The School Board of Highlands County

Fred Wild Elementary School

2021-22 Schoolwide Improvement Plan

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Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

http://www.highlands.k12.fl.us/~fwe/

Demographics

Principal: Megan Moesching

Start Date for this Principal: 7/17/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 (45%) 2017-18: C (47%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* 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 Highlands 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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Fred Wild Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All students are challenged to reach their maximum potential. We provide a safe environment to grow, inspire and empower the learners of today to become leaders of tomorrow.

Provide the school's vision statement.

Fred Wild will grow, inspire and empower leaders.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Moesching, Megan	Principal	K-5 Educational Leader
Burke , Allisa	Assistant Principal	K-5 Educational Leader
McGee, Whitney	Instructional Coach	MTSS Coach- monitor student data for multi-tiered system of supports; assist in implementation of interventions; complete assessments and evaluations for Exceptional Student Educations services and 504 plans.
Camacho , Jennifer	Math Coach	K-5 Math and Science coach- facilitates PLCs and coaching cycles with teachers. Works with students in need of interventions.
Eldon, Kristy	Reading Coach	K-5 Reading coach- facilitates PLCs and coaching cycles with teachers. Works with students in need of interventions. Current 1st grade team leader also.
Mobley, Tiffany	School Counselor	K-5 Guidance Resource Teacher- provides social skills and counseling services to students; assist with MTSS and ESE services
Whitaker, Jessica	Teacher, K-12	2nd Grade Team Leader
Peragine, Michelle	Teacher, K-12	3rd Grade Team Leader
Abascal, Blair	Teacher, K-12	4th Grade Team Leader
Shannon-Roux, Daisha	Teacher, K-12	5th Grade Team Leader
Baxter, Michelle	Other	Specials Team Leader
Randall, Kaitlyn	Teacher, ESE	ESE Team Leader

Demographic Information

Principal start date

Wednesday 7/17/2019, Megan Moesching

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.*

15

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.*

6

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

451

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	0	105	94	94	78	80	0	0	0	0	0	0	0	451
Attendance below 90 percent	0	38	34	32	22	26	0	0	0	0	0	0	0	152
One or more suspensions	0	7	8	2	6	6	0	0	0	0	0	0	0	29
Course failure in ELA	0	2	16	3	9	13	0	0	0	0	0	0	0	43
Course failure in Math	0	1	9	4	5	15	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	38	41	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	32	54	0	0	0	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	11	16	31	42	0	0	0	0	0	0	0	103

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	0	6	2	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Sunday 8/22/2021

2020-21 - 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	0	95	97	73	78	81	0	0	0	0	0	0	0	424
Attendance below 90 percent	0	43	45	32	28	21	0	0	0	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	5	17	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	8	0	0	0	0	0	0	0	13

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	0	9	1	1	0	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

2020-21 - 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	0	95	97	73	78	81	0	0	0	0	0	0	0	424
Attendance below 90 percent	0	43	45	32	28	21	0	0	0	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	5	17	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	8	0	0	0	0	0	0	0	13

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	0	9	1	1	0	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				43%	50%	57%	35%	48%	56%
ELA Learning Gains				52%	54%	58%	42%	48%	55%
ELA Lowest 25th Percentile				48%	49%	53%	54%	40%	48%
Math Achievement				49%	57%	63%	49%	58%	62%
Math Learning Gains				43%	57%	62%	51%	50%	59%
Math Lowest 25th Percentile				45%	44%	51%	53%	35%	47%
Science Achievement				32%	45%	53%	44%	52%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	46%	50%	-4%	58%	-12%
Cohort Comparison						
04	2021					
	2019	41%	49%	-8%	58%	-17%
Cohort Comparison		-46%				
05	2021					
	2019	37%	45%	-8%	56%	-19%
Cohort Comparison		-41%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	66%	56%	10%	62%	4%
Cohort Comparison						
04	2021					
	2019	58%	60%	-2%	64%	-6%
Cohort Comparison		-66%				
05	2021					
	2019	23%	49%	-26%	60%	-37%
Cohort Comparison		-58%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	33%	43%	-10%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic for ELA and Math in 1st - 5th
5th Grade Science is a District Assessment for Fall and Winter; we use the Florida Statewide Science Assessment for Spring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27/31%	25/27%	34/37%
	Economically Disadvantaged	22/29%	19/24%	26/33%
	Students With Disabilities	8/33%	7/27%	10/40%
	English Language Learners	1/5%	3/14%	4/19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32/37%	26/28%	33/36%
	Economically Disadvantaged	27/36%	20/25%	26/33%
	Students With Disabilities	9/39%	7/27%	8/35%
	English Language Learners	4/21%	1/5%	11/58%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29/31%	42/44%	43/45%
	Economically Disadvantaged	25/29%	36/42%	38/44%
	Students With Disabilities	6/32%	9/47%	7/39%
	English Language Learners	4/33%	7/58%	6/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/12%	29/30%	34/38%
	Economically Disadvantaged	9/11%	24/28%	29/36%
	Students With Disabilities	3/16%	5/26%	5/31%
	English Language Learners	1/8%	2/17%	9/82%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/24%	24/33%	26/34%
	Economically Disadvantaged	11/18%	18/29%	18/29%
	Students With Disabilities	4/25%	7/44%	6/38%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/21%	27/37%	20/54%
	Economically Disadvantaged	9/14%	21/33%	13/46%
	Students With Disabilities	5/29%	6/38%	6/38%
	English Language Learners	0	2/18%	3/50%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/22%	25/33%	26/34%
	Economically Disadvantaged	11/18%	19/30%	18/28%
	Students With Disabilities	2/12%	3/18%	2/13%
	English Language Learners	0	2/22%	1/10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/11%	16/21%	18/23%
	Economically Disadvantaged	5/8%	12/19%	15/23%
	Students With Disabilities	1/6%	5/29%	5/31%
	English Language Learners	0	2/22%	5/50%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/40%	31/39%	39/50%
	Economically Disadvantaged	26/39%	27/39%	35/52%
	Students With Disabilities	9/43%	6/29%	8/38%
	English Language Learners	2/29%	1/11%	3/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/23%	35/44%	41/53%
	Economically Disadvantaged	16/24%	28/41%	35/52%
	Students With Disabilities	5/24%	8/38%	8/38%
	English Language Learners	1/14%	1/11%	3/33%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	11/12%	33/46%	29/38%
	Economically Disadvantaged			25/39%
	Students With Disabilities			9/43%
	English Language Learners			5/45%

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	18	50		30	30		33				
ELL	39	83		42	54		50				
BLK	26	50		26	17		27				
HSP	41	56	55	45	35		36				
WHT	49	54		65	54		46				
FRL	39	51	61	46	36	28	38				

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	23	31	30	37	38	35	25				
ELL	26	44	38	53	55	60					
BLK	30	40	50	29	30	29	4				
HSP	43	52	46	51	49	52	40				

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
MUL	50			54							
WHT	51	63	44	58	43	47	41				
FRL	42	51	48	47	42	44	29				

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	16	38	33	27	50	52	11				
ELL	19	50	73	43	54	60					
BLK	29	33	35	39	52	41	28				
HSP	36	44	71	45	50	63	43				
MUL	33			58							
WHT	41	41	42	62	48		54				
FRL	35	42	54	47	51	53	41				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
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	60
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In ELA we have a trend 1st-5th of students who make significant academic growth yet still are not meeting grade-level proficiency.
Our subgroups (African American, ELL and ESE) student are not making as large of learning gains as our general education students in both ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components in greatest need for improvement are overall proficiency in ELA, Math and Science along with subgroup data learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

One major contributing factor was the amount of instructional time lost during the pandemic due to illness of students and teachers. Many of our subgroup students were already 1-2 years below grade-level so the academic lose attributed to COVID only widen their learning gaps. Interventions were not implemented with fidelity due to the inconsistency and available trainings. We have a district COVID recovery plan we are implementing as well as trainings to better implement interventions.
We will be implementing CORE Support for ELA (95% Group, Vocabulary Surge, Chip Kits), Prerequisite lessons in Math from iReady, and fluency building in math.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA learning gains showed the most improvement school wide in both iReady and FSA ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for this improvement were an extra 30 minutes in ELA due to Bottom 300 status. During this time we did school wide WIN and provided intensive reading interventions or enrichments to all students. We also implemented Professional Learning Communities in ELA weekly for 50 minutes in which we planned targeted lessons and followed-up with data every other week.

What strategies will need to be implemented in order to accelerate learning?

An additional 50 minutes of PLC planning for teachers in both reading and math, while adding science 1x a month in 4th and 5th grade. We will also continue iReady extra lessons in grades 3-5 for reading and math. We will implement the new Amplify reading curriculum with fidelity. We will use Study Island in 5th grade science.
Weekly observations and feedback based on the Models of Effective Instruction, IPGs and Danielson rubric.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

mClass Training
BEST Standards Training
Amplify Training
CRI-PD
5E Model PD
Continued support and training in Models of Effective Instruction

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District COVID recovery plan
PLCs
IPGS walkthroughs
TNTP Coaching Cycles
Stocktake Meetings

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Strengthen PLC's to ensure that all lessons promote student learning and thinking following the Models of Effective Instruction. We would like students to be authentically engaged and have the ability to communicate and explain their understanding/thinking using precise language.
Measurable Outcome:	We will increase our rating of the essential elements of PLC (listed in Action Steps) from a 2 to a 3 on the Dufour Rubric.
Monitoring:	Administration will walk through using the IPG to ensure the lessons planned in PLC using the Models of Effective instruction are being implemented in the classroom.
Person responsible for monitoring outcome:	Megan Moesching (moeschim@highlands.k12.fl.us)
Evidence-based Strategy:	We will use Professional Learning Communities in ELA, Math and Science to strategically plan lessons that follow the Models of Effective Instruction. The lessons will be standards aligned and include engagement strategies, questioning techniques and collaborative structures. The data from from these lessons will drive instruction.
Rationale for Evidence-based Strategy:	Implementing PLCs using the Models of Effective Instruction will ensure teachers are executing a guaranteed and viable curriculum - a curriculum that contains the most important or essential knowledge and skill students need with time to learn them on a unit-by-unit basis (Marzano, 2003).

Action Steps to Implement

During PLC teachers will dig deeper into the curriculum given by the district planning engaging work and planning for students to do the majority of the thinking.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

During PLC we will problem solve school improvement strategies to support increased student learning. The strategies include; questioning techniques, collaborative structures and engagement strategies.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

During PLC we will build and support our mission of learning for all to ensure all students are receiving grade-level standards and given the scaffolds necessary to meet the learning target.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our percent of proficient students continues to be below 50% in all grade-levels 1st-5th in ELA as measured by FSA in 3rd-5th and iReady EOY Diagnostic in 1st and 2nd.
Measurable Outcome:	We will increase our ELA proficiency from 41% to 50% as measured by the ELA FSA in grades 3rd-5th. We will increase ELA proficiency from 41% to 50% as measured by Diebels 8th edition and/or PAST/PHONICS data during the Spring benchmark.
Monitoring:	We will monitor progress towards our goals through: - Weekly PLCs and data reviews - Progress Monitoring (iReady Diagnostics BOY, MOY & EOY in 3rd-5th); (PAST/PHONICS and Diebels Fall, Winter, Spring in 1st and 2nd) - Monthly Stocktake Meetings
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Weekly grade-level PLCs in ELA for 50 minutes utilizing Models of Effective instruction, grade-level/district adopted materials and standards. Incorporate explicit and systematic supplemental instruction in the areas of phonics and vocabulary utilizing 95% group Blueprint for Intervention materials, beyond the 90 minute reading block.
Rationale for Evidence-based Strategy:	To ensure all students have the opportunity to meet grade-level standards we must ensure plans are strategically aligned and focused on the standards and Models of Effective instruction daily.

Action Steps to Implement

Reading Coach and Admin facilitating weekly PLC meetings to ensure fidelity.

Person Responsible Kristy Eldon (eldonk@highlands.k12.fl.us)

IPG walk throughs with district reading specialist, reading coach and admin.

Person Responsible Kristy Eldon (eldonk@highlands.k12.fl.us)

Observations and feedback by administration to ensure lessons are being taught as planned in PLC.

Person Responsible Allisa Burke (burkea@highlands.k12.fl.us)

Monitoring of data as needed based on lessons planned and quarterly progress monitoring of data. We will utilize iReady diagnostics and growth checks as available (3-5). We will also utilize PAST/PHONICS and Diebels data in (1-2).

Person Responsible Whitney McGee (mcgeew@highlands.k12.fl.us)

We will specifically monitor the following subpopulations:
Students with Disabilities
ELL
Black
for growth towards proficiency at each progress report and 9 weeks. We will adjust their schedules and/or interventions supports in order to increase their proficiency. We will use iReady data and classroom assessments.

Person Responsible	Whitney McGee (mcgeew@highlands.k12.fl.us)

Observations and feedback by administration to ensure lessons are being taught as planned in PLC.

Person Responsible	Megan Moesching (moeschim@highlands.k12.fl.us)

CORE Support for ELA -
95% Group- Chip Kits, Vocabulary Surge, Multisyllabic Word Cards
ARG
Amplify Reading

Person Responsible	Kristy Eldon (eldonk@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our percent of proficient students continues to remain stagnate just below/at 50% in all 3rd-5th grade as measured by the FSA and well below 50% in 1st and 2nd as measured by iReady EOY Diagnostic.
Measurable Outcome:	We will increase our Math proficiency from 50% to 55% as measured by the Math FSA in grades 3rd-5th. We will increase Math proficiency from 37% to 50% as measured by the Math iReady EOY Diagnostic in 1st and 2nd grade.
Monitoring:	We will monitor progress towards our goals through: - Weekly PLCs and data reviews - Progress Monitoring (iReady Diagnostics BOY, MOY & EOY in 1st-5th) - Monthly Stocktake Meetings
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Weekly grade-level PLCs for 50 minutes utilizing Models of Effective instruction, grade-level/district adopted materials and standards. We will also ensure high engagement from students by asking probing questions and incorporating hands-on manipulatives.
Rationale for Evidence-based Strategy:	To ensure all students have the opportunity to meet grade-level standards we must ensure plans are strategically aligned and focused on the standards and Models of Effective instruction daily.

Action Steps to Implement

Math Coach and Admin facilitating weekly PLC meetings to ensure fidelity.

Person Responsible Jennifer Camacho (camachoj@highlands.k12.fl.us)

IPG walk throughs with district math specialist, math coach and admin, looking specifically at Core Action 2: What are students doing?

Person Responsible Jennifer Camacho (camachoj@highlands.k12.fl.us)

Monitoring of data as needed based on lessons planned and quarterly progress monitoring of data. We will utilize iReady diagnostics and growth checks as available.

Person Responsible Whitney McGee (mcgeew@highlands.k12.fl.us)

We will specifically monitor the following subpopulations:
Students with Disabilities
Black
for growth towards proficiency at each progress report and 9 weeks. We will adjust their schedules and/or interventions supports in order to increase their proficiency. We will use iReady data and classroom assessments.

Person Responsible Whitney McGee (mcgeew@highlands.k12.fl.us)

CORE Support Math- Prerequisite iReady Lessons

Person Responsible Jennifer Camacho (camachoj@highlands.k12.fl.us)

Feedback on lessons delivered after classroom observations and walk throughs, focusing on Tier 1 instruction and structure of the math block.

Person Responsible Megan Moesching (moeschim@highlands.k12.fl.us)

Provide support in math fluency using online math fluency program.

Person Responsible Jennifer Camacho (camachoj@highlands.k12.fl.us)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science achievement has not progressed over several years . Although we gained 6% achievement from 2019 to 2021 (32% to 38%) we are still 6% below the district average (44%) and 9% below the state average (47%).
Measurable Outcome:	We will increase our Science proficiency from 38% to 48% as measured by the Florida Statewide Science Assessment in 5th grade.
Monitoring:	We will monitor this area of focus through weekly PLC data chats with 5th grade teachers. We will also analyze Baseline assessments (Fall and Winter) utilizing risk levels.
Person responsible for monitoring outcome:	Megan Moesching (moeschim@highlands.k12.fl.us)
Evidence-based Strategy:	Teachers will be planning weekly in PLC with our Science coach using backwards design, grade-level standards, test item specifications and the 5E Model for Effective Instruction. Data will be routinely reviewed and a plan of action developed on how to meet the students needs will be created frequently.
Rationale for Evidence-based Strategy:	Implementing PLCs using the Models of Effective Instruction will ensure teachers are executing a guaranteed and viable curriculum - a curriculum that contains the most important or essential knowledge and skill students need with time to learn them on a unit-by-unit basis (Marzano, 2003). Implementing a plan of action with fidelity following a data review will ensure students are meeting the standards.

Action Steps to Implement	
Weekly 5th Grade Science PLCs and data review facilitated by Science Coach and Admin.	
Person Responsible	Jennifer Camacho (camachoj@highlands.k12.fl.us)
Implementation of 5E Models of Effective instruction monitored by IPG walk throughs, looking specifically at Core Action 3: What are students doing?	
Person Responsible	Jennifer Camacho (camachoj@highlands.k12.fl.us)
Feedback on lessons delivered after classroom observations and walk throughs, ensuring science occurs daily for the entire science block.	
Person Responsible	Allisa Burke (burkea@highlands.k12.fl.us)
5e Model Professional Development	
Person Responsible	Jennifer Camacho (camachoj@highlands.k12.fl.us)
Structured WIN time in 3rd-5th grade that incorporates science text and active reading strategies.	
Person Responsible	Jennifer Camacho (camachoj@highlands.k12.fl.us)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our attendance has not improved over several years. In 2020-2021 we held monthly SARC meetings and followed closely with students who missed 5 days within a 30 day period. Although, we saw some improvements with many of our families that we monitored. Our attendance rate of students missing 9 days or less is 46%
Measurable Outcome:	We will increase our attendance rate of students missing 9 days or less from 46% to 56%.
Monitoring:	We will monitor attendance weekly by pulling a attendance report on Fridays. We will meet with our school social worker on Mondays to discuss changes, make phone calls and consider home visits as needed. Once a month or more as needed, we will invite parents of children with at-risk and chronic attendance to meet with our SARC team for formal SARC meetings. We will do 30 day follow-up with parents that we are monitoring.
Person responsible for monitoring outcome:	Tiffany Mobley (mobleyt@highlands.k12.fl.us)
Evidence-based Strategy:	Teachers will make phone calls after a child has been absent more than two days and a communication log will be kept. SARC team will meet weekly to monitor attendance and monthly for formal SARC meetings. During SARC meetings, information will be provided to parents regarding the importance of school attendance and a plan will be devised in order to improve attendance. Resources will be offered and provided, if needed. Monthly information will be provided to parents via Facebook and School Website on the importance of school attendance.
Rationale for Evidence-based Strategy:	We will use the resource, AttendanceWorks to provide monthly information to all parents. We will follow state and district attendance guidelines.

Action Steps to Implement	
Meeting weekly with Patty Jackson (Social Worker) and Karen Andrews (Data Operator) to determine who is absent versus who is quarantined.	
Person Responsible	Tiffany Mobley (mobleyt@highlands.k12.fl.us)
Weekly SARC meetings with Allisa Burke, Tiffany Mobley, Patty Jackson, Karen Andrews and parent of child.	
Person Responsible	Allisa Burke (burkea@highlands.k12.fl.us)
100's chart through PBiS- a class earns a point each day a class has 100% present at any point in the day.	
Person Responsible	Tiffany Mobley (mobleyt@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our rate is 0.7 incidents per 100 students which is below the state average of 1.0 incidents per 100 students. Although our rate of incidents is lower than the state average our rate of suspensions is higher than the state average at 7 and the average being 3.2. We will be reviewing and revising our MTSS process for behavior in order to lower our suspension rates and provide stronger behavior interventions. A majority of the suspensions from the 2020-2021 school year were from a small handful of students who are in the process of being evaluated for behavior.

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.

We also implement PBiS School wide and focus on rewarding positive behavior. We use Class Dojo to reward students for good behavior daily and communicate with parents. At the end of each quarter we hold an event to reward good behavior, grades and attendance. Each morning our students start their day by reciting our school wide expectations; beWILD- Welcoming and Respectful, Invested in Learning, Leading Responsibly and Determined to Succeed. We also do a quarterly class reward for compliments and attendance. This reward promotes a class working together to be successful.

**Many of our parent involvement nights look different due to COVID-19. We are plan to deliver parent involvement virtually as much as we can. SAC/PTO meetings will be held virtually.

Back to School Orientation - August 5th Face-to-Face for VPK, 1st Grade and any new students; Phone/ Google Meet Orientation for 2nd-5th; extended school office hours for supply drop off and to complete back to school paperwork

Parent Report Card Night - October 21st/March 31st (virtually depending on COVID)

This year we scheduled specific days for parents to come and eat lunch with their child. Every month each grade-level has a designated day to eat.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Fred Wild Elementary conducts an annual Title 1 meeting each year in September as well as bi-monthly SAC/PTO meetings to inform parents about Title 1 programs and the use of Title 1 funds. Parents are encouraged to participate in SAC and PTO meetings. Discussions regarding the school budget are had during SAC meetings and decisions are made regarding Title 2 monies. Parental input is sought at each meeting and through school-wide surveys each spring. When comments, concerns or input are given, either the principal or assistant principal make notes and comments are documented in the minutes of the meeting. Parents are notified of the Parent Family Engagement Plan review and Home/School compact through newsletters, flyers, School App, Class Dojo and Facebook. Report card conference nights give parents the opportunity to spend one on one time with their child's teacher to discuss the child's achievement and how the parent can further support the child.

Teachers schedule conferences with parents before and after school hours, interpreters are provided for meetings. Parents are invited into the classroom to review the progress of their student by the teacher or through student led conferences. Parent involvement nights are scheduled in the late afternoon and evening. Both the school social worker and the migrant home liaison assist in going to homes to communicate with parents. During the first SAC meetings, times and dates are discussed and scheduled.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
5	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**	**$0.00**
		Total:	**$0.00**