-20 Schoolwide Improvement Plan

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Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

Demographics

Principal: Susan Nations

Start Date for this Principal: 7/1/2016

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 80% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (44%) 2017-18: C (51%) 2016-17: C (45%) 2015-16: C (44%) 2014-15: C (48%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| ESSA Status | TS&I |
|--|------|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

School Demographics

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

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| Grade | C | C | C | C |

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<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.

At Wilkinson Elementary School, we are committed to growing hearts, minds and community through STEAM (Science, Technology, Engineering, Arts and Mathematics) integration at all levels and in all content areas. Academic achievement is strengthened through collaboration, communication, critical thinking and creativity to prepare students to succeed in 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 | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Nations, Susan | Principal | This leadership team meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community. |
| Kisner, Jaime | Assistant Principal | |
| Cawley, Jeneve | Teacher, K-12 | |
| Schaefer, Victoria | Teacher, K-12 | |
| Hamilton, Tyquita | Teacher, K-12 | |
| Johnson, Lindsey | Teacher, ESE | |
| Loeffler, Rob | Teacher, K-12 | |
| Harrison, Mark | Teacher, K-12 | |
| Healy, Tessa | Teacher, K-12 | |
| Ellis, Jade | Teacher, K-12 | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 71 | 84 | 84 | 82 | 81 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 468 |
| Attendance below 90 percent | 1 | 13 | 20 | 12 | 13 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 4 | 11 | 10 | 11 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Course failure in ELA or Math | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 5 | 9 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 1 | 3 | 3 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |

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 | 3 | 4 | 2 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

FTE units allocated to school (total number of teacher units)

44

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - 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 | 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 with two or more early warning indicators:

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

Prior Year - 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 | 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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 42% | 68% | 57% | 48% | 68% | 55% |
| ELA Learning Gains | 49% | 62% | 58% | 47% | 63% | 57% |
| ELA Lowest 25th Percentile | 46% | 53% | 53% | 50% | 54% | 52% |
| Math Achievement | 49% | 73% | 63% | 52% | 72% | 61% |
| Math Learning Gains | 50% | 67% | 62% | 49% | 68% | 61% |
| Math Lowest 25th Percentile | 33% | 53% | 51% | 28% | 57% | 51% |
| Science Achievement | 37% | 65% | 53% | 38% | 64% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|--------|---------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 71 (0) | 84 (0) | 84 (0) | 82 (0) | 81 (0) | 66 (0) | 468 (0) |
| Attendance below 90 percent | 1 (8) | 13 (16) | 20 (14) | 12 (14) | 13 (5) | 15 (13) | 74 (70) |
| One or more suspensions | 4 (3) | 11 (3) | 10 (7) | 11 (1) | 8 (6) | 4 (5) | 48 (25) |
| Course failure in ELA or Math | 0 (0) | 1 (0) | 0 (0) | 0 (0) | 0 (1) | 3 (0) | 4 (1) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 5 (33) | 9 (28) | 16 (24) | 30 (85) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 39% | 70% | -31% | 58% | -19% |
| | 2018 | 41% | 68% | -27% | 57% | -16% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 42% | 67% | -25% | 58% | -16% |
| | 2018 | 47% | 67% | -20% | 56% | -9% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | 1% | | | | |
| 05 | 2019 | 44% | 68% | -24% | 56% | -12% |
| | 2018 | 48% | 66% | -18% | 55% | -7% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 51% | 73% | -22% | 62% | -11% |
| | 2018 | 46% | 72% | -26% | 62% | -16% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 36% | 72% | -36% | 64% | -28% |
| | 2018 | 51% | 71% | -20% | 62% | -11% |
| Same Grade Comparison | | -15% | | | | |
| Cohort Comparison | | -10% | | | | |
| 05 | 2019 | 52% | 70% | -18% | 60% | -8% |
| | 2018 | 53% | 72% | -19% | 61% | -8% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 1% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 38% | 65% | -27% | 53% | -15% |
| | 2018 | 50% | 67% | -17% | 55% | -5% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 49 | 52 | 30 | 47 | 27 | 17 | | | | |
| ELL | 27 | 38 | 38 | 43 | 58 | 53 | 23 | | | | |
| BLK | 26 | 48 | | 26 | 45 | | 35 | | | | |
| HSP | 38 | 44 | 47 | 53 | 54 | 44 | 26 | | | | |
| MUL | 64 | | | 36 | | | | | | | |
| WHT | 53 | 55 | | 60 | 47 | | 47 | | | | |
| FRL | 39 | 48 | 45 | 44 | 47 | 35 | 35 | | | | |
| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 75 |
| Total Points Earned for the Federal Index | 381 |
| Total Components for the Federal Index | 8 |

| ESSA Federal Index | |
|--|-----|
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 38 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 44 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 48 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 50 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|--|-----|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 52 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 47 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest quartile making gains in Math was 33%, a drop from 58% the previous year. As a cohort the 5th grade group in 2019 performed commensurate with their group's 2018 proficiency scores. As a cohort the 4th grade group in 2019 showed a 10%age decline in proficiency which contributed to the overall decrease in students making learning gains.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The lowest quartile making gains in Math was 33%, a drop from 58% the previous year. As a cohort the 5th grade group in 2019 performed commensurate with their group's 2018 proficiency scores. As a cohort the 4th grade group in 2019 showed a 10%age decline in proficiency which contributed to the overall decrease in students making learning gains.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap when compared to the state average is our lowest quartile making gains in math. The school percentage (33%) is 18%age points lower than the state (51%). As a cohort the 5th grade group in 2019 performed commensurate with their group's 2018 proficiency scores. As a cohort the 4th grade group in 2019 showed a 10%age decline in proficiency which contributed to the overall decrease in students making learning gains.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was the lowest quartile making learning gains in ELA, an increase from 33% in 2018 to 46% in 2019. An intervention block focusing on ELA was created for all students grades 3-5. Student services from the ESE team were increased in all grade levels.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In a review of the EWS data, the two areas of concern are student attendance and the number of students scoring below proficiency (Levels 1 and 2) on FSA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Standards based lesson planning in all grade levels with attention to time and tasks across all content areas
2. Continued implementation of focused small group instruction/intervention in ELA and math in all grade levels
3. Attendance monitoring
4. School-wide focus on social emotional learning
5. Increased community mentorships/support for students in grades 3-5 who are below proficiency in ELA and math

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|--|
| #1 | |
| Title | ESSA Student Groups: Student with Disabilities (SWD) and Black |
| Rationale | Students in the SWD and Black/African-American are performing below 40% in both math and ELA. |
| State the measurable outcome the school plans to achieve | Students identified as SWD will increase by 5%age points from 18% to 23% in ELA achievement and in math achievement from 30% to 35%. Students in the Black/African-American subgroup will increase by 5%age points from 26% to 31% in ELA achievement and in math achievement from 26% to 31%. |
| Person responsible for monitoring outcome | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy | Students in both subgroups will participate in focused ELA intervention groups for 135 minutes weekly. Teachers in grades 2-5 will differentiate in math using the MAFS i-Ready consumable resource daily. Students in both subgroups will have access to after school jump start tutoring in the fall for eight sessions. |
| Rationale for Evidence-based Strategy | Small group targeted instruction allows intentional practice of Florida Standards in both ELA and math. i-Ready MAFS is closely aligned with FSA-like questions and answer responses. Tutoring beyond the school day allows additional practice that is specific and targeted with highly qualified teachers in both subject areas. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Assess students in August/September to identify current performance levels 2. Group students based on data for targeted intervention in grades 3-5 3. Purchase MAFS for all students in grades 2-5 to support math instruction 4. Work with grade 2-5 teachers to develop formative assessments to measure progress 5. Identify and group students for after school tutoring opportunities 6. Power Hour intervention groups will focus on ELA in semester 1 and math in semester 2. |
| Person Responsible | Susan Nations (susan.nations@sarasotacountyschools.net) |

| | |
|---|---|
| #2 | |
| Title | English Language Arts |
| Rationale | At this time, 42% of students in grades 3-5 are demonstrating proficiency in ELA. Additionally, 49% made learning gains in ELA. The learning gains for the lowest quartile increased from 33% to 46%. |
| State the measurable outcome the school plans to achieve | By the end of the 2019-20 school year, 50% of students in grades 3-5 will demonstrate proficiency in ELA. Students making learning gains will increase from 49% to 54%. Students in the lowest quartile making learning gains will increase from 46% to 50%. |
| Person responsible for monitoring outcome | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy | All students K-5 will participate in a Reading Workshop model daily. |
| Rationale for Evidence-based Strategy | Readers Workshop allows students to work in whole group, small group guided reading, and independently with a variety of texts. All instruction is based on student data and includes academic talk, writing in response to reading, and exposure to fiction and non-fiction text. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. All staff will be trained in Reading Workshop model in order to plan an efficient research based ELA block. 2. Students will participate in small group Guided Reading at their instructional level regularly. 3. All students in grades 3-5 will be re-grouped for intensive intervention in ELA, 135 minutes weekly. This "Power Hour" will be targeted instruction based on student performance data in semester one. 4. Teachers in grades 2-5 will receive professional development provided by the district focused on ELA standards. 5. Targeted students will participate in after school tutoring 6. All teachers will participate in data chats where students performing below grade level will be identified and tracked, referring to SWST as appropriate. 7. Students in grades 2-5 will receive instruction using the iReady LAFS books during the reading block. 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 | Susan Nations (susan.nations@sarasotacountyschools.net) |

| | |
|---|--|
| #3 | |
| Title | Mathematics |
| Rationale | At this time, 49% of students in grades 3-5 are demonstrating proficiency in Math. Additionally, 50% made learning gains in Math. Students in the lowest quartile making learning gains decreased from 58% to 33%. All of these measures show a decline from the previous year. |
| State the measurable outcome the school plans to achieve | By the end of the 2019-20 school year, 54% of students in grades 3-5 will demonstrate proficiency in math and the percentage of students making learning gains in math will increase from 50% to 55%. The percentage of students in the lowest quartile making learning gains will increase from 33% to 40%. |
| Person responsible for monitoring outcome | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy | Select teachers have chosen to departmentalize in the area of mathematics in grades 3-5. All teachers will continue using the district created math GPS. |
| Rationale for Evidence-based Strategy | A well rounded math block will expose all students to opportunities for problem solving, computation, and application of mathematical skills and strategies. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Math problem solving journals are used in all classrooms K-5. 2. i-Ready 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. 6. i-Ready MAFS for will be utilized in grades 2-5 7. 3. All students in grades 3-5 will be re-grouped for intensive intervention in math, 135 minutes weekly. This "Power Hour" will be targeted instruction based on student performance data in semester two. |
| Person Responsible | Jaime Kisner (jaime.kisner@sarasotacountyschools.net) |

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| #4 | |
| Title | Science |
| Rationale | At this time, 37% of students in grade 5 are demonstrating proficiency in Science, a decrease of 18%age points from the year before. |
| State the measurable outcome the school plans to achieve | By the end of the 2019-20 school year 45% of students in grade 5 will demonstrate proficiency in science. |
| Person responsible for monitoring outcome | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy | A school wide focus on STEAM integration and science specific concepts will improve student understanding of science school wide. |
| Rationale for Evidence-based Strategy | STEAM integration at all grade levels exposes students to three approaches: multidisciplinary, interdisciplinary and transdisciplinary. Students participate in solving real-world problems using science specific concepts and skills that are interconnected to deepen knowledge and learning experiences. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. 1. Use of Science Leveled readers from Pearson Elevate series and the book room for instruction across the content areas. 2. Bi-monthly STEAM challenges will encourage all students K-5 to experience the Scientific process. 3. STEAM bytes professional development will be offered monthly to enhance teacher understanding of Science instruction through all content areas. 4. Inquiry-based instruction in the Maker Space and Science Lab during specials for all grade levels. 5. STEAM family engagement nights will take place four times during the year with a college, career and life readiness focus. 6. STEAM Integration Coach to work with teachers to implement multidisciplinary curriculum. |
| Person Responsible | Jessica Gardner (jessica.gardner@sarasotacountyschools.net) |

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| #5 | |
| Title | Attendance |
| Rationale | The number of students with attendance below 90% decreased from 70 in 2018 to 57 in 2019. |
| State the measurable outcome the school plans to achieve | By the end of 2019-20 school year, the number of students with attendance below 90% will decrease by 10%. |
| Person responsible for monitoring outcome | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy | Wilkinson has identified an attendance team that will work closely with a coach provided by the Patterson Foundation in an initiative to address chronic absenteeism. This team will work closely with the "Guide on the Side" to create and fulfill an attendance plan. |
| Rationale for Evidence-based Strategy | Throughout the country there is a growing consensus that chronically absent students (those who miss an average of 2 or more days per month) perform lower in academics than their peers. Improving student attendance is a cost-effective strategy for ensuring student success and reducing the achievement gap. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. The district Strive for Five initiative will continue to be highlighted on the morning news show. 2. Student attendance will monitored weekly and district policy guidelines will be followed using the SWST process. 3. Classroom teachers, along with the assistance of the school support team, will be making parent contact and problem-solving attendance concerns. 4. Motivational banners will be visible on campus and poster contest winners announced. 5. Students with an attendance rate below 90% will be assigned a mentor to increase their sense of safety and emotional connection to school. 6. School wide adoption and daily use of Inner Explorer to support social emotional learning that contributes to increased attendance. |
| Person Responsible | Mercedes Bolduc (mercedes.bolduc@sarasotacountyschools.net) |

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| #6 | |
| Title | Social Emotional Learning |
| Rationale | Ensuring that students are able to manage the domains of SEL such as: Cognitive Regulation, Emotional Processes and Social/Interpersonal Skills will result in more productive academic and student growth in the content areas. |
| State the measurable outcome the school plans to achieve | In the 2019-20 school year, there will be a 4% decrease in office referrals and/or calls for assistance. |
| Person responsible for monitoring outcome | [no one identified] |
| Evidence-based Strategy | Social Emotional Learning is focused on a set of social, emotional, behavioral and character skills that support success in school as well as the workplace, relationships and in the community. Disregulation during the school day results in a loss of instructional time. |
| Rationale for Evidence-based Strategy | In 2019-20 support staff responded to 957 calls for assistance, as compared to 958 calls the previous year. The number of referrals written in 2018-19 was 527, increased from the previous year (300) which includes bus referrals. Behavior remains a concern due to its negative impact on student learning. A review of students with high frequency behavior indicated a decrease in the number of focus students from 27 to 10. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. 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. 2. Teachers participated in CHAMPS training to ensure a common language across the school for behavior expectations 3. Civility Squad characteristics are reviewed on the morning news show and are tied to weekly Words of Wisdom messages. 4. Support staff are trained in CPI for more severe incidents. 5. Weekly bus incentives for students who have no misconducts or referrals. A heavy focus on our buses with frequent behavior will continue. 6. Inner Explorer is implemented daily in the classrooms to promote mindfulness, strengthen self-regulation skills, reduce student stress and improve academic performance 7. Students earn STEAM bucks for exhibiting appropriate behavior which are then used to purchase tickets to quarterly celebrations. 8. Restorative Strategies will be used to increase empathy with our students 9. Actor's Toolbox will continue to be utilized school wide to support learner readiness 10. A "Zen Den" will be created to give students and staff a place to "cool down" and focus on being ready for learning. |
| Person Responsible | Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 continues to be located in the Front Office. 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 this 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 Emanu-El 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. The Books are Fun program provides support in second grade. The addition of a Family and Community Engagement Liaison will ensure these programs continue and to connect with new community partners to support families and students.

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.

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. Wilkinson continues to have a Mental Health Therapist who services students with high social emotional needs. All staff and students are expected to participate in Inner Explorer each morning and/or any other time throughout the day that it is needed.

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

During the 2019-20 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 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. 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 designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. Funds are used throughout the school year to provide after school tutoring for students identified on the district/state progress monitoring list. Funds provide professional development to staff to increase use of instructional best practices, such as accountable talk and building academic vocabulary. Funds are used for Parent Engagement Events focused on supporting students academically.

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 and 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, Career and Life Readiness 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

The approved budget does not reflect any amendments submitted for this project.

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| 1 | III.A. | Areas of Focus: ESSA Student Groups: Student with Disabilities (SWD) and Black | | | | \$54,797.66 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0291 - Wilkinson Elementary School | Title, I Part A | | \$54,797.66 |
| <i>Notes: Intervention Support Teacher, Reading A-Z, Materials for Bookroom</i> | | | | | | |
| 2 | III.A. | Areas of Focus: English Language Arts | | | | \$77,021.24 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0291 - Wilkinson Elementary School | Title, I Part A | | \$77,021.24 |
| <i>Notes: Reading Collaborative PD for Teachers, Expansion of BookRoom, Reading Recovery, LAFS and Bookroom Materials</i> | | | | | | |
| 3 | III.A. | Areas of Focus: Mathematics | | | | \$64,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0291 - Wilkinson Elementary School | | | \$64,000.00 |
| <i>Notes: Supplemental Materials and Teacher Resources, Family and Community Engagement Liaison/Intervention, PD Materials/Math Support</i> | | | | | | |
| 4 | III.A. | Areas of Focus: Science | | | | \$155,264.64 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0291 - Wilkinson Elementary School | | | \$155,264.64 |
| <i>Notes: STEAM Family Engagement, STEAM Integration Coach, MakerSpace/Science Teacher</i> | | | | | | |
| 5 | III.A. | Areas of Focus: Attendance | | | | \$87,259.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0291 - Wilkinson Elementary School | | | \$87,259.00 |
| <i>Notes: Home School Liaison; Attendance Incentives/Materials</i> | | | | | | |
| 6 | III.A. | Areas of Focus: Social Emotional Learning | | | | \$1,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | | | 0291 - Wilkinson Elementary School | Title, I Part A | | \$1,400.00 |
| <i>Notes: SEL Learning PD and support Materials</i> | | | | | | |

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| | Total: \$441,742.54 |
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