



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wilkinson Elementary School

3400 WILKINSON RD

Sarasota, FL 34231

941-361-6477

www.sarasotacountyschools.net/wilkinson

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 80%
Alternative/ESE Center No	Charter School No	Minority Rate 58%

School Grades History

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

Wilkinson Elementary School

Principal

Ruth Thomas

School Advisory Council chair

Nancy Avishar

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

Name	Title
Melodie Deeds	Assistant Principal
Reginald Davis	Behavior Specialist
Cara Barnett	Guidance Counselor
Janie Ostwald	ESE Liaison
Leigh Michalajko	Reading Resource
Martha Cowart	ESOL Liaison

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC members are requested by email and written communication for input. SAC members are asked specific questions regarding improved academics and improvements for parent and community

involvement. The Completed SIP is reviewed with all members at a designated SAC meeting. Members are again requested for any any further input and finally the SAC approves the plan with motion.

Activities of the SAC for the upcoming school year

The majority of SAC members are not employed by the school district . The SAC is composed of the principal and appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

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

Students grades 1-5 will receive a student planner/agenda book to use for planning, homework, and parent student communication.

Kindergarten receive School to Home communication folders.

The amount used \$2300.

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

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:

Ruth Thomas		
Principal	Years as Administrator: 16	Years at Current School: 26

Credentials	<p>BA- ESE- Specific Learning Disabilities (k-12) University of South Florida ; Master of Science- Educational Leadership, Nova University;- State of Florida certifications: School Principal , ESOL Endorsed, Elementary Education (1-6) and Mental Handicapped (K-12)</p>
Performance Record	<p>Principal of Wilkinson Elementary 2009-2010 School Grade A, No AYP; 2013 school grade -B 2008-2009 School Grade A, No AYP; 2007-2008 School Grade A, No AYP; 2006-2007 School Grade A, No AYP Assistant Principal Wilkinson Elementary 2005-2006 School Grade B, School Grade Provisional; 2004-2005 School Grade A, AYP Yes 2003-2004 School Grade A, No AYP;</p>

Melodie Deeds		
Asst Principal	Years as Administrator: 11	Years at Current School: 2
Credentials	BA- ESE- Specific Learning Disabilities (k-12) University of South Florida ; Master of Science-Educational Leadership, Nova University;- State of Florida certifications: School Principal ESOL endorsed	
Performance Record	Assistant Principal of Wilkinson Elementary School-2011-12 Grade A school grade 2013 B Assistant Principal of Taylor Ranch 2009 – 2011 School Grade A, AYP - Yes Assistant Principal of Laurel Nokomis 2002 – 2009 School Grade A, AYP - Yes	

Classroom Teachers

# of classroom teachers	43
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%
# certified in-field	, 0%
# ESOL endorsed	27, 63%
# reading endorsed	3, 7%
# with advanced degrees	25, 58%
# National Board Certified	1, 2%
# first-year teachers	10, 23%

with 1-5 years of experience

21, 49%

with 6-14 years of experience

6, 14%

with 15 or more years of experience

16, 37%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

1. Partnering new staff with veteran teachers
2. Principal uses 30-60-90 day meetings(Studer) with new hires
3. School Based Professional Development to strengthen teacher skill
4. Collaborative Team Planning to ensure teacher support
5. Administrators will observe and give teacher feedback
6. Individual Professional Development to strengthen teacher skills
7. Reading Support Teacher will model lessons whenever necessary
8. Bi-monthly with SCIP mentors
9. Studer meetings with 2nd year teachers

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

The Sarasota County School Board provides a comprehensive mentoring program for all first year teachers working in Sarasota County Schools. Each teacher is paired with a certified mentor who has specific training in the Sarasota County School District's PRIDE Evaluation system. The purpose is to aide in introducing new hires into the culture of the school and district, establishing collegial connections, learning the curriculum and best instructional practices, acquiring technology resources and advancing instructional and professional behaviors that meet the high standards of the district.

The pairings are determined with similar grade level or special area experiences in mind. Mentors meet with their new teachers daily for the first two weeks of school and then weekly thereafter to complete SCIP requirements, collaborate, and problem solve. The lead mentor provides monthly meetings to ensure the SCIP requirements are being met and provide additional areas of training and needs for the mentees.

Mentees complete required documentatoin, a video reflection mentor teaching and mentee teaching. all requirements are turned in to the District Mentee Coordinator at the end of the first year.

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

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

The Team meets weekly and consults with District personnel (School Psychologist and Social Worker) to identify and track

students at risk both academically and behaviorally. The team uses a systematic problem-solving approach for Tier II and Tier

III strategies/interventions to close the achievement gap for small groups or individual students and for those students who

may need a more direct explicit approach for positive behavior support. The team works with the student's teacher (s) to

implement the strategy/intervention. The team sets a timeline to review how the strategy worked based on student data.

The team also attends grade level collaborative planning meetings to discuss students and instructional strategies that may

increase student achievement. The team uses the FCRR and LEAD database for instructional strategy reliability and

implementation validity.

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

The team uses the Principal and Assistant principal to define the vision of the school and the stakeholders. The administration

provides support to make the changes necessary for goal-setting. The team uses an on-going problem solving and reflection

practice to identify root causes for student's academic performance year-to-year and identify specific interventions designed

to address the student's needs. The Team uses Florida State standards and common core for Kindergarten and First Grades

to guide strong differentiated core curriculum (Tier I) objectives. The team uses on-going assessment and Progress

Monitoring for team and school decisions. The team provides a needs- assessment for Professional Development both at the

school and district level to align with school and district level goals.

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

Administration will work in conjunction with Ditrict personnel to provide on-site staff meetings with District provided

materials/videos related to updated MTSS initiatives. The core team members of MTSS, administration, ESE Liaison, Literacy Intervention Teacher, and Guidance Counselor, are assigned a grade level team to support. Each assigned MTSS facilitator will support and update their assigned grade level team members with any pertinent information necessary to maintain quality collaborative methods in professional instructional planning and intervention.

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

The School MTSS team progress monitors quarterly on every school level student and weekly on identified struggling students. Every student has a data monitoring device to track all content areas. Students having identified gaps are discussed in this team meeting and instructional interventions are put in place. They are either small group, individual or remedial interventions. The data collection monitor is electronic and on individual students and their homeroom teacher. The MTSS also uses a behavioral program/database for PBIS (LEAD). The district provides a database, Thinkgate, for collecting and analyzing student data. The team uses this data to continuously look at school-wide trends and actions needed to resolve or move forward.

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

Support will be given by all administration and the MTSS team. MTSS facilitators will meet monthly (or as team requests) to provide support. The school-wide team with District personnel will meet weekly. The LLT (Team Leaders) will meet monthly and provide updates as well to grade level team members and the School Advisory Council will convene monthly to support parents and community members.

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: 90

Wilkinson's 21st Century Community Learning Center provides opportunities for learning through project-based activities to promote academic success. Enrichment activities also support character development and physical fitness along with homework assistance daily. Second through fifth grade students who are invited to attend must be Level 1 or Level 2, or below the 25th percentile on norm-referenced tests. There is no cost to parents and bus service is available for Wilkinson districted students who reside more than 2 miles from the school site.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Specific data is collected throughout the year: FAIR, Successmaker, FCAT

Who is responsible for monitoring implementation of this strategy?

A certified teacher coordinator.

Literacy Leadership Team (LLT)

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

Name	Title
Ruth Thomas	Principal
Melodie Deeds	Assistant Principal
Lurine Kowal	KG Curriculum Leader
Alice Perry	First Grade Curriculum Leader
Victoria Angerame	Second Grade Curriculum Leader
Michelle Osan	Third Grade Curriculum Leader
Erin Gutierrez	Fourth grade Curriculum Leader
Renee Gillett	Fifth grade Curriculum Leader
Leigh Michalojko	Reading Resource Support
Martha Cowart	ESOL Liaison
Janie Ostwald	ESE Liaison

How the school-based LLT functions

The LLT meets monthly. The meeting is facilitated by administration with a prearranged agenda. The agenda is sent out one week in advance to LLT members for additional discussion. The agenda is arranged under PRIDE domains and standardsbased outcomes. The major function of the LLT is: 1. To build a positive literacy culture through collegiality and collaboration
2. Provide strategic activities to sustain learning and expand learning for the ENTIRE community

(students, teachers, parents and community members).

Major initiatives of the LLT

Common Core implementation of close reading, analyzing text and range, vertical alignment, readers to writers.

Continue the implementation of differentiated strategies and practices. To collaborate lesson planning and follow up on the effectiveness of identified differentiated instruction.

Every Teacher Contributes to Reading Instruction

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

All teachers receive on-going professional development in the area of reading. Teachers use and implement lesson planning and instructional strategies learned to use in the classroom. Teachers collaborate weekly in their Collaborative Planning time to share ideas, lessons, and the progress of all students. Integration of reading throughout the content is emphasized and planned, including special Area teachers. Coaching models are used within the school for teachers to view and then follow up in their own classroom.

Teachers meet every six weeks with the Literacy Team to progress monitor identified students who are below level readers. Student intervention is planned and implemented. Parents are informed on a timely basis to communicate reading achievement. Reading initiatives are used throughout the school day and at home to encourage the independent joy of reading.

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

In the spring of each year, Wilkinson has a Kindergarten Roundup which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year.

At this time, parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. In addition, there are

articulations between feeder preschools to support the kindergarten program. By having open communication among the

faculty, it strengthens the teacher's ability to ensure that entering kindergarteners are ready for school and have a more

successful school year. During this event, students and parents visit all the kindergarten classrooms.

This will help students to

understand what is expected of them and be able to do upon entering kindergarten. We offer a VPK program during May and

June to help transition students. Local preschools, Tech Tots, and Busy Bee, bring students to the school to integrate them

into the kindergarten classrooms.

Expected Improvements

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

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	65%	61%	No	69%
American Indian				
Asian				
Black/African American	36%	31%	No	42%
Hispanic	64%	63%	No	68%
White	72%	71%	No	75%
English language learners	58%	36%	No	63%
Students with disabilities	36%		No	42%
Economically disadvantaged	62%	57%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	25%	26%
Students scoring at or above Achievement Level 4	87	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	176	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	44	70%	74%

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)	38	44%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	27%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	23%	63%

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	53	65%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	63%	54%	No	66%
American Indian				
Asian				
Black/African American	38%	40%	No	1%
Hispanic	65%	47%	No	69%
White	67%	64%	No	70%
English language learners	58%	34%	No	63%
Students with disabilities	31%		No	38%
Economically disadvantaged	58%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	28%	30%
Students scoring at or above Achievement Level 4	65	26%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	164	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	56%	60%

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	21	24%	26%
Students scoring at or above Achievement Level 4	27	31%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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	118	29%	28%
Students retained, pursuant to s. 1008.25, F.S.	14	6%	5%
Students who are not proficient in reading by third grade	15	19%	18%
Students who receive two or more behavior referrals	77	19%	18%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	120	30%	25%

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

Parent plan below:

I, Ruth Thomas, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];

- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response:

Our mission is to create partnerships amongst our families, our school and our community to help all students achieve superior levels of academic success and social attainment.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: SAC will address such topics throughout the school year. All stakeholders are encouraged to attend and provide input. Parent Involvement Center is located in the Media Center. Parents will be reintroduced to the Parent Involvement Center during the first Parent Involvement night. Parents are encouraged to be involved at Wilkinson, our Parent Involvement group meets monthly to plan, review and improve programs or our school. A meeting will be held in May to solicit feedback in regards to the actions taken at Wilkinson to increase parent involvement. An agenda and sign in sheets will be available at all meetings. Feedback from this meeting will be used to develop next year's plan.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1. Meet the Teacher Held the Thursday before school starts to give parents an opportunity to meet and talk with their child's new teacher.
2. Textcellence/Love of

Library This will allow parents to apply for the texcellence computers and also sign up and gain information about the Sarasota County Library.

3. Science Night Wilkinson holds two information sessions regarding Science Fair and other pertinent science information for the purpose of increasing student interest and knowledge. Wilkinson also provides families opportunities to learn the Scientific Process together so parents and students are in sync with the process.
4. Parent Education/FCAT Writing Representatives will be present from the Job Center to help parents with job skills and resume writing. SCTI will be here to help recruit parents to learn English. 4th grade teachers will discuss with parents the writing component of FCAT.
5. FCAT Information Parents will learn how to help their children de-stress from taking the FCAT, test taking tips, healthy eating, and will make no stress kits for their children.
6. Family Fun Night Combining family fun activities with learning
7. ESOL Nights Reading Strategies and Math Concepts. This session is used to equip ESOL Parents with necessary skills and strategies to assist their child with academic and language needs.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Annual meeting to present parent information Ruth Thomas September 2013 Attendance, Annual Title One Survey , Agenda, Sign In Sheets, and Connect Ed Calls School Newsletter

2 Develop Invitations Cara Barnett

Martha Cowart Ongoing throughout the year Website, Flyer print out

3 Advertise Cara Barnett

Martha Cowart Ongoing throughout the year Website, Phone messages

4. Develop Sign in Sheet Cara Barnett

Martha Cowart Ongoing throughout the year Sign in sheet ready

5. Maintain documentation Admin Assistant Ongoing throughout the year Title I Audit Box

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: SAC meetings are held on the third Tuesday of each month at 5:00pm. PTO Board Meetings are held on the second Mondays of each month at TBA. PTO Parent meetings are held in conjunction with parent involvement activities TBA. Child care is available for parent information meetings including Math, Science, ESOL and Reading Nights. Meetings are offered in the evenings as well as after school to accommodate our parents. Home visits are frequently made by the principal and/or Social Worker. Parent conferences will be held twice a year and all others will be held on an individual basis.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Correlation to Student Achievement Timeline Evidence of Effectiveness

1. Parent Involvement Training Parent Involvement Coordinators School Support Ongoing Attendance/
Survey
2. Positive Behavior Solutions Pre K – K
Teachers Increase positive behavior in students Ongoing Sign In Sheets
3. Transitions
Information Parent Involvement Coordinators Transition students to new grade levels Meet the Teacher/
August
2013 Attendance/parent feedback
4. Love of Library Night/Textcellence Parent Involvement Coordinators
Help students/parents with media knowledge and sign up for Textcellence computers September 2013
Attendance/Parent Feedback
5. Science Parent Night
TBD Increase Student interest in science October 2013 Attendance/Student Feedback
6. ESOL Parent Information ESOL Liaison Provide Reading Strategies for ESOL parents. October 2013
Parent Survey
7. Science Fair TBD FCAT Science November 2013 Attendance and entries
8. Parent Education/FCAT Writing Parent Involvement Coordinators Parent Education January 2014
Attendance
9. FCAT Information Parent Involvement Coordinators
FCAT February 2014 Attendance/Parent Feedback
10. Family Fun Night Parent Involvement Coordinators
TBD March 2014 Attendance/Parent feedback
11. Multicultural Night/Reading Writing Celebration
Parent Involvement Coordinators
Reading/Writing
Concepts May 2014
Attendance/Parent Feedback

Staff Training

Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Correlation to Student Achievement Timeline
Evidence of Effectiveness

- 1 Building Cooperation Between Home and School Parent Involvement Coordinators Parental Support
Ongoing Staff Response
- 2 Effective Parent Communication TBA Parental Support October 2013 Staff Response
- 3 Implementation and Coordination of PI Programs. Administration Parental Support Ongoing Staff
Response
- 4 Importance of PI Cara Barnett
Martha Cowart Parental Support Ongoing Staff Response

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Activity:

Parent Resource Center, Meet your teacher, Parent Information Night, Parent Curriculum Night, Parent-Teacher Conference, ESOL Family Night and Reading/Writing Celebration

Specific steps:

Volunteers approved via PALS

Volunteers communicate availability

Volunteers are assigned student and check in on the aligned days

Translated invitations are sent home
Connect education used to communicate with parents in native language
Translators are contracted to interpret information
Parent Committee meet to plan event
Committee recruit Parent PTO to participate
Translated flyers and connect ed calls are made in the native language to encourage participation. Every student displays a personally written book. Teachers, Boosters and business partners work together to create the event.
Persons Responsible:
ESOL Liaison, Counselor, Teachers, Administration
Timeline:
Ongoing and throughout the year
Evaluation:
Parent Attendance
Parent Surveys
Sign In sheets
Teacher Feedback

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:
1118(c)(4)(A)];

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Response: •Timely information about the Title I programs [Section 1118(c)(4)(A)]; Annual meeting will occur in the Fall of 2013 to inform parents of the Title One Program at Wilkinson Elementary School. All current and new families receive a title one brochure explaining Title One; Information/links to Website, Parent Information and their "Right to Know", Parent Literacy nights, monthly newsletter. Title One information is translated into native languages of families. Translators are available at parent night activities.

•Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

•If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)];

All teachers are required to contact parents during the first two weeks of school to introduce themselves to the families. All teachers are required to hold a Parent Night informing them of the class and grade level expectations by the third week of school. All teachers are require to hold mid year parent/teacher/ student conferences to discuss the child's academic achievements and goals. Staff arrange for interpreters, as needed. Conferences take place before and after school, during teacher planning time on campus. Phone conferences are mandated if meeting can not be accomplished. Social worker makes a home visit if teachers were not successful in communicating with parents.

• Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

The School Improvement Plan will be developed and approved at the September SAC meeting. School Choice information and SES notification will be provided during December's SAC meeting. Family

Learning Nights will be provided to students and parents throughout the 2013-2014 school year. Furthermore, SAC will include parents in the decision making process involving educational issues at the school.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Information will be displayed on our website, communicated through the school newsletter and Connect Ed. The school will communicate effectively with all parents by translating important school information to parents in English and Spanish. During important school functions translators will be available to assist parents.

X - Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];

X -Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];

X - Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];

X - Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];

X Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and

X - Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count

Activity

Description of Implementation Strategy

Person Responsible

Correlation to Student Achievement

Timeline

1 Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];

literacy nights Cara Barnett

Martha Cowart Increases literacy skills of parents and students 2013-2014 school year

2 Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; SAC, PTO, Home Visits, Family Events Administration and Staff Increased parental involvement will enhance student achievement in all academic areas and attendance

2013-2014 School Year

3 Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and Parent Involvement Administration, PALS and Staff Increased parental involvement will enhance student achievement in all academic areas and attendance 2013-2014 School Year

4 Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. PALS Reading PALS Coordinator Increased reading tutorial time to be provided to targeted students 2013-2014 School Year

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Building Capacity Summary

Provide a summary of activities provided which were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count Content and Type of Activity Number of Activities Number of Participants Correlation to Student Achievement

1 Curriculum Nights, Parent Conferences, Social Events 16 Increased parental support for educational needs

2 Library Night 3 Improve family literacy and use of technology

3 Parent-Teacher Conferences 485 Increased communication regards to academic, social and emotional needs of students increased parental support and achievement

Staff Training Summary

Provide a summary of the professional development activities provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Correlation to Student Achievement

1. Parent /Teacher Conf.

2. Math, Science, Computer 1

5

Develop better communications with parents

Implementing Learning strategies

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Barriers

Describe the identified barriers which hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

1 Work Schedule Varied times for activities and events

2 Economic Disadvantaged The School Worker, Parent Involvement Coordinator, Guidance Counselor will do regular home visits to assist parents who have various educational needs

- 3 Limited English Language Speakers Staff members fluent in Spanish will translate information for parents at meetings and family nights
- 4 Child Care Child Care will be provided for some school sponsored events
- 5 Transportation The Home School Liaison and Teacher are encouraged to make home visits to assist parents with transportation barriers, having parent training at alternative locations will be considered. Include a podcast linked to the school website that provide these parent involvement trainings to parents who are unable to attend a regular scheduled meeting due to transportation issues.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice.

count Content/Purpose Description of the Activity

1 Professional Development

Other: Training for staff to enhance parent-teacher conferencing skills

2 Evaluation/Review

Other: Review Parental Involvement Plan and solicit input from all stakeholders

3 Effective Communication

Other: Conduct parent-teacher conferences to maintain open communication in regards to student academic, social and emotional needs

4 Involvement in Social Functions

Other: When we do fun activities our parents are far more likely to come. So we have tied fun activities in with activities of a curricula focus.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Language see attachment			

Goals Summary

- G1.** Reading:Lack of grade level decoding and fluency skills. Students will use wordworking, daily fluency centers, Leveled Literacy, close reading and using a variety of materials (Range).
- G2.** Reading Comprehension
- G3.** Lack of Problem solving skills due to lack of reading skills and vocabulary.
- G4.** Students have lack of prior knowledge and science related vocabulary.
- G5.** Students have difficulty staying on topic/focus

Goals Detail

G1. Reading:Lack of grade level decoding and fluency skills. Students will use wordworking, daily fluency centers, Leveled Literacy, close reading and using a variety of materials (Range).

Targets Supported

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

Resources Available to Support the Goal

- Reading Wonders, FCRR, informational text materials, word tiles, successmaker, reading counts

Targeted Barriers to Achieving the Goal

- The lack fluency and decoding skills.

Plan to Monitor Progress Toward the Goal

Fluency and Decoding Skills

Person or Persons Responsible

Teachers, Administrators, Support Staff

Target Dates or Schedule:

Progress Monitoring every 6 weeks

Evidence of Completion:

Student progress

G2. Reading Comprehension

Targets Supported

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

Resources Available to Support the Goal

- Variety of leveled readers, range of text materials, reading resource support Tier two strategies, FCRR, Read alouds, A-Z readers, Successmaker, Reading Counts, Starfall

Targeted Barriers to Achieving the Goal

- Lack of home support, language, lack of prior knowledge, vocabulary, lack of decoding skills, motivation.

Plan to Monitor Progress Toward the Goal

Student Reading Comprehension

Person or Persons Responsible

Teachers, Administrators, Support Staff

Target Dates or Schedule:

On-going

Evidence of Completion:

FCAT, FAIR, SAT 10

G3. Lack of Problem solving skills due to lack of reading skills and vocabulary.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Successmaker, EnVision Math, VMath

Targeted Barriers to Achieving the Goal

- Vocabulary, Reading Comprehension, mastery of standards, lack of basic facts/math fluency

Plan to Monitor Progress Toward the Goal

Problem solving

Person or Persons Responsible

Teachers

Target Dates or Schedule:

April

Evidence of Completion:

FCAT, end of year EnVision Assessment

G4. Students have lack of prior knowledge and science related vocabulary.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Fusion science series, Science/Technology lab, MAD Science, Science Fair, Family Science Adventure night.

Targeted Barriers to Achieving the Goal

- Home environment, lack of vocabulary, reading comprehension deficits and difficulty analyzing text.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Students have difficulty staying on topic/focus

Targets Supported

- Writing

Resources Available to Support the Goal

- REading Wonders writers to readers components, Reading wonders writing technology component, Lucy Calkins writing process.

Targeted Barriers to Achieving the Goal

- Students have difficulty comprehending the prompt. Students have lack of prior knowledge to relate on topic/focus. English/language vocabulary barriers.

Plan to Monitor Progress Toward the Goal

Writing and staying on prompt topic/focus

Person or Persons Responsible

Teachers, Administrators, Support Staff, ESOL Liaison

Target Dates or Schedule:

Daily

Evidence of Completion:

FCAT Writing, REading wonders readers to writers assessment, rubric based timed writings, Progress Monitor

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1. Reading:Lack of grade level decoding and fluency skills. Students will use wordworking, daily fluency centers, Leveled Literacy, close reading and using a variety of materials (Range).

G1.B1 The lack fluency and decoding skills.

G1.B1.S2 [copied strategy - enter new description]

Action Step 1

On-going professional development in Reading wonders and Common Core standards

Person or Persons Responsible

All instructional staff

Target Dates or Schedule

On-going throughout the school day and after school

Evidence of Completion

Student performance/achievement, progress monitoring, lesson plans, completion of professional development

Facilitator:

Participants:

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

Professional development implementation of Reading Wonders and common core standards

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Completion of Professional Development, teacher evaluation, student achievement (Standardized testing results)

Plan to Monitor Effectiveness of G1.B1.S2

Professional Development Reading Wonders Common Core Standards

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Classroom Observations, Student Performance

G2. Reading Comprehension

G2.B1 Lack of home support, language , lack of prior knowledge, vocabulary, lack of decoding skills, motivation.

G2.B1.S1 Increase use of informational text daily in reading stations Text Based Questions requiring text based responses Close Reading in daily instruction Higher level questioning Rosetta Stone, Open Book, Vocabulary Journals, Visualizing, guided conversation groups

Action Step 1

Increase Comprehension Skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily in all subject areas

Evidence of Completion

lesson planning, formal and informal assessment, student performance

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Comprehension skills

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Progress Monitoring, FAIR, FCAT, Successmaker

Plan to Monitor Effectiveness of G2.B1.S1

Student increasing comprehension skills

Person or Persons Responsible

Teachers, Administrators, Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring, FAIR, District Benchmark, Wonders Reading assessments, SAT 10,

G3. Lack of Problem solving skills due to lack of reading skills and vocabulary.

G3.B1 Vocabulary, Reading Comprehension, mastery of standards, lack of basic facts/math fluency

G3.B1.S1 1. Direct instruction of problem solving skills, particularly with multiplestep problems. 2. Successmaker 3. Vmath 4. Study Buddy technology 5. Reading Comprehension strategies 6. Vocabulary Journals 7. Math Circles 8. Visualization 9. Math Problem solving visuals on wall 10. UnRavel skills 11. Context clues

Action Step 1

Problem solving

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student achievement

Facilitator:

District Personnel, EnVision Support

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Problem solving

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, classroom observations, student performance

Plan to Monitor Effectiveness of G3.B1.S1

problem solving

Person or Persons Responsible

Teachers, administrators, support staff

Target Dates or Schedule

on-going

Evidence of Completion

Progress monitoring, District benchmarks, EnVision Benchmarks,

G4. Students have lack of prior knowledge and science related vocabulary.

G4.B1 Home environment, lack of vocabulary, reading comprehension deficits and difficulty analyzing text.

G4.B1.S1 . Read alouds Science leveled Readers integration of technology including video/Safari Montage MAD Science Progress monitoring Harcourt Science Inquiry based instruction participation in science fair Vocabulary Marzano strategy with visual journals Science lab during Specials block

Action Step 1

Science vocabulary and prior knowledge

Person or Persons Responsible

Teachers, Science Lab Teacher, Administrators, District Personnel

Target Dates or Schedule

Daily, On-going

Evidence of Completion

Formal and informal assessment, Lab experiments, vocabulary journaling, Science Fair projects

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Lack of Prior knowledge and science related vocabulary

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

lesson planning, classroom observations, completed projects, assessment

Plan to Monitor Effectiveness of G4.B1.S1

Lack of prior knowlwdge and vocabulary

Person or Persons Responsible

Teachers, administrators, Support Staff and Specials area science teacher

Target Dates or Schedule

Daily

Evidence of Completion

FCAT Science, Science related projects, Fusion benchmark assessment, District benchmark

G5. Students have difficulty staying on topic/focus

G5.B1 Students have difficulty comprehending the prompt. Students have lack of prior knowledge to relate on topic/focus. English/language vocabulary barriers.

G5.B1.S1 Readers to Writers strategy in all content areas daily, wriitng in technolgy using Reading Wonders mini lessons, Lucy calkins wriitng process, timed writings monthly, rubric writing in shared groups/pairs, Rosetta Stone, Open Book.

Action Step 1

Staying on topic/focus

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Daily in all subject areas

Evidence of Completion

Formal and informnal wriitng assignments, Rubrics, project based assignments

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Writing on topic/staying focused

Person or Persons Responsible

Teachers, Administrators, Support Staff

Target Dates or Schedule

Daily

Evidence of Completion

Progress Monitoring, Formal and informal assessment, monthly writings

Plan to Monitor Effectiveness of G5.B1.S1

Staying on topic/focus while writing

Person or Persons Responsible

Teachers, administrators, Support Staff

Target Dates or Schedule

Daily

Evidence of Completion

Lesson planning, rubrics, planned timed writings, readers to writers lesson completion

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

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The districts coordinates Title IV 21st Century

Community Learning Centers grants to provide after school programs. Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The districts coordinates Title IV 21st Century Community Learning Centers grants to provide after school programs.

Title one funds are also used throughout the school year to provide extra remedial tutoring during the school day for students identified on the district/state progress monitor list.

Title One funds are used to extend the school day for identified students who have been at risk for behavioral out of school suspensions. This program is designed to help students learn ways to problem-solve, use positive methods for conflict resolution, and seek adult intervention when needed.

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. Reading:Lack of grade level decoding and fluency skills. Students will use wordworking, daily fluency centers, Leveled Literacy, close reading and using a variety of materials (Range).

G1.B1 The lack fluency and decoding skills.

G1.B1.S2 [copied strategy - enter new description]

PD Opportunity 1

On-going professional development in Reading wonders and Common Core standards

Facilitator

Participants

Target Dates or Schedule

On-going throughout the school day and after school

Evidence of Completion

Student performance/achievement, progress monitoring, lesson plans, completion of professional development

G3. Lack of Problem solving skills due to lack of reading skills and vocabulary.

G3.B1 Vocabulary, Reading Comprehension, mastery of standards, lack of basic facts/math fluency

G3.B1.S1 1. Direct instruction of problem solving skills, particularly with multiplestep problems. 2. Successmaker 3. Vmath 4. Study Buddy technology 5. Reading Comprehension strategies 6. Vocabulary Journals 7. Math Circles 8. Visualization 9. Math Problem solving visuals on wall 10. UnRavel skills 11. Context clues

PD Opportunity 1

Problem solving

Facilitator

District Personnel, EnVision Support

Participants

All instructional staff

Target Dates or Schedule

Daily

Evidence of Completion

Increase in student achievement

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. Reading:Lack of grade level decoding and fluency skills. Students will use wordworking, daily fluency centers, Leveled Literacy, close reading and using a variety of materials (Range).

G1.B1 The lack fluency and decoding skills.

G1.B1.S2 [copied strategy - enter new description]

Action Step 1

On-going professional development in Reading wonders and Common Core standards

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Lack of Problem solving skills due to lack of reading skills and vocabulary.

G3.B1 Vocabulary, Reading Comprehension, mastery of standards, lack of basic facts/math fluency

G3.B1.S1 1. Direct instruction of problem solving skills, particularly with multiplestep problems. 2. Successmaker 3. Vmath 4. Study Buddy technology 5. Reading Comprehension strategies 6. Vocabulary Journals 7. Math Circles 8. Visualization 9. Math Problem solving visuals on wall 10. UnRavel skills 11. Context clues

Action Step 1

Problem solving

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed