

Sarasota County Schools

Wilkinson Elementary School



2020-21 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 |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 80% |
| 2019-20 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%) |
| 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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Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

School Demographics

| School Type and Grades Served (per MSID File) | 2019-20 Title I School | 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 75% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 57% |

School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | C |

School Board Approval

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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. 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, position title, and job duties/responsibilities 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. |
| Schaefer, Victoria | Teacher, K-12 | |
| Hamilton, Tyquita | Teacher, K-12 | |
| Johnson, Lindsey | Teacher, ESE | |
| Loeffler, Rob | Teacher, K-12 | |
| Ellis, Jade | Teacher, K-12 | |
| Shideler, Angela | Teacher, K-12 | Curriculum Leader |
| Riley, Shelia | Teacher, K-12 | Curriculum Leader |
| Gindoff, Amy | Teacher, K-12 | Curriculum Leader |
| Csogi, Lindsay | Assistant Principal | |

Demographic Information

Principal start date

Friday 7/1/2016, Susan Nations

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

41

Demographic Data

| | |
|--|--|
| 2020-21 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 |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 80% |
| 2019-20 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%) |
| 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 . | |

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 | 54 | 90 | 76 | 81 | 84 | 78 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 463 |
| Attendance below 90 percent | 1 | 10 | 5 | 4 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| One or more suspensions | 0 | 4 | 15 | 12 | 14 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |

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 | 6 | 5 | 6 | 6 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

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 | 1 | 11 | 5 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

Date this data was collected or last updated

Monday 9/28/2020

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 | |
| 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 |

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 | |
| 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 |

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 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (0) |

Grade Level Data

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 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% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 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 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |

| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |
| 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% | 0 |

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 learning gains in 2019 in Math was 33%, a drop from 58% the previous year. As a cohort, the group performed commensurate with their fourth grade scores. The 4th grade group in 2019 also showed a decline in proficiency which contributed to an 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 learning gains in 2019 in Math was 33%, a drop from 58% the previous year. As a cohort, the group performed commensurate with their fourth grade scores. The 4th grade group in 2019 also showed a decline in proficiency which contributed to an 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 the lowest quartile making learning gains in mathematics. The school percentage (33%) is 18%age points lower than the state at 51%. As a cohort, the group performed commensurate with their fourth grade scores. The 4th grade group in 2019 also showed a decline in proficiency which contributed to an 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% to 46%. An intervention block focused on ELA small groups was created for all students in grades 3 - 5. Student services were increased from the ESE team at all grade levels.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A review of the EWS data indicates that two areas of concern are: Students with one or more suspensions which increased to 56 from 48 the previous year. Additionally the number of students who were level 1 one or both ELA and Math assessments increased from 30 to 35.

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

1. Standards-aligned planning and instruction 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 at all grade levels.
3. School-wide focus on Social Emotional Learning to reduce ODR and OSS incidents.
4. Increased community mentorships and support for students who are below level in one or more content areas.
5. Increased communication with parents to deepen understanding of academic demands and expectations in Elementary school.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

| | |
|---|--|
| Area of Focus Description and Rationale: | Wilkinson Elementary's focus is to understand standards and ensure that lesson planning and instructional delivery are aligned in all content areas (ELA, Math and Science) to demonstrate academic gains across the grade levels. |
| Measurable Outcome: | <ul style="list-style-type: none"> * ELA proficiency will increase from 42% to 50%; ELA learning gains will increase from 49% to 54%; Lowest quartile learning gains will increase from 46% to 50%. * Math proficiency will increase from 49% to 53%; Math learning gains will increase from 50% to 54%; Lowest quartile learning gains will increase from 33% to 50%. * Science proficiency will increase from 37% to 50%. |
| Person responsible for monitoring outcome: | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy: | All teachers will participate in weekly collaborative meetings, intensive training in instructional best practices and coaching/modeling with the support team on campus and in the district. |
| Rationale for Evidence-based Strategy: | Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching and modeling, teachers will deepen their understanding of standards based lesson planning and instructional delivery ensuring student progress. |

Action Steps to Implement

Professional development, coaching and modeling focused on standards based lesson planning and High Expertise Teaching (John Saphier). Reading Recovery Teachers will be aligned to K and 1 and conduct coaching and modeling throughout the year. School Support Staff (Title I and District funded) will each be aligned with a grade level to support through regular planning, coaching and modeling.

Person Responsible Susan Nations (susan.nations@sarasotacountyschools.net)

Targeted students will participate in GEER after school tutoring focused on improving Reading and Math proficiency. Updates will be provided to parents regarding academic progress in the program.

Person Responsible Tyquita Hamilton (tyquita.hamilton@sarasotacountyschools.net)

Immersive Scenario learning station focused on STEAM integration using the Earth Space Science theme. All students will participate in standards-based integrated lessons in the Immersive learning lab (STEAM Station). Standards alignment will include all content areas. When restrictions are lifted, this area will be open on specific Saturdays throughout the year for families to interact and utilize the engineering design and problem-solving process.

STEAM integration Coach provides coaching and modeling in all areas of STEAM content lessons for grades K-5. Provides intervention to students in STEAM Academy to help close the Achievement Gap.

Person Responsible Jessica Gardner (jessica.gardner@sarasotacountyschools.net)

All teachers will participate in focused quarterly data chats to determine next steps for instruction in reading, mathematics and science. Students who are identified as working below grade level will be given targeted interventions during differentiated instruction and/or referred to SWST as appropriate. All teachers will hold two parent conferences annually to discuss student progress with grade level material.

Person Responsible Jade Ellis (rachel.ellis@sarasotacountyschools.net)

i-Ready LAFS and MAFS will be utilized to deepen student use and practice with standards across the content area.

Person Responsible Lindsay Csogi (lindsay.csogi@sarasotacountyschools.net)

All teachers in grades K-5 will differentiate using small groups in Reading and Mathematics. Small groups will be standards focused while also helping scaffold and support student academic progress. Students will participate in Guided Reading at their instructional level regularly. Reading A-Z and iREADY LAFS have been provided as an additional resource. In math, students will participate in small group intervention to practice in MAFS and utilizing the district GPS for guidance.

Person Responsible Susan Nations (susan.nations@sarasotacountyschools.net)

All students K-5 will receive inquiry-based instruction in the MakerSpace and Science Lab during specials. STEAM Family Engagement nights will take place 4 times during the year with a focus on Science, Technology, Engineering, Math and the Arts. School-wide STEAM challenges will encourage all students K-5 to experience the Scientific Process.

Person Responsible Tessa Healy (tessa.healy@sarasotacountyschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Social Emotional learning is a focus area for all students. Ensuring that students are able to manage the domains of SEL such as: cognitive regulation, emotional processes, and social interpersonal skills will results in a more productive academic environment and student growth in the content areas.

Measurable Outcome: In the 2020-21 school year, there will be a 4% decrease in office referrals and/or calls for assistance school-wide.

Person responsible for monitoring outcome: Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net)

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 in the school day results in a loss of instructional time.

Rationale for Evidence-based Strategy: In 2019-20 support staff responded to 643 calls for assistance as compared to 957 calls the previous year.

The number of referrals written in 2019-20 was 259 increased/decreased from the previous year (527 which includes bus referrals). NOTE: 2020 data only was taken until March when remote learning began. Behavior remains a concern due to its negative impact on student learning. A review of students with high frequency behavior resulted in a decrease of focus students from 10 to 5 in 2020-21 school year.

Action Steps to Implement

All staff members follow the PBS plan which outlines a step-by-step process for dealing with unexpected behavior while celebrating when students make expected choices. The use of CHAMPS school-wide ensures a common language for behaviors and expectations in all learning spaces. Positive referrals are utilized to recognize all students who are in compliance with school-wide expectations. Student success are shared via social media, posted in the front office and/or positive phone calls home.

Person Responsible Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net)

School-wide use of class DOJO ensures prompt communication goes home to keep families involved and aware of student successes and challenges. Students earn positive points which accumulate quarterly to be used at our school store. Items in the school store include school supplies and college and careers focused merchandise.

Person Responsible Lindsey Johnson (lindsey.johnson@sarasotacountyschools.net)

Civility Squad characteristics are shared on the morning news show and highlighted on social media.

Person Responsible Lindsay Csogi (lindsay.csogi@sarasotacountyschools.net)

Weekly bus incentives for students who have no misconduct or referrals are utilized.

Person Responsible Jade Ellis (rachel.ellis@sarasotacountyschools.net)

Inner Explorer is implemented daily in the classrooms to promote mindfulness, strengthen self-regulation, reduce student stress, and improve academic student performance. Actors Toolbox is utilized school-wide to support learning readiness. A Zen Den has been created to give students and staff a place to "cool

down" and focus on readiness for learning. This multi-sensory space allows to students to self-regulate and reflect on behavioral choices.

Person Responsible Stephanie Vlahakis (stephanie.vlahakis@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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|---|---|
| Area of Focus Description and Rationale: | Students in the SWD and Black/African American subgroups are performing below 40% in both math and ELA. |
| Measurable Outcome: | Students identified as SWD will increase from 18% to 30% in ELA achievement and 30% to 40% in math achievement. Student in the Black/African American subgroup will increase 26% to 36% in ELA achievement and in math achievement from 26% to 36%. *It is understood that this incremental positive change will move students significantly closer to the district goal of 50% proficiency in all subgroups. |
| Person responsible for monitoring outcome: | Susan Nations (susan.nations@sarasotacountyschools.net) |
| Evidence-based Strategy: | Students in both subgroups will participate in focused intervention groups for up to 135 minutes a week. Teachers in grades 2-5 will differentiate using the MAFS i-Ready consumable resource daily. Students in both subgroups will have access to afterschool GEER tutoring in the Fall. |
| Rationale for Evidence-based Strategy: | Small group targeted instruction allows intentional practice of Florida Standards in both ELA and mathematics. i-Ready MAFS and LAFS is closely aligned with FSA like questions and answer responses. Tutoring beyond the school day allows additional practice and targeted with highly qualified teachers in both subject areas. |

Action Steps to Implement

Assess students in September to identify current performance levels.
Groups students based on data for targeted intervention for grades 3-5.
Utilize MAFS and LAFS in grades 2-5 to support classroom instruction.
Work with grades 2-5 teachers to develop formative assessments to measure progress.
Identify and group students for after school tutoring.
SWD identified in the lowest quartile in ELA or math will receive services with their general education classes and ongoing small group instruction with the classroom teacher and ESE teacher.
The teachers will use Leveled Literacy Intervention to support small group instruction.

Person Responsible Susan Nations (susan.nations@sarasotacountyschools.net)

During quarterly data chats with administration and school wide support student data will be analyzed by subgroup and the lowest 25% in each class will be identified. Instructional strategies will be implemented to address specific learning deficits of these students. Differentiated groups will be seen during intervention blocks as outlined in the schedule.

Person Responsible Lindsay Csogi (lindsay.csogi@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Parent Teacher conferences will focus on the bridge between home and school. Teachers will provide families with a Home School Compact as well as resources and materials to support learning at home.

Attendance will continue to be monitored and analyzed. Students will be recognized monthly and rewarded. Any student with significant attendance issues will meet with the Home School Liaison or School Social Worker to problem solve an attendance improvement plan.

All ESOL families will be invited to attend quarterly Parent Cafe meetings. Parents will be informed about academic expectations and given tools and resources to support learning at home. Student data will be provided and shared with individual families.

As part of PBIS classes can receive shout-outs on the morning news for positive cafeteria behavior. Classes with the highest number of shout-outs monthly receive recognition in the cafeteria.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

SAC will address funding and program topics throughout the school year. All stakeholders (staff, parents and community) are encouraged to attend and provide input. Our schools parent and family engagement coordinator ensures that parents are involved at Wilkinson at a variety of events throughout the school year. In the 2020-21 school year, this will include both in-person and digital connections. Information for all events is disseminated via the website, DOJO, classroom newsletters, ConnectEd, and social media. Feedback from SAC as well as parent events will ensure that opportunities remain flexible and relevant.

Additionally, our Business and Community partners provide many opportunities to interact with families and enhance our schools mission and culture. Uncommon Kids provided water bottles and PPE for students and teachers at the beginning of the school year. When volunteers on campus resume they will provide Saturday Fundays where parents come to interact with their children and build relationships with each other. Siesta Key Kiwanis Club hosts our Bringing Up Grades program to encourage our students effort and improvement in academics. Temple Emanu-El sponsors the Starfish program where they provide reading mentors and support to all of our Kindergarten students. In the 2020-21 school year, they created individual

STEAM learning bins for all students and will be meeting with classes online until face-to-face meetings can resume. Church of the Palms is replicating this program in the first grade. The Family and Community Engagement Liaison will ensure these programs continue and seek to connect with new community partners to support new families and students.

We have community partners who sponsor classrooms to help provide additional learning resources for our students and their families.

Wilkinson provides Parent and Family Engagement materials (in hardcopy or online) and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness of what it means to be a Title 1 school through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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: Instructional Practice: Standards-aligned Instruction | | | | \$332,888.63 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0291 - Wilkinson Elementary School | Title, I Part A | | \$332,888.63 |
| | | | <i>Notes: Standards Aligned instructional materials (Reading A-Z, books, science materials etc.); Reading Recovery, STEAM Intergration Coach, Intervention Teacher, MakerSpace/ Media Intervention, Professional Development materials, Trainings, Student agenda books, and Classroom instructional teacher (to reduce lass size).</i> | | | |
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$88,208.46 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0291 - Wilkinson Elementary School | Title, I Part A | | \$88,208.46 |
| | | | <i>Notes: Home School Liaison and Support Materials</i> | | | |
| 3 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | | | | \$52,652.91 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 0291 - Wilkinson Elementary School | Title, I Part A | | \$52,652.91 |
| | | | <i>Notes: ESE Intervention and Support Teacher and Sarasota Reading Council Membership</i> | | | |

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| Total: | \$473,750.00 |
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