2013-2014 SCHOOL IMPROVEMENT PLAN

Wilson Elementary School

985 S ORANGE BLVD
Sanford, FL 32771
407-320-6950
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0231

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	31%

Alternative/ESE Center	Charter School	Minority Rate
No	No	39%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Wilson Elementary School

Principal
Dr. Sallie S. Jenkins

School Advisory Council chair
Jeremy Hertz

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Sallie S. Jenkins	Principal
Kristina Lester	Assistant Principal
Kathy Campbell	Team Leader Grade K
Jennifer Hanophy	Team Leader Grade 1
Beverly Boothe	Team Leader Grade 2
Deidra Stanford-Price	Team Leader Grade 3
Jeannine D'Agostino	Team Leader Grade 4
Benita Charlton	Team Leader Grade 5
Sylvia Atkinson-Smith	Team Leader ESE
Kelly Riedel	Math/Science Support
Rebekah Corley	Reading/Writing Support
Joan Moore	Reading/Literacy Support
Kathy Washburn	ESOL Support
Linda Hoffman	Guidance Counselor

District-Level Information

District
Seminole

Superintendent
Dr. Walt Griffin

Date of school board approval of SIP
11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Wilson Elementary's School Advisory Council is made up of six parents, three instructional staff, and one administrator. The membership meets requirements of Seminole County Public Schools' for elementary schools.

Involvement of the SAC in the development of the SIP

Wilson Elementary's School Advisory Council consistently reviews student performance data as well as new and existing school programs. Additionally SAC reviews and approves the School Improvement Plan.

Activities of the SAC for the upcoming school year

The Council will meet a minimum of eight times during the 2013-2014 school year. Additionally, the council will sponsor a Literacy Night for at risk students and their parents and participate in district sponsored trainings and meetings.

Projected use of school improvement funds, including the amount allocated to each project

Approximately $1,000.00 is the expected School Improvement allocation for 2013-2014. These funds will be used to support reading in grades 2-5.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. Sallie S. Jenkins		
Principal	Years as Administrator: 26	Years at Current School: 5

Credentials	B.S. Elementary Education - South Carolina State University Minor - Special Education Master of Education - University of South Carolina Doctor of Education Educational Leadership - University of Central Florida Elementary and Principal Certifications "A Rated School 5 Years
Performance Record	B.S. Early Childhood Education - University of Central Florida Master in Educational Leadership - Stetson University Elementary Education, Educational Leadership, Exceptional Student Education, and ESOL- Certifications

Kristina Lester		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Joan Moore		
Full-time / District-based	Years as Coach: 7	Years at Current School: 17
Areas	Reading/Literacy	
Credentials	Masters in Reading and Elementary Education	
Performance Record		

Rebekah Corley		
Full-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Masters in Reading and Elementary Education	
Performance Record		

Classroom Teachers

# of classroom teachers
66

 # receiving effective rating or higher
64, 97%

 # Highly Qualified Teachers
97%

 # certified in-field
64, 97%

 # ESOL endorsed
39, 59%

 # reading endorsed
17, 26%

 # with advanced degrees
27, 41%

 # National Board Certified
1, 2%

 # first-year teachers
4, 6%

 # with 1-5 years of experience
11, 17%

 # with 6-14 years of experience
26, 39%

 # with 15 or more years of experience
26, 39%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
8, 89%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Seminole County Public Schools' Human Resources Department recruits highly qualified, certified teachers. Recruitment methods and procedures are based on identified needs. One recruitment strategy is to establish partnerships with State and private colleges and universities. University and college interns and field study students are invited to serve in Seminole. Annually our district participates in many university job fairs and minority and veteran job fairs. The principal and assistant principal utilize the district's resources and personnel when recruiting highly qualified teachers for Wilson Elementary. The Wilson Administration is ultimately responsible for hiring.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Wilson Elementary has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. The school-wide mentor was formally trained by Seminole County Public Schools' New Teacher Facilitator. Prior to the start of school, new teachers spent a day with the school-wide mentor and were given a campus tour and oriented to important school procedures and School Board policies. During the school year, new teachers will meet regularly with the mentor(s).
Additionally, Wilson Elementary has a grade level and team structure program. Each team has an identified team leader for their grade level/program. Team Leaders also serve as mentors for beginning teachers. The administration meets with new teachers in small groups or one-on-one to provide assistance and support throughout the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Wilson Elementary has a Core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process. Data analysis and decision making occur at all levels of the MTSS implementation and at all levels of instruction. The MTSS Team uses data to make decisions at all three levels(Tier 1, Tier 2, and Tier 3) of the process. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification.
Specifically, progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or with an entire class. Additionally, the School Improvement Process is implemented with data analysis beginning in summer with a comprehensive review of FCAT data that include disaggregated analysis of sub group performance based on proficiency standards. Additionally, baseline student data is gathered at the beginning of the school year and progress monitoring is ongoing. School improvement goals are established based on school needs as defined by multiple data sources. Based on MTSS and SIP data - Instruction, resources, and additional support are provided to ensure individual student and school goals are met.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Principal and Assistant Principal are responsible for facilitating the development of the school improvement process. Leadership Team Members, School Advisory Council Members, and Staff provide input into developing goals, resources, support, and SIP evaluation procedures.
The Guidance Counselor is responsible for coordinating the MTSS process. The administration and leadership team members, ESSS Staff, and parents participate in MTSS Team meetings to review data, and to make recommendations for Tier Interventions and instructional strategies support.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Administration and Leadership Team Members meet weekly to review progress monitoring data for grade levels and individual students. To monitor and ensure fidelity, Team Leaders meet biweekly, Grade Level and Program Teams meet weekly, School Advisory Council Members meet monthly, and Professional Learning Communities and Collaborative Planning Sessions are conducted several times a month. Meetings may include an emphasis on one or more of the following: data analysis, core content, tutorial support, parental involvement, and resource needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

At present Wilson Elementary uses the following data management systems:
Skyward (Attendance, Grades, and Discipline)
EdInsight (MTSS Data and Writing)
Discovery Education (Reading, Math, and Science)
Scholastic Reading Inventory (Reading)
KidBiz (Reading)
Pearson (FCAT Reading, Math, Writing, and Science)
Reading Street (Reading)
Thinkcentral (Go Math and Science Fusion)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

During the 2013-2014 school year, all staff members will participate in MTSS professional development via PLC's, collaborative planning, and staff/faculty meetings. Additionally, the Staffing Resource Specialist and Psychologist will provide ongoing support regarding this process through formal and informal conversations.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 1,600

Extended learning opportuniuties are available to assist in moving students toward proficiency. Target students are provided individual and small group instruction in the core content areas (reading, writing, math, and science). These academic activities are engaging and allow opportunities for students to clarify, expand, and extend their learning. Extended learning strategies are provided before, during, and after school. Additionally, select students are also permitted to attend Summer Learning Camp and other remediation and/or enrichment programs.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

To monitor progress, ongoing data is collected via weekly skill assignments, chapter and unit tests for Go Math and Pearson Reading Street. Additionally, district required progress monitoring data is collected a minimum of three times a year for reading, math, writing, and science. Major assessments include Discovery Education, Formal Writing Prompts, Scholastic Reading Inventory, and KidBiz.

Who is responsible for monitoring implementation of this strategy?

Persons responsible for monitoring this process include the Principal, Assistant Principal and Wilson's Core Leadership and Support Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Sallie S.Jenkins	Principal
Kristina Lester	Assistant Principal
Joan Moore	Reading/Literacy Support
Rebekah Corley	Reading/Writing Support
Christine Harding	Reading/Literacy Support
Kathy Washburn	ESOL Support
Sylvia Atkinson-Smith	ESE Support
Amanda Gaughan	Instructional Support
Carol Loso	Technology Support

How the school-based LLT functions

The Literacy Leadership Team meets monthly to review and analyze reading data and to plan support for students and teachers. Specifically, the LTT models lessons for teachers, provides small group

instruction for identified students, makes instructional and resource recommendations to teachers and instructional assistants, provides guidance and support to tutorial teachers, and monitors individual, class, and school data closely.

Major initiatives of the LLT

A major initiative for the 2013-2014 school year is the implementation of the Common Core Standards and Reading Street as a Core Reading Program. This will involve unpacking the CCSS and previewing and reviewing the Reading Street Program with teachers and staff. Additionally, the LLT will assist teachers with the implementation of the 120 minute reading block. A second major initiative will be assisting teachers with planning for differentiation of instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Wilson Elementary's vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing, and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allow elementary teachers the opportunity to engage all students in sophisticated, challenging, and academic work. Also, school leaders function as instructional leaders, helping the entire school community to function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity. Additionally, all teachers at Wilson are considered reading teachers and are expected to participate in professional learning communities and informational sessions to increase their level of expertise in the five areas of reading. With the implementation of the Commom Core State Standards and the Reading Street Core Program, classroom, ESSS, and ELL teachers will participate in grade level trainings to increase their knowledge of the CCSS and Reading Street Program and materials.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

To assist preschool students with the transition to Kindergarten, Wilson Elementary provides students and parents with the following opportunities: Parent Open House in early February; Parent and Student Tours weekly from late January until mid March; Kindergarten Registration late April; Parent Curriculum Night First Week of August; Open House Thursday prior to the start of school; and Florida Readiness Test administration for all incoming Kindergarteners. Also, students in the Voluntary Pre-K (VPK) Program visit kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	84%	Yes	82%
American Indian				
Asian	89%	82%	Yes	90%
Black/African American	56%	68%	Yes	60%
Hispanic	69%	82%	Yes	72%
White	90%	90%	Yes	91%
English language learners	58%	70%	Yes	63%
Students with disabilities	63%	57%	No	67%
Economically disadvantaged	64%	70%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	25%	30%
Students scoring at or above Achievement Level 4	164	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	202	72%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	27	59%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	52%	55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	33%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	99	70%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		20%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	82%	No	84%
American Indian				
Asian	93%	93%	Yes	94%
Black/African American	63%	56%	No	66%
Hispanic	74%	82%	Yes	77%
White	88%	88%	Yes	90%
English language learners	79%	80%	Yes	81%
Students with disabilities	67%	59%	No	70%
Economically disadvantaged	68%	66%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	27%	30%
Students scoring at or above Achievement Level 4	138	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	189	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	67%	69%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	76%	77%
Students scoring at or above Achievement Level 4	51	46%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	14		15
Participation in STEM-related experiences provided for students	919	99%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	57	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	1	0%	0%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Prior to the start of each school year, parents are invited to an Open House to meet their child's teacher. Grade Level Curriculum Nights, Book Fair and Family Nights, FCAT Parent Nights, and Parent Literacy Nights are held throughout the year. Additionally, a minimum of two parent/teacher conferences are conducted each school year. Parents also participate in MTSS, Student Study Team, and Individualized Educational Plan Meetings. Skyward Parent Access is made available to allow an opportunity for review of student grades and attendance.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
A major parental involvement target is to increase the percent of parents registered for Skyward Parent Portal.	424	47%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will implement effective teaching instructional strategies that support and are aligned with the Common Core State Standards.

Goals Detail

G1. All teachers will implement effective teaching instructional strategies that support and are aligned with the Common Core State Standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Support Staff for Reading, Writing, and Math

- Highly Qualified ELL and ESSS Staff

- Strong Grade Level Teams With Common Planning Time

- Professional Development Days (Early Release Wednesdays)

- Before, During, and After School Tutorial

- Dividend Support (Classrooms, Media, Rap, and Back Pack Readers)

- Strong Administrative Support

Targeted Barriers to Achieving the Goal

- Need for more indepth training to ensure teacher understanding and implementation of Common Core State Standards.

Plan to Monitor Progress Toward the Goal

Data sources to determinine progress towards meeting the desired goal will include the following: Discovery Education, Florida Focus, Scholastic Reading Inventory, Go Math, Writing Prompts, and Reading Street.

Person or Persons Responsible

School-Based Leadership Team, Teachers, and Administrators will determine progress toward the goal.

Target Dates or Schedule:

Progress monitoring will be ongoing (weekly). Additionally, Wilson Elementary will adhere to district timelines regarding ongoing progress monitoring assessments.

Evidence of Completion:

Evidences of progress toward the goal will include following: EdInsight, Discovery Education, Scholastic Reading Inventory, KidBiz, Reading Street, Go Math, and MTSS data.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will implement effective teaching instructional strategies that support and are aligned with the Common Core State Standards.

G1.B1 Need for more indepth training to ensure teacher understanding and implementation of Common Core State Standards.

G1.B1.S1 Provide opportunities for Professional Learning Communities and Collaborative Planning, specifically two Wednesdays per month.

Action Step 1

Teachers will participate in monthly PLC's that focus on reading, math, and writing.

Person or Persons Responsible

PLC's will be coordinated by School-Based Support Staff, District Staff, and Administration.

Target Dates or Schedule

PLC's will be conducted from August 2013 through May 2014 during PAM or on early release Wednesdays.

Evidence of Completion

Teacher and staff attendance records, PLC logs, and student performance data.

Facilitator:

School-Based Support Staff, District Staff, and Administration.

Participants:

Teachers and Instructional Assistants.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Wilson Administration will conduct classroom walkthroughs and formal observations. Additionally, collaborative meetings will be held with grade level teams and individual teachers. Support staff will be available to model lessons for teachers and to review ongoing progress monitoring data.

Person or Persons Responsible

Wilson Administration

Target Dates or Schedule

Monitoring will be ongoing (weekly).

Evidence of Completion

PLC agendas and logs, classroom walkthrough data, deliberate Practice Plans, and school, grade level, and individual teacher progress monitoring and MTSS data.

Plan to Monitor Effectiveness of G1.B1.S1

Data used to determine the effectiveness of strategies will include the following: Discovery Education, Florida Focus, Scholastic Reading Inventory, Go Math, Writing Prompts, and Reading Street.

Person or Persons Responsible

The School-Based Leadership Staff, Classroom Teachers, and Administration will monitor th effectiveness of strategies.

Target Dates or Schedule

Monitoring of strategies will be ongoing (weekly).

Evidence of Completion

Evidences will include the following: EdInsight Reports, Discovery Education Reports, Scholastic Reading Inventory, and MTSS data.

G1.B1.S2 Provide resources and web tools that support Common Core Implementation.

Action Step 1

CCSS resources will be provided to grade level teams (to include web sites that support the CCSS).

Person or Persons Responsible

Literacy Support Team and Technology Facilitator.

Target Dates or Schedule

August 2013 through May 2014.

Evidence of Completion

Compilation of books, resources, and web sites that support the CCSS.

Facilitator:

Literacy Support Team and TechnologyFacilitator

Participants:

Teachers, Instructional Assistants, and Administrators.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

The administration will review the CCSS list once a month at team leader meetings and PLC's. Teachers will share how the resources are used to support their understanding and implementation of the CCSS.

Person or Persons Responsible

Wilson Administration is responsible for monitoring fidelity of implementation.

Target Dates or Schedule

Monitoring will be ongoing (weekly).

Evidence of Completion

Lesson Plans, PLC logs, Classroom Walkthroughs, and Observation Data.

Plan to Monitor Effectiveness of G1.B1.S2

To determine the effectiveness of this strategy, progress monitoring data from Discovery Education, Scholastic Reading Inventory and Writing Prompts will be collected and reviewed to determine if students are meeting proficiency standards. Based on results of student data, action steps will be adjusted.

Person or Persons Responsible

The Wilson Administration and Leadership Support Team is responsible for collecting, reviewing, and charting data.

Target Dates or Schedule

Data will be collected and reviewed monthly.

Evidence of Completion

Evidence will include detailed reports for Discovery Education, Scholastic Reading Inventory, and Writing Prompts as well as lesson plans.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Wilson Elementary will utilize Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention for students based on identified needs. These funding sources, along with school funds will be coordinated and integrated to provide additional support for academic interventions. Additionally, district IDEA funds will be used to provide paraprofessionals to facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure that students are provided time and support needed to master required standards and to improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will implement effective teaching instructional strategies that support and are aligned with the Common Core State Standards.

G1.B1 Need for more indepth training to ensure teacher understanding and implementation of Common Core State Standards.

G1.B1.S1 Provide opportunities for Professional Learning Communities and Collaborative Planning, specifically two Wednesdays per month.

PD Opportunity 1

Teachers will participate in monthly PLC's that focus on reading, math, and writing.

Facilitator

School-Based Support Staff, District Staff, and Administration.

Participants

Teachers and Instructional Assistants.

Target Dates or Schedule

PLC's will be conducted from August 2013 through May 2014 during PAM or on early release Wednesdays.

Evidence of Completion

Teacher and staff attendance records, PLC logs, and student performance data.

G1.B1.S2 Provide resources and web tools that support Common Core Implementation.

PD Opportunity 1

CCSS resources will be provided to grade level teams (to include web sites that support the CCSS).

Facilitator

Literacy Support Team and TechnologyFacilitator

Participants

Teachers, Instructional Assistants, and Administrators.

Target Dates or Schedule

August 2013 through May 2014.

Evidence of Completion

Compilation of books, resources, and web sites that support the CCSS.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instructional strategies that support and are aligned with the Common Core State Standards.	$1,203
	Total	$1,203

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Total
School Professional Development Funds School Improvement Funds	$3	$0	$3
School Professional Development Funds	$0	$1,200	$1,200
Total	$3	$1,200	$1,203

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective teaching instructional strategies that support and are aligned with the Common Core State Standards.

G1.B1 Need for more indepth training to ensure teacher understanding and implementation of Common Core State Standards.

G1.B1.S1 Provide opportunities for Professional Learning Communities and Collaborative Planning, specifically two Wednesdays per month.

Action Step 1

Teachers will participate in monthly PLC's that focus on reading, math, and writing.

Resource Type

Personnel

Resource

Substitutes will be provided for teachers to participate in PLC's that focus on the CCSS, implementation of the Reading Street Core Reading Program, and Achieve 3000 (KidBiz) Program.

Funding Source

School Professional Development Funds School Improvement Funds

Amount Needed

$3

G1.B1.S2 Provide resources and web tools that support Common Core Implementation.

Action Step 1

CCSS resources will be provided to grade level teams (to include web sites that support the CCSS).

Resource Type

Other

Resource

Resource materials that will be provided for each team will include the following: Becoming a Reflective Teacher - Marzano; Using Common Core Standards to Enhance Classroom Instruction - Marzano; Vocabulary for the Common Core - Marzano; Classroom Strategies for Cultivating Teacher Effectiveness; and Common Core Math Standards With Hands On Activities..

Funding Source

School Professional Development Funds

Amount Needed

$1,200