

Marion County Public Schools

# Wyomina Park Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Wyomina Park Elementary School

511 NE 12TH AVE, Ocala, FL 34470

[ no web address on file ]

## Demographics

Principal: Victoria Hunt

Start Date for this Principal: 7/31/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (43%) 2016-17: F (31%) 2015-16: D (39%) 2014-15: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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 Marion 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](http://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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## Wyomina Park Elementary School

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[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	67%

### School Grades History

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

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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.**

To  
Learn and lead by  
Empowering all stakeholders to  
Access the skills required to fully  
Develop as successful citizens.

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

Learn and lead to succeed.

### 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
Baxley, Joy	Principal	Maintain a focus on safety and student achievement, providing leadership and vision and holding stakeholders accountable for their contributions.
Hughes, Jolene	Administrative Support	Support principal, handle money, orders, contracts, PD, stipends
Howell, Margaret	Instructional Coach	Support teachers through science lab model lessons, pulling materials, providing resources, organizing STEM Showcase, managing SFSF Science night. Coach teachers designated by admin in Domain 2 and Domain 3 elements of teacher evaluation rubric.
Mesnick, Cassandra	School Counselor	Support students through attendance programs, career awareness, MTSS for academics and behavior, outsource student mental health needs if needed, run MDT team
Tucker, Stefannie	Instructional Coach	Support teachers through model lessons, pulling materials, and providing resources. Attend Collaborative Planning and assist in planning process. Work in determining reading intervention, training personnel, and distributing resources and gathering MTSS paperwork. Coach teachers designated by admin in Domain 2 and Domain 3 elements of teacher evaluation rubric.
Macias, Lisa	Dean	Support teachers through PBIS, Leader in Me , Zones of Regulation, discipline referrals, engage families in the process of raising good citizens
Eatmon, Susan	Assistant Principal	Support principal in maintaining a focus on safety and student achievement, providing leadership and vision and holding stakeholders accountable for their contributions. Support teachers in regular collaborative planning, location and distribution of resources, and interventions. Hold teachers accountable.
Stokes, Moneshia	Dean	Support teachers through PBIS, Leader in Me , Zones of Regulation, discipline referrals, engage families in the process of raising good citizens
Von Ohlen, Nancy	Instructional Coach	Support teachers through model lessons, pulling materials, and providing resources. Attend Collaborative Planning and assist in planning process. Work in determining math intervention, training personnel, and distributing resources and gathering MTSS paperwork. Coach teachers designated by admin in Domain 2 and Domain 3 elements of teacher evaluation rubric.
Greenbaum, Howard	Assistant Principal	Support principal in maintaining a focus on safety and student achievement, providing leadership and vision and holding stakeholders



Name	Title	Job Duties and Responsibilities
		accountable for their contributions. Support teachers in regular collaborative planning, location and distribution of resources, and interventions. Hold teachers accountable.

## 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	100	95	101	75	76	64	0	0	0	0	0	0	0	511
Attendance below 90 percent	31	22	20	13	20	16	0	0	0	0	0	0	0	122
One or more suspensions	20	22	24	21	22	17	0	0	0	0	0	0	0	126
Course failure in ELA or Math	16	12	21	9	5	8	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	49	43	32	0	0	0	0	0	0	0	124

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	25	27	44	32	37	37	0	0	0	0	0	0	0	202

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	19	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

32

Date this data was collected or last updated

Tuesday 7/23/2019

### 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	26	23	12	22	16	11	0	0	0	0	0	0	0	110
One or more suspensions	13	15	12	32	13	14	0	0	0	0	0	0	0	99
Course failure in ELA or Math	3	2	13	3	0	1	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	48	42	48	0	0	0	0	0	0	0	138
	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	22	27	30	44	31	44	0	0	0	0	0	0	0	198

#### 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	26	23	12	22	16	11	0	0	0	0	0	0	0	110
One or more suspensions	13	15	12	32	13	14	0	0	0	0	0	0	0	99
Course failure in ELA or Math	3	2	13	3	0	1	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	48	42	48	0	0	0	0	0	0	0	138
	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	22	27	30	44	31	44	0	0	0	0	0	0	0	198

## 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	34%	47%	57%	30%	52%	55%
ELA Learning Gains	48%	56%	58%	29%	57%	57%
ELA Lowest 25th Percentile	44%	52%	53%	20%	53%	52%
Math Achievement	32%	51%	63%	29%	52%	61%
Math Learning Gains	60%	58%	62%	36%	54%	61%
Math Lowest 25th Percentile	59%	49%	51%	33%	43%	51%
Science Achievement	42%	47%	53%	39%	51%	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	100 (0)	95 (0)	101 (0)	75 (0)	76 (0)	64 (0)	511 (0)
Attendance below 90 percent	31 (26)	22 (23)	20 (12)	13 (22)	20 (16)	16 (11)	122 (110)
One or more suspensions	20 (13)	22 (15)	24 (12)	21 (32)	22 (13)	17 (14)	126 (99)
Course failure in ELA or Math	16 (3)	12 (2)	21 (13)	9 (3)	5 (0)	8 (1)	71 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	49 (48)	43 (42)	32 (48)	124 (138)

**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	21%	44%	-23%	58%	-37%
	2018	36%	46%	-10%	57%	-21%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	36%	49%	-13%	58%	-22%
	2018	30%	43%	-13%	56%	-26%
Same Grade Comparison		6%				
Cohort Comparison		0%				
05	2019	43%	45%	-2%	56%	-13%
	2018	35%	46%	-11%	55%	-20%
Same Grade Comparison		8%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	24%	49%	-25%	62%	-38%
	2018	46%	48%	-2%	62%	-16%
Same Grade Comparison		-22%				
Cohort Comparison						
04	2019	36%	54%	-18%	64%	-28%
	2018	33%	47%	-14%	62%	-29%
Same Grade Comparison		3%				
Cohort Comparison		-10%				
05	2019	39%	45%	-6%	60%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	40%	50%	-10%	61%	-21%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	38%	44%	-6%	53%	-15%
	2018	38%	49%	-11%	55%	-17%
Same Grade Comparison		0%				
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	7	32	15	3	64	67	10				
ELL	6	31		6	68	80					
BLK	30	53	56	26	55	60	40				
HSP	23	39		29	67	67	42				
MUL	43			36							
WHT	41	48	30	38	56		47				
FRL	30	44	41	28	57	56	37				
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	14	43	33	23	29	9	50				
ELL	11	50		6	40						
BLK	20	46	56	30	42	24	12				
HSP	34	49	36	34	56	36	39				
MUL	17	50		11	14		20				
WHT	48	67		58	63		64				
FRL	31	50	47	36	48	35	32				
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	26	14		21	33	27					
ELL	11	20	18	11	25	27					
BLK	17	24	19	19	30	30	12				
HSP	29	24	17	24	33	38	40				
MUL	29	14		25	31						

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
WHT	45	41		42	45		50				
FRL	25	27	21	24	35	37	28				

### 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	67
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	43
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	43
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	45
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.**

Our data was worst in the Math Achievement component, with only 32% of our students proficient. The focus of fact fluency was clearly not sufficient to address the standards to the proper depth in each strand. Our math instruction time each day was reduced by the district, and we continued a focus on reading and our new reading curriculum materials.

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

Our greatest decline was also in the area of Math Achievement. The focus of fact fluency was clearly not sufficient to address the standards to the proper depth in each strand. Our math instruction time each day was reduced by the district, and we continued a focus on reading and our new reading curriculum materials.

**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.**

Our greatest gaps with the state were in 3rd grade, in reading as well as math proficiency. We were 37% below in Reading, and 38% below in Math. Students arrived from second grade with instructional gaps, which were obviously well addressed as evidenced by our math learning. However, the time spent filling gaps left less time to address the grade level standards in such a way as to increase proficiency in math.

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

Our Math Learning Gains in the Lowest Quartile increased by 25 points. We piloted a program called Reflex Math, which worked with Students on fact fluency. We saw great mastery in the program as we recognized students on the morning show. Our Math CAS also worked with this group doing intervention in the Spring, and she taught them how to use their drawn multiplication chart to find equivalent fractions. In addition, most teachers in 3rd grade used Zearn.

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

Our areas of greatest concern are in the areas of Attendance and Discipline, as we show high numbers of student's missing more than 10% of the school year, and many receiving one or more discipline referrals.

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

1. Authentic Literacy to increase Math Learning gains and Achievement
2. Attendance and Discipline
3. Parent Engagement
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	INSTRUCTION: Speak Think Read And Write - Authentic Literacy in every class, every day
<b>Rationale</b>	Based on our state test data, we concluded students need to have the opportunity to read, write, speak and think in every subject area every day. These opportunities will allow the students to grow and develop academically as well as give teachers daily, continual feedback of student learning. This daily, formative feedback will provide teachers with the information needed to help every student learn and be successful.
<b>State the measurable outcome the school plans to achieve</b>	<p>IF teachers provide students with the opportunity to read, write, speak and think in every class every day, they will develop a deeper understanding of grade level standards and concepts, and use academic vocabulary and our ELA proficiency will increase in ELA, Math and Science, especially for student groups identified as under-performing on the Federal Index.</p> <p>This means our ELA proficiency would increase from 34% to 37%, our Math proficiency would increase from 32% to 35%, and or Science Proficiency from 41% to 45%. Our ELA Learning gains would increase to 50%, for both regular students and the lowest quartile.</p> <p>For our SWD, this would mean ELA proficiency growth from 7% to 10%, and Math proficiency growth from 3% to 5%. For our multiracial students, this would mean ELA proficiency growth from 43% to 45%, and Math proficiency growth from 36% to 40%.</p>
<b>Person responsible for monitoring outcome</b>	Joy Baxley (joy.baxley@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	We will be using weekly collaborative planning with grade level groups, content area specialists and administrators to create authentic literacy opportunities in each subject area. This will then be monitored by administrators observing in classrooms and providing strategic feedback to teachers on effectiveness.
<b>Rationale for Evidence-based Strategy</b>	Research shows that teacher collaboration helps raise student achievement and classroom observations have great potential for improving teaching and learning. Our content area specialists have created relationships with teachers that provide safe opportunities for teachers to work with them and plan effective lessons. Using these strategies will help improve teaching strategies and learning for all students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Scheduled Weekly Collaborative Planning</li> <li>2. Classroom Observations</li> <li>3. Professional Development</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Howard Greenbaum (howard.greenbaum@marion.k12.fl.us)



#2	
<b>Title</b>	CONTEXT: Cool to be in School
<b>Rationale</b>	Promoting and developing a culture that it is “Cool to be in School” is based on the foundation that connecting students and teachers through the power of relationships and mutual understanding empowers underperforming students to achieve higher rates of attendance and lowers their number of disciplinary incidents resulting in higher levels of academic achievement. These relationships allow for more engaging and enriching educational activities that define a sense of purpose and provide a pathway to success for underperforming students.
<b>State the measurable outcome the school plans to achieve</b>	<p>IF we implement Sanford Harmony and Leader in Me through the designated daily scheduled time, then students will feel supported and accepted, and learn social-emotional skills as well as leadership skills to change our school culture and make our school the place they want to be.</p> <p>The measurable outcomes of implementing these programs will be an increase in the percentage of students who attend school 90% of the time or more from 76% to 80% and a reduction in the number students involved in incidents resulting in suspension from 25% to 20%, especially for our underperforming students.</p>
<b>Person responsible for monitoring outcome</b>	Joy Baxley (joy.baxley@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	The two major evidence based strategies we are using are Sanford Harmony and The Leader in Me. Sanford Harmony is monitored through the use of behavior screening tools and accountability logs monitored at both the school and district level.
<b>Rationale for Evidence-based Strategy</b>	The two major evidence based strategies we are using are Sanford Harmony and The Leader in Me. Sanford Harmony is implemented in Elementary schools district wide and fits in with our pre established Zones of Regulation framework. It is monitored through the use of behavior screening tools and accountability logs monitored at both the school and district level. The Leader in Me is a book/book study model that combines the seven highly effective behaviors of students and through that foundation promotes pathways to success for all students. We monitor its success through student and family participation in activities and events as well as student specific disciplinary incident data and trend data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use and tracking of Sanford Harmony BESS Screeners and Response logs</li> <li>2. Leader in Me School and Family Events</li> <li>3. Frequent monitoring of student attendance and discipline data</li> <li>4. Continued implementation of Zones of regulation, Character Development Academy, PBIS refresher trainings.</li> <li>5. Pilot for Love and Logic Strategies for Staff</li> </ol>
<b>Person Responsible</b>	Howard Greenbaum (howard.greenbaum@marion.k12.fl.us)

#3	
<b>Title</b>	PROCESS: Strong (and Effective!) Fathers and Families
<b>Rationale</b>	Many families do not have a full understanding of what happens during the school day and may miss the importance of having kids at school on time every day, and letting them complete each day. By involving them in the 7 Habits of Highly Effective Kids/Families, will assist them in making those connections, as well as provide strategies for improvement.
<b>State the measurable outcome the school plans to achieve</b>	IF we implement Strong Fathers, Strong Families, and incorporate training on the 7 Habits of Highly Effective Families, then families will be able to assist students to develop a deeper understanding of grade level standards and concepts, and use academic vocabulary and our ELA proficiency will increase in ELA, Math and Science, especially for student groups identified as under-performing on the Federal Index.  This means our ELA proficiency would increase from 34% to 37%, our Math proficiency would increase from 32% to 35%, and or Science Proficiency from 41% to 45%. Our ELA Learning gains would increase to 50%, for both regular students and the lowest quartile.
<b>Person responsible for monitoring outcome</b>	Joy Baxley (joy.baxley@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	Strong Fathers, Strong Families programs have proved successful in the past, and the & Habits of Highly Effective Kids we are implementing at school is having a positive impact. We want to build on this momentum by offering training in the 7 Habits and ensuring that our Math and Science Nights are aligned to Florida Standards.
<b>Rationale for Evidence-based Strategy</b>	We are selecting strategies that have been successful in the past, and will continue to ensure that we offer food, childcare, interpreters, and hold events at different times of day in order to meets the needs of as many families as possible. We will use the 7 Habits of Highly Effective Families materials provided through Leader in Me, and the Strong Fathers, Strong Families resources provided after district training.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Open Houses, Title 1 Meeting, Introduction of Habit 1, Be Proactive</li> <li>2. SFSF Bring Your Dad to School Day, Habit 2, Begin with the End in MInd</li> <li>3. SFSF Science Night, Habit 3</li> <li>4. SFSF Math night, Habit 4</li> <li>5. Pastries with Parents, Habit 5</li> </ol>
<b>Person Responsible</b>	Margaret Howell (margaret.howell@marion.k12.fl.us)

#### 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).**

N/A

## 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.**

Our site-based PFEP will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. We plan to continue holding our 3 Strong Fathers, Strong Families events, and will be incorporating training on the 7 Habits of Highly Effective Families as well, as part of our Leader in Me initiative. We are also purchasing ALL school supplies for ALL students to take that burden of expense off of families and ensure that students have what they need each day to participate and succeed academically. We will again be using NICKY folders for daily home school communication, and providing each family with a printed calendar of events for planning purposes. We will continue our partnerships with 3 local churches who run after school clubs, host a before school event, beautify our campus and provide needed supplies for new students and replenishment. They also provide dinners for groups of families. A local retirement center partners with us to provide food backpacks for hungry students on the weekends.

**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.**

We are implementing the Sanford Harmony SEL curriculum provided by the district. Each teacher will have a kit and implement the structures during a class meeting time each day, that has been built into our schedule. We will continue to use Leader in Me, as well as Zones of Regulation. Students will all receive the BESS screener, and results of that, as well as referrals to the Multidisciplinary Team, will determine groups of students who need tiered intervention in Externalizing, Internalizing, and/or Adaptive Skills. Social workers, counselors and deans will work with these identified groups on a regular basis.

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

STAGGER START is a district initiative to assist students in transitioning into local elementary schools. Only one third of the class per day attend school the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of STAGGER START. FLKRS are tools used to determine readiness needs. Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. The DRA, or Diagnostic Reading Assessment will also be used to determine which skills need strengthening. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. As students transition to middle school, the middle school principal and guidance counselor visit our 5th graders to provide an orientation and share some things to expect so students will feel more comfortable about going to 6th grade. Our middle school also hosts a separate orientation for 6th graders on their campus.

**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 core admin team meets weekly basis to discuss school-wide concerns and to develop a focus based on data for Tier 1 needs and discuss resource allocations; personnel and materials. After each school wide assessment, the team meets to discuss trends and possible actions needed. Data is shared with grade levels at collaborative planning meetings for ELA and Math each week. The assistant principals meet 3 times a year with each classroom teacher to monitor the intervention response of each student. Students are appropriately placed in necessary interventions based on data and to make further recommendations. The team may also be called to meet as situations arise regarding placement of new students and severe behavior issues. We also meet monthly to address the needs of students who are in need of or receiving Tier 2 and/or Tier 3 interventions for academic/behavior/emotional supports. Coaches provide targeted support for targeted teachers in need.

Dropout prevention and academic intervention are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Supplemental instruction strategies may include, but are not limited to modified curriculum, intensified reading instruction, after school instruction, tutoring, mentoring, class size reduction, and extended school year intensive skills development during summer school.

District receives funds for programs such as Red Ribbon Week and Bullying Prevention that support prevention of violence in and around the school and that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.

Pre-Kindergarten program offered at selected school sites and State funded Pre-K program offered at select school during the school year and summer.

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

College and Career Readiness: Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life. At Wyomina Park, we hold a Career Day for Kindergarten, as well as for students in grades 3-5. Kindergarten holds a Career Day once or twice each year, inviting a variety of local businesses as well as Marion County Schools employees to talk about and demonstrate their career choices. Our Guidance Counselor also organizes a Career Day for our students in grades 3-5. She has career options posted on kid level mirrors in the hallway to assist students in envisioning their future. She also displays career posters. This year, we hope to get our local Marion Technical College involved to showcase some career training opportunities that are available locally at a lower cost. We would also like to work with Marion Technical Institute to tell students about High School Certification programs that are available to prepare student to enter the workforce after school.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: INSTRUCTION: Speak Think Read And Write - Authentic Literacy in every class, every day</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: CONTEXT: Cool to be in School</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: PROCESS: Strong (and Effective!) Fathers and Families</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>