

Clay County Schools

J.L. Wilkinson Elementary School



2021-22 Schoolwide Improvement Plan

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J.L. Wilkinson Elementary School

4965 COUNTY ROAD 218, Middleburg, FL 32068

<http://wes.oneclay.net>**Demographics****Principal: Carolyn Hayward**

Start Date for this Principal: 4/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
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* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: A (62%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Clay 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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J.L. Wilkinson Elementary School

4965 COUNTY ROAD 218, Middleburg, FL 32068

<http://wes.oneclay.net>

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-6	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	13%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Wilkinson Elementary, we provide high levels of learning for all students. We increase student achievement by having high standards and expectations in which students value and develop a drive, desire, and passion for learning. This is achieved by students being actively engaged in the learning process. By creating an optimal learning environment built on respect, safety and kindness, all students are achievers.

Provide the school's vision statement.

Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare life long learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace.

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
Hayward, Carolyn	Principal	Instructional leader/supervisor of the school and all school activities. SAC member
Hoffman, Kara	Assistant Principal	Head of discipline, Leader of PBIS and staff Professional Development
Wright, Kathryn	Teacher, K-12	SAC chairperson
Jones, LeAnne	Teacher, K-12	Instructional coach, ELA. Title I compliance. SAC member
Pichoff, Lacey	Teacher, K-12	Math Instructional Coach
Adkison, Wendi	Teacher, K-12	Grade 6 Team Lead
Amidon, Sara	Teacher, K-12	Grade 1 Team Lead
Anloague, Arnold	School Counselor	FSA and MTSS support. guidance counselor
Massey, Brian	Teacher, K-12	Instructional Coach math/science
Romito, Karen	Teacher, K-12	Kindergarten Team Lead
Ruoss, Megan	Teacher, K-12	Grade 2 Team Lead
Schloffman, Danielle	Teacher, K-12	Grade 3 Team Lead
Sheffield, Lindsey	Teacher, K-12	Resource Team Lead

Demographic Information

Principal start date

Wednesday 4/1/2020, Carolyn Hayward

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

5

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

4

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

635

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

9

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

9

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	86	84	100	99	82	89	95	0	0	0	0	0	0	635
Attendance below 90 percent	31	34	31	35	26	31	29	0	0	0	0	0	0	217
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	0	0	0	8	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	15	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	0	0	1	5	4	0	0	0	0	0	0	10

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	1	5	11	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	3	2	1	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/2/2021

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	78	106	99	91	92	101	107	0	0	0	0	0	0	674
Attendance below 90 percent	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	1	4	9	6	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	1	4	9	6	0	0	0	0	0	0	20

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	1	4	9	6	0	0	0	0	0	0	20

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	4	9	1	6	0	0	1	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	78	106	99	91	92	101	107	0	0	0	0	0	0	674
Attendance below 90 percent	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	1	4	9	6	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	1	4	9	6	0	0	0	0	0	0	20

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	1	4	9	6	0	0	0	0	0	0	20

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	4	9	1	6	0	0	1	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				53%	65%	57%	49%	63%	56%
ELA Learning Gains				58%	62%	58%	66%	59%	55%
ELA Lowest 25th Percentile				59%	54%	53%	70%	50%	48%
Math Achievement				57%	70%	63%	62%	69%	62%
Math Learning Gains				56%	66%	62%	73%	68%	59%
Math Lowest 25th Percentile				40%	56%	51%	56%	56%	47%
Science Achievement				58%	65%	53%	60%	66%	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	47%	68%	-21%	58%	-11%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-47%				
05	2021					
	2019	55%	62%	-7%	56%	-1%
Cohort Comparison		-47%				
06	2021					
	2019	60%	64%	-4%	54%	6%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	71%	-16%	62%	-7%
Cohort Comparison						
04	2021					
	2019	56%	69%	-13%	64%	-8%
Cohort Comparison		-55%				
05	2021					
	2019	50%	64%	-14%	60%	-10%
Cohort Comparison		-56%				
06	2021					
	2019	62%	70%	-8%	55%	7%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	63%	-6%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1-6 ELA: i-Ready

Grades 1-6 Math: i-Ready

Grade 5 Science: Performance Matters

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	33	54
	Economically Disadvantaged	16	33	54
	Students With Disabilities	7	30	50
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	23	53
	Economically Disadvantaged	3	23	53
	Students With Disabilities	3	20	53
	English Language Learners	NA	NA	NA
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	36	55
	Economically Disadvantaged	19	36	55
	Students With Disabilities	4	15	33
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	23	64
	Economically Disadvantaged	12	23	64
	Students With Disabilities	8	22	70
	English Language Learners	NA	NA	NA

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	51	67
	Economically Disadvantaged	32	51	67
	Students With Disabilities	8	27	43
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	36	58
	Economically Disadvantaged	15	36	58
	Students With Disabilities	4	19	27
	English Language Learners	0	0	100
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	38	34
	Economically Disadvantaged	22	38	34
	Students With Disabilities	15	30	27
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	42	49
	Economically Disadvantaged	10	42	49
	Students With Disabilities	9	24	36
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	38	65
	Economically Disadvantaged	19	38	65
	Students With Disabilities	8	22	34
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	48	42
	Economically Disadvantaged	14	48	42
	Students With Disabilities	0	14	34
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	6	66	44
	Economically Disadvantaged	6	66	44
	Students With Disabilities	0	32	17
	English Language Learners	NA	NA	NA
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	32	30
	Economically Disadvantaged	22	32	30
	Students With Disabilities	9	12	14
	English Language Learners	0	NA	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	30	42
	Economically Disadvantaged	23	30	42
	Students With Disabilities	12	12	16
	English Language Learners	0	NA	1

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	37	57	65	42	48	46	25				
HSP	47			53							
WHT	49	57	62	57	52	39	47				
FRL	45	53	52	50	48	41	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	34	44	50	38	50	40	44				
BLK	60	54		55	31						
HSP	42			50							
MUL	50			60							
WHT	53	58	58	57	57	40	57				
FRL	49	57	64	54	51	38	56				
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	33	59	63	44	60	46	34				
BLK	43	82		43	82						
WHT	50	66	71	62	73	56	60				
FRL	47	63	69	58	70	57	59				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	52
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	47
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?

Trends emerging across grade levels for ELA indicate significant increases from Fall to Spring progress monitoring in all grade levels except grades 4 and 6 which did experience some growth. This trend is reflected in the FSA data as well. Trends in mathematics appear stable; however, learning gains of the lowest 25% continue to be an area of concern. While Science progress monitoring indicated an upward trend in proficiency, the state assessment (NGSSS) did not reflect this.

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

Learning gains in math for the lowest quartile scholars (40%) showed the greatest need for improvement followed by achievement in science (48%) and achievement in ELA (50%).

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

Perhaps the most obvious factor contributing to the need for improvement in all content areas was the Covid 19 pandemic which resulted in inconsistent attendance and increased the need for remediation. Additionally, our scholars tend to lack core foundational skills such as math fact fluency. We have initiated a schoolwide math fact fluency incentive to address this need. New reading curriculums have been adopted by the district to meet those needs. Our science teachers will be utilizing technology assisted programs (PENDA, Legends of Learning, Generation Genius) to enhance instruction. Professional Learning Communities are actively engaged in disaggregating and using data to increase student achievement.

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

Learning gains of the lowest quartile in ELA showed the most improvement in 2021.

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

Targeted small group instruction school wide, along with coaching to strategically address the standards and analyze the data to drive instruction contributed to this improvement.

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

Acceleration of student learning begins with deepening educator knowledge and practice. We will continue to utilize both district and school based specialists and coaches, as well as other instructional leaders to do this. Our teacher leaders are actively engaged with PLCs which are designed to target student achievement.

Additionally, we have new instructional technology (Lexia Core, PENDA, Legends of Learning, and Generation Genius) which will help to accelerate learning. Math Team is offered to interested scholars. For identified scholars, we employ a full time extended studies teacher.

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.

Professional development opportunities will include implementation of new curriculums; BEST standards; Poor Students, Rich Teaching: Seven High-Impact Mindsets for Students From Poverty; Simple Rigor for Science Teachers; Integration of Curriculum; FDLRS/ESE ELA and Math strategies; Using Reciprocal Teaching in a Literacy Block with Studies Weekly; PENDA

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

Additional services ensuring sustainability of improvement include district support of coaches and specialists, Title I personnel and services, coordination and integration of services from other departments such as ESE and preschool and extended day learning opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	A strategic focus will be placed on achieving an increase in overall reading proficiency schoolwide. Data from End of Year assessments for 2020-21 are as follows: projected grade 3 FSA proficiency for grade K-2, 69%; percentage of scholars below Level 3 on the 2021 FSA, 50%. Analysis of this data indicate a discrepancy between the primary (K-2) projected proficiency and the intermediate (3-6) performance, thereby requiring an increased need for monitoring as well as development of an action plan which addresses this need. It is expected that an increase in this area will close the achievement gap in reading, and will translate across curriculums, aiding in increasing achievement in all other content areas.
Measurable Outcome:	<p>Increase the percentage of kindergarteners proficient in Kindergarten phonics from 87% to 90% using EOY i-Ready.</p> <p>Increase the percentage of first graders projected to score a level 3 or above on the grade 3 ELA assessment from 54% to 64% using the 2021-2022 EOY i-Ready</p> <p>Increase the percentage of second graders projected to score a level 3 or above on the grade 3 ELA assessment from 55% to 65% using the 2021-2022 EOY i-Ready.</p> <p>Increase the percentage of third graders scoring level 3 or above on the 2022 FSA from 46% to 50%.</p> <p>Increase the percentage of fourth graders scoring level 3 or above on the 2022 FSA from 49% to 55%.</p> <p>Increase the percentage of fifth graders scoring level 3 or above on the 2022 FSA from 56% to 60%.</p> <p>Increase the percentage of sixth graders scoring level 3 or above on the 2022 FSA from 42% to 50%.</p>
Monitoring:	Grades K-3 will be monitored on i-Ready diagnostics. All grades will be monitored using Savvas and Lexia Core diagnostics. By the Mid Year assessment, we should see each grade level at least half way to their goal.
Person responsible for monitoring outcome:	Carolyn Hayward (carolyn.hayward@myoneclay.net)
Evidence-based Strategy:	<p>Evidence-based strategies which will be implemented to improve our instructional practice relating to ELA include the following:</p> <p>Grades K-3: Systematic, explicit, recursive, and cumulative phonics instruction, monitored by data from Lexia Core 5 and DIBELS</p> <p>Grades K-6: Explicit Comprehension Strategy Instruction (Before, During, After), monitored by data from Lexia Core 5 and Power UP and Savvas assessments</p> <p>Grades K-6: Systematic, direct-explicit instruction monitored by classroom observations and walkthroughs, and lesson plans</p> <p>Grades K-6: Small group instruction monitored by classroom observations and walkthroughs, and lesson plans</p>
Rationale for	Grades K-6: Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading monitored by data from Lexia Core 5
	Systematic, explicit, recursive, and cumulative phonics instruction: This strategy was chosen because data indicates that our scholars lack proficiency in this area which is

foundational to comprehension. Research shows there is strong evidence that systematic, direct-explicit instruction is a high impact strategy https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22

Explicit Comprehension Strategy Instruction: This strategy was chosen because data indicates that our scholars lack proficiency in comprehension. There is strong evidence to support this strategy. <https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p03/>

Evidence-based Strategy:

Systematic, direct-explicit instruction: This strategy was chosen because of the strong evidence of supporting research for the populations we serve. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf#page=22

Small group instruction: This strategy was chosen because it is a district initiative that is highly supported with strong evidence in the research. <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading: This strategy was chosen because of our need for a systematic and structured approach to the six areas of reading. <https://www.evidenceforessa.org/programs/reading/lexia-core5r-reading-program-struggling-readers>

Action Steps to Implement

1. Strategic use of instructional coaches for intentionally targeted groups
2. Targeted intervention groups utilizing evidence-based strategies and tools for instruction
3. Use of PLCs to drive instruction by analyzing assessment and student work
4. Use of district level ELA coaches and specialists to support instruction
5. Classroom walkthroughs and observations
6. Strategic, targeted implementation of Savvas, Lexia Core, From Phonics to Reading, Heggerty.
7. 60 minute ELA intervention block, supported by Title I interventionists and paraprofessionals
8. Title I funded teacher for class size reduction in kindergarten
9. 1.4 Title I funded instructional coach/interventionists
10. Enhancement of classrooms libraries with quality fiction and nonfiction literature.
11. Use of Simple Rigor strategies with Achieve articles for grades 4-6.
12. Purchase of technology (chromebooks, earbuds) to support the Lexia Core 5 implementation and i-Ready progress monitoring
13. Disaggregation of data from DIBELS, Lexia Core, Savaas, i-Ready to inform instruction

Person Responsible Carolyn Hayward (carolyn.hayward@myoneclay.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Specific area of instructional focus will be to increase the learning gains of the lowest quartile in math. An increase in this area will help to close the achievement gap in overall mathematics proficiency. This area was identified as our greatest need for improvement based on the FSA spring 2021.
Measurable Outcome:	The goal is to increase the learning gains of the lowest quartile in math from 40% to 50% in grades 3-6 as measured by the FSA spring 2022 and the end of year i-Ready diagnostic for grades K-2.
Monitoring:	This area of focus will be monitored using i-Ready diagnostics.
Person responsible for monitoring outcome:	Carolyn Hayward (carolyn.hayward@myoneclay.net)
Evidence-based Strategy:	Implementation of the Data Driven Inquiry cycles (PLCs) to analyze student performance on an ongoing basis to determine the effectiveness of interventions and supports. Math coaching cycles utilizing on site as well as districts coaches and specialists. This will address not only lower quartile gains, but overall math proficiency.
Rationale for Evidence-based Strategy:	Utilizing a continuum of data analysis and strategic intervention implementation of personnel and material resources will provide the most current assessment of the effectiveness of targeted strategies, tool and resources. It will allow the ability to adjust and tailor resources as needed through continual monitoring of student data and performance to address both lower quartile and overall proficiency.

Action Steps to Implement

1. Strategic instructional coaching for targeted groups
2. Strategic intervention groups utilizing evidence-based strategies and tools for instruction
3. Use of PLCs to drive instruction by analyzing assessment and student work
4. Use of district and school based coaches and specialists
5. Classroom walkthroughs/observations
6. Academic Intervention Groups formed to support lower quartile scholars
7. Utilization of one to one chromebooks to enhance assessment, instruction, and synthesis of math concepts
8. Increase STEM activities for common cross curricular language and instructional intentionality with math and science classes
9. Title I funded teacher for class size reduction
10. Title I funded paraprofessional for instructional support
11. Title I funded math coach/interventionist
12. Purchase of technology for progress monitoring (chromebooks, earbuds) and interactive monitors to aide/enhance instruction

Person Responsible Carolyn Hayward (carolyn.hayward@myoneclay.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Specific area of instructional focus will be increasing science proficiency. This was identified as a critical need because of the decline in proficiency from previous years. An increase in this area will close the achievement gaps in science content, as well as broaden science inquiry knowledge and scientific discourse.
Measurable Outcome:	The goal is to increase overall proficiency from 48% to 60% in grade 5 as measured by NGSSS State Science Assessment.
Monitoring:	Baseline, mid, and end of year assessment on Synergy.
Person responsible for monitoring outcome:	Carolyn Hayward (carolyn.hayward@myoneclay.net)
Evidence-based Strategy:	Implementation of the Data Driven Inquiry cycles (PLCs) to analyze student performance on an ongoing basis to determine utilization of interventions and supports. Coaching cycles utilizing on site and district science coaches and curriculum specialists.
Rationale for Evidence-based Strategy:	Utilizing a continuum of data analysis and strategic implementation of personnel and material resources will provide the most current assessment of the effectiveness of targeted strategies, tools, and resources. It will also allow the opportunity tailor resources as needed through continual monitoring of student data and performance.

Action Steps to Implement

1. Strategic use of instructional coaching for targeted groups
2. Strategic intervention groups utilizing evidence based strategies and tools for instruction
3. Data driven PLCs to drive instruction by analyzing assessment and student work.
4. Accessing district support through coaches and specialists
5. Classroom walkthroughs and observations
6. STEM resource class to support scientific concepts by grade level
7. Weekly science trivia in lunch for 5th grade scholars to reinforce science vocabulary and concepts
8. Title I funded teacher for class size reduction
9. Title I funded science coach
10. Title I funded paraprofessional for instructional assistance
11. Purchase of additional science materials for labs
12. PENDA instructional technology, grades 4-6
13. Generation Genius science software for use in STEM
14. Use of Legends of Learning instructional technology, grades 5-6
15. Technology to enhance instruction and coaching (chromebook tablets, interactive monitors, drones)
16. Use of nonfiction text and Achieve articles

Person Responsible Carolyn Hayward (carolyn.hayward@myoneclay.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale:	A specific effort to reduce discipline referrals will increase instructional time on task. This will increase proficiency across all curriculums and assist in closing achievement gaps.
Measurable Outcome:	Wilkinson's goal is to increase academic time on task by reducing discipline referrals by 15% as compared to the previous school year (132 incidences).
Monitoring:	The number of discipline referrals will be monitored monthly to monitor for the desired outcome.
Person responsible for monitoring outcome:	Kara Hoffman (kara.hoffman@myoneclay.net)
Evidence-based Strategy:	School-wide Positive Behavior Interventions and Supports (PBIS) is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success.
Rationale for Evidence-based Strategy:	If we can create and maintain a learning environment that fosters student success, then behaviors which detract from this should be decreased.

Action Steps to Implement

1. Schoolwide use of PBIS program
2. Use of Seven Mindsets curriculum schoolwide
3. Development and use of the Behavioral Intervention Form
4. Development of the Discipline Flow Chart
5. Use of Sanford Harmony curriculum
6. Support from guidance counselors, school social worker
7. On-site Clay Behavioral Counselor
8. Schoolwide Wildcat 200 Program
9. Positive Office Referrals
10. Principal's Pancake Breakfast for 7 Mindsets
11. .2 Title I funded paraprofessional to support SEL in the classroom
12. Use of digital signs in the cafeteria to support the Mindset of the Month

Person Responsible Kara Hoffman (kara.hoffman@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Compared to the state average, Wilkinson Elementary is at or below the average number of discipline events with only 1 reported event. We are a model PBIS school and take pride in establishing a positive school culture where excellence in behavior and attitude are both expected and rewarded. This year the PBIS committee has developed a Behavior Intervention Form which serves as a means of communication between staff and administration in the event of a behavioral situation. Additionally, a Discipline Flow Chart has been created to identify possible student, staff, and administrative actions along with consequences for these situations.

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.

Wilkinson Elementary is a PBIS model school, honored to receive the Resilience Award from Florida PBIS for the 2020-21 school year. We seek to create and maintain a learning environment which fosters student success. In doing so, we believe that we are carrying out our vision statement: Wilkinson Elementary exists to provide a safe, caring and stimulating environment to prepare lifelong learners for success by assisting them in acquiring the necessary skills to achieve their fullest potential in a competitive global workplace. This is accomplished in many ways including positive office referrals, schoolwide Wildcat 200 program in which scholars are recognized for outstanding demonstration of The Wildcat Guidelines for Success with a positive phone call to a parent by administration, a PBIS committee which meets monthly to assess behavioral trends and needs, the creation of a Behavior Intervention Form and Discipline Flow Chart and a Sixth Grade Leadership team nominated by their peers, teachers, and administration. Teachers of the Month, Support Member of the Month, and Bus Driver of the Month are nominated by their colleagues and recognized for their contributions to building a positive culture and environment. Additionally, we pursue an active presence on social media platforms highlighting the achievements and undertakings of our scholars.

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

The stakeholders of Wilkinson Elementary include our family members, community and staff. As a Title I school, we know that it truly does take a village to educate a child, and we welcome the contributions of all stakeholders. Some of these comprise our School Advisory Council which meets at least quarterly to provide input for school-based decisions, parent activities, and Title I requirements such as the Parent and Family Engagement Plan and School Improvement Plan. Members carefully consider the needs of the school and attempt to address potential barriers to participation so that families are encouraged to attend all applicable events. Family members also serve as volunteers, supporting our scholars and staff in a variety of ways such as chaperoning field trips, assisting with special projects and helping in the classrooms. We are fortunate to partner with a few of our local churches whose members have taken a special interest in supporting our staff through the recent challenges of the Covid 19 pandemic, as well as providing donations of supplies and other items to our scholars and their families. Staff members promote a positive culture and environment by implementing various PBIS initiatives and educating about the Wildcat Guidelines for Success, which are to be respectful, kind, honest and responsible, and recognizing those who demonstrate these traits. Kindergarten and Title I teachers partner with our local and on-site preschool programs to create a smooth transition to school by updating them with information regarding kindergarten registration and by hosting KinderCamp, whereby entering Kindergarten scholars and their families have an opportunity to meet the kindergarten teachers and receive take home materials to start their year off on a positive note.

Likewise, we also partner with our neighboring junior high school to provide transitional activities for our 6th grade scholars. Working together, all stakeholders strive to help our scholars reach their full potential in a safe, welcoming and positive environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
Total:			\$0.00