Wildwood Elementary School

2021-22 Schoolwide Improvement Plan

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Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[no web address on file]

Demographics

Principal: Brittany Brown

Start Date for this Principal: 3/29/2021

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 (53%) 2017-18: C (49%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	<u>Lucinda Thompson</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

This plan is pending approval by the Sumter 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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Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[no web address on file]

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	61%

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.

Wildwood Elementary School endeavors to provide an academic, nurturing, and safe learning environment where diversity is respected and individuality is encouraged.

Children, our most valuable assets, are provided an opportunity to achieve academic excellence and interact through engaging and challenging experiences.

Faculty and staff members are dedicated professionals who promote shared accountability among the home, child, school, and community to develop responsible, knowledgeable, productive, and compassionate citizens committed to lifelong learning.

Provide the school's vision statement.

WWES: Walking with Excellence & Success

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
Harrison, Jasmyn	Teacher, K-12	3rd Grade GLC
Shirley, Summer	Principal	
Brown, Brittany	Assistant Principal	
Dorsey, Ashley	Assistant Principal	
Badger, Eileen	Instructional Media	
Chambers, Kyndall	Reading Coach	
Cooper, Julie	Teacher, K-12	
Magliocca, Linda	School Counselor	
Mannino, Meggen	Other	
Mannino, Paul	Teacher, ESE	
Penson, Kelley	Teacher, K-12	
Quintero, Ashley	Other	
Reilly, Jean	School Counselor	
Rotarius, Paige	Teacher, K-12	
Rodriguez, Reanna	Other	
Baker, Amanda	Teacher, K-12	Kinder GLC
Camp, Elizabeth	Teacher, K-12	5th grade GLC

Demographic Information

Principal start date
Monday 3/29/2021, Brittany Brown

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
58

Total number of students enrolled at the school
825

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
12

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	154	140	112	135	113	110	0	0	0	0	0	0	0	764
Attendance below 90 percent	22	48	27	22	20	20	0	0	0	0	0	0	0	159
One or more suspensions	3	1	1	7	2	5	0	0	0	0	0	0	0	19
Course failure in ELA	17	10	2	6	0	0	0	0	0	0	0	0	0	35
Course failure in Math	5	2	0	1	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	14	11	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	21	13	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	0	0	7	0	0	0	0	0	0	0	0	0	7

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	11	8	2	9	18	11	0	0	0	0	0	0	0	59

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	32	20	8	5	1	1	0	0	0	0	0	0	0	67
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
Wednesday 9/1/2021

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	122	114	108	99	96	111	0	0	0	0	0	0	0	650
Attendance below 90 percent	5	16	18	6	9	10	0	0	0	0	0	0	0	64
One or more suspensions	0	1	9	13	12	12	0	0	0	0	0	0	0	47
Course failure in ELA	0	10	18	11	4	3	0	0	0	0	0	0	0	46
Course failure in Math	0	10	11	6	5	1	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	21	0	0	0	0	0	0	0	22

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	11	15	9	5	18	0	0	0	0	0	0	0	58

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	11	17	6	1	6	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	1	2	4	0	0	0	0	0	0	0	7

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	122	114	108	99	96	111	0	0	0	0	0	0	0	650
Attendance below 90 percent	5	16	18	6	9	10	0	0	0	0	0	0	0	64
One or more suspensions	0	1	9	13	12	12	0	0	0	0	0	0	0	47
Course failure in ELA	0	10	18	11	4	3	0	0	0	0	0	0	0	46
Course failure in Math	0	10	11	6	5	1	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	21	0	0	0	0	0	0	0	22

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	11	15	9	5	18	0	0	0	0	0	0	0	58

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	11	17	6	1	6	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	1	2	4	0	0	0	0	0	0	0	7

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				50%	56%	57%	46%	59%	56%
ELA Learning Gains				52%	58%	58%	57%	57%	55%
ELA Lowest 25th Percentile				44%	51%	53%	51%	48%	48%
Math Achievement				54%	61%	63%	46%	62%	62%
Math Learning Gains				68%	68%	62%	48%	53%	59%
Math Lowest 25th Percentile				57%	55%	51%	43%	45%	47%
Science Achievement				48%	62%	53%	49%	65%	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	51%	66%	-15%	58%	-7%
Cohort Comparison						
04	2021					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-51%				
05	2021					
	2019	55%	65%	-10%	56%	-1%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	64%	-14%	62%	-12%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	72%	-23%	64%	-15%
Cohort Comparison		-50%				
05	2021					
	2019	61%	69%	-8%	60%	1%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	66%	-19%	53%	-6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

WWES utilizes iReady for our progress monitoring tool. Students are assessed three times per year: beginning, mid and end of year. iReady also has students complete growth monitoring checks twice per year, fall and spring. All data is analyzed through A-Team Leadership meetings and grade level professional learning communities. Teachers host data chats with students to review progress, goals and plan for improvement. Teachers monitor student performance on their individualized iReady learning paths weekly, analyzing how many students passed lessons, time on task, and minutes spent ELA/Math lessons. With iReady data and weekly assessment data, the A-Team and teachers develop small group instructional plans to meet individual student needs. Teachers and the A-Team focus on the students' target domain/standard and intentionally plan for instructional materials utilized during small group instruction. Students are engaged in small group instruction at least three days per week, during their ELA/Math instructional blocks and/or during our schoolwide AAA (Academic Achievement for All) block. Further, 5th grade science utilized Study Island in 2020-21 for pre and mid year assessment. For the 2021-22 school year, the district adopted USA Test Prep as the progress monitoring tool. Science support is provided through a minimum of one hour per day of science instruction in 5th grade, science labs, Science Superstars in 4th/5th grade and a 60 book science focused AR challenge for students to engage in non-fiction texts throughout the day.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/10%	24/23%	54/47%
	Economically Disadvantaged	9/10%	24/23%	54/47%
	Students With Disabilities	3/16%	3/20%	5/28%
	English Language Learners	0	0/0%	4/67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/9%	13/12%	41/36%
	Economically Disadvantaged	7/9%	13/12%	41/36%
	Students With Disabilities	2/16%	1/6%	5/28%
	English Language Learners	1/20%	1/17%	3/50%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/20%	29/26%	49/40%
	Economically Disadvantaged	18/20%	29/26%	49/40%
	Students With Disabilities	2/11%	6/33%	7/37%
	English Language Learners	1/25%	2/20%	3/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/7%	16/14%	34/28%
	Economically Disadvantaged	7/7%	16/14%	34/28%
	Students With Disabilities	1/6%	1/6%	4/21%
	English Language Learners	1/25%	3/60%	4/67%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/44%	44/43%	43/39%
	Economically Disadvantaged	40/44%	44/43%	43/39%
	Students With Disabilities	2/10%	4/17%	1/4%
	English Language Learners	0	1/9%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/10%	19/18%	38/35%
	Economically Disadvantaged	9/10%	19/18%	38/35%
	Students With Disabilities	0/0%	1/4%	5/20%
	English Language Learners	0/0%	0/0%	1/11%
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/17%	35/39%	41/43%
	Economically Disadvantaged	14/17%	35/39%	41/43%
	Students With Disabilities	1/4%	2/8%	5/19%
	English Language Learners	1/14%	2/29%	2/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/21%	19/21%	49/52%
	Economically Disadvantaged	15/21%	19/21%	49/52%
	Students With Disabilities	0/0%	0/0%	5/19%
	English Language Learners	3/40%	2/29%	3/38%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/19%	12/12%	21/19%
	Economically Disadvantaged	14/19%	12/12%	21/19%
	Students With Disabilities	1/4%	1/3%	1/3%
	English Language Learners	1/14%	1/13%	1/10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/13%	12/12%	25/22%
	Economically Disadvantaged	11/13%	12/12%	25/22%
	Students With Disabilities	1/3%	2/6%	2/6%
	English Language Learners	1/14%	2/25%	2/20%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	54.9%	59.4%	36/40%
	Economically Disadvantaged	N/A	N/A	36/40%
	Students With Disabilities	N/A	M/A	8/27%
	English Language Learners	N/A	N/A	0/0%

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	31	37	50	31	43	58	38				
ELL	38			56							
BLK	44	33	23	41	25	27	33				
HSP	44			52			30				
MUL	64			60							
WHT	57	47		55	53		51				
FRL	46	38	40	44	36	47	37				
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	36	52	43	35	48	40	32				
ELL	35	57		55	79						
BLK	34	46	42	40	60	55	28				

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
HSP	44	59	60	60	90	70	28				
MUL	70	50		75	73						
WHT	65	56		61	67		66				
FRL	48	56	49	49	64	57	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	42	48	27	43	38	17				
ELL	38			57							
BLK	26	46	50	29	40	29	36				
HSP	53	66	40	59	56		63				
MUL	59	58		45	50						
WHT	63	64	64	60	52	53	58				
FRL	45	57	53	44	47	41	49				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	32
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	42
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	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	53
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	41
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?

The following breakdown for grade level data for 2020-21 progress monitoring data:
-1st grade progress monitoring data shows ELA proficiency at 47% and 36% proficient in Math.
-2nd grade progress monitoring data in ELA and Math are significantly below the other grade levels and district data, at only 40% proficient in ELA and 28% proficient in Math.
-3rd grade progress monitoring data in ELA and Math exhibit a large population of students being proficient, 39% in ELA and 35% in Math.
-4th grade progress monitoring data in ELA and Math exhibit a larger population of students being proficient at this grade level, 43% in ELA and 52% in Math.
-5th grade progress monitoring data in ELA and Math are significantly below the other grade levels and district data, at only 19% proficient in ELA and 22% proficient in Math. 5th grade state Science data shows only 40% proficiency.
Furthermore, 2020-21 progress monitoring data for WWES shows a significant discrepancy between all students proficient and students with disabilities, 1st-5th grade, in ELA and math.

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

Based on the progress monitoring data and state data, the following areas are Wildwood Elementary's greatest area for improvement:
-2nd grade ELA and Math proficiency
-3rd grade ELA and Math proficiency
-5th grade ELA and Math proficiency
-5th grade Science proficiency
School target areas for instruction are:
-ELA target domain is vocabulary instruction K-5
-Math target domain for K-2 grade levels will be Numbers and Operations, for 3-5 grade levels will focus on students individual needs in any of the four target domains

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 of the largest contributing factors to the data was the learning loss during the COVID-19 pandemic from March 2020-present. Many of the students at WWES were enrolled in the district virtual program or were enrolled in home education programs. WWES student enrolled started the 2020-21 school year with a low student enrollment, with many students not coming back on campus until spring of 2021.Furthermore, WWES transitioned through administration changes, and a high teacher turnover for hiring.
For the 2021-22 school year, WWES has many changes implemented to address the need for

improvement.
1. Acceleration Team: This team is comprised of the principal, assistant principals, MTSS Coordinator, Reading Coach, two Interventionists, and two Inclusion Teachers. This team has two goals: To support teachers through coaching and collaborative PLCs and to support targeted students through intense interventions during AAA time (Academic Achievement for All time).
2. K-5 Curriculum Alignment and Block Expectations
3. Small Group Instructional Planning: Focus group students for teacher and A-Team through data analysis monthly
4. WWES AAA Time created for all teachers/students (Academic Achievement for All) with a focus of small group instruction.
5. Extended instructional day for students and staff (7.5 hours: students; 8 hours: teachers)
6. Faculty & Staff Monthly Rotation: 1st week: sets focus for instruction, PLC's and building climate/ culture; 2nd and 3rd week: grade level/subject area PLC's focused on data and intentional small group planning; 4th week Model Classrooms will be available for all teachers to observe, provide feedback and reflect on learning.

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

Wildwood Elementary School's progress monitoring data from 2020-21 shows significant growth in proficiency for grades 1-2; additionally, 1st grade and 4th grade data shows stronger proficiency in ELA than other grade levels at WWES, with 47% proficient in 1st grade and 43% proficient in 4th grade.
Lastly, 4th grade had 52% proficient in Math; significantly higher than any grade level at WWES. According to the latest 2021 state test data, 4th grade data in ELA and Math showed improvement from prior years data. 2021 data displayed 64% (39% proficient in 2019) of students were proficient in ELA while 66% (49% proficient in 2019) were proficient in Math.

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

WWES focused on progress monitoring through iReady weekly lessons, time on task and monitoring students typical and stretch growth for ELA and Math. Another new factor is teacher consistency among the grade levels that showed improvement/growth. Training and retaining teachers is a valuable tool for long term planning and goal setting. Lastly, WWES implemented the 21st CCLC afterschool/summer school targets 2-5th grade students and gives students additional time with instruction, with a STEM focus.

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

For the 2021-22 school year, WWES has many changes implemented to address the need for improvement.
1. Acceleration Team: This team is comprised of the principal, assistant principals, MTSS Coordinator, Reading Coach, two Interventionists, and two Inclusion Teachers. This team has two goals: To support teachers through coaching and collaborative PLCs and to support targeted students through intense interventions during AAA time (Academic Achievement for All time).
2. K-5 Curriculum Alignment and Block Expectations
3. Small Group Instructional Planning: Focus group students for teacher and A-Team through data analysis monthly
4. WWES AAA Time created for all teachers/students (Academic Achievement for All) with a focus of small group instruction.
5. Extended instructional day for students and staff (7.5 hours: students; 8 hours: teachers)
6. Faculty & Staff Monthly Rotation: 1st week: sets focus for instruction, PLC's and building climate/ culture; 2nd and 3rd week: grade level/subject area PLC's focused on data and intentional small

group planning; 4th week Model Classrooms will be available for all teachers to observe, provide feedback and reflect on learning.

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 Learning at WWES is data driven to two ways. Student data, disaggregated by grade level/teacher is analyzed to determine areas of support. For example, based on 2021 beginning of year IReady data, Vocabulary was our students lowest domain and will be a focus of professional development for teachers in this current school year. Second, data from teacher need survey, PLC's and walkthroughs will drive focus areas for professional development. In 2021-22, professional development for WWES will focus on: curriculum alignment & expectations for instructional blocks, small group instructional planning, explicit vocabulary instruction, writing in the content area, collaboration and technology integration.

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

In the summer of 2021, Wildwood Elementary School adopted a new school motto and theme: "WWES: Walking With Excellence and Success." This new motto was created as we began planning for ways to meet Academic Achievement for ALL (AAA). Through the additional minutes, A-Team and teachers will focus on intentionally planning for small group instruction. This additional 30 minutes added to the school day allows for teachers to have two-three times per day to focus on instruction through small group setting.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Increase Achievement in English Language Arts ELA proficiency is below state average. Focus: 5th grade ELA percent proficiency (37%), learning gains (40%) and bottom quartile learning gains (40%) were significantly below the other grade level(s), state and district performance.
Measurable Outcome:	Increase ELA proficiency in Grades 3-5 from 50% to 62%. Increase ELA learning gains in grades 3-5 from 41% to 62%. Increase ELA bottom quartile learning gains (grades 4-5) from 45% to 62%.
Monitoring:	Teachers will use pre, mid, and post iReady assessments; McGraw -Hill weekly tests, and STAR data to monitor progress towards goal with all students in grades K-5. Teachers will also conduct data chats with students at least twice per year, before mid and end of year iReady diagnostic testing. The A-Team will monitor data through weekly Leadership Team Meetings, meet four times per month with teachers through collaborative planning and professional learning communities. Teachers and A-Team focus group students may change as data is reviewed monthly.
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy:	Fidelity of all programs will be monitored weekly by administration. Acceleration Team will analyze data and utilize this information to guide and inform plans for weekly PLCs. Focus area for ELA will be professional development to support explicit vocabulary instruction in the classrooms.
Rationale for Evidence-based Strategy:	iReady meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. iReady diagnostic provides teachers with a detailed, customized evaluation of every student. Diagnostic results help teachers better understand their students' individual needs. Teachers will submit lesson plans weekly into their OneNote notebook. Administration will monitor plans. Administration will conduct walk-throughs and provide feedback to teachers. Acceleration Team will utilize the iReady data to look for trends, both areas for improvement and areas of growth.

Action Steps to Implement

1. Teachers in grades K-2 will utilize the HMH Reading Curriculum as an instructional tool to help students build a solid foundation in phonemic awareness, phonic, and other literacy skills.
2. Teachers will utilize the LFS model for instructional design.
3. Teachers will give explicit instruction on AVID Critical Reading and Academic Language to increase students' comprehension.
4. Teachers will be provided professional development in Core Connections.
5. Teachers will participate in weekly data driven PLCs through our monthly schedule rotation.
6. Teachers will facilitate daily flexible grouping.
7. Utilize P.E. waiver/AAA time for additional ELA instruction with the A-Team.
8. Bottom quartile will work in small group during AAA on targeted skills.
11 Fidelity to iReady reading program.
12. Literacy Coach will coach and model for teachers.
13. Use of model classrooms on a monthly basis.

Person Responsible Summer Shirley (summer.shirley@sumter.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increase Achievement in Math Math proficiency on FSA is below the district and state average. Focus: 5th grade Math percent proficiency (33%), learning gains (37%) and bottom quartile learning gains (35%) were significantly below the other grade level(s), state and district performance.
Measurable Outcome:	Increase math proficiency in grades 3-5 from 49% to 62%. Increase math learning gains in grades 3-5 from 38%-62%. Increase math bottom quartile learning gains (grades 4-5) from 41% to 62%.
Monitoring:	Teachers will use pre, mid, and post iReady assessments; Go-Math weekly tests, and IXL data in 4th/5th grade to monitor progress towards goal with all students in grades K-5. Teachers will also conduct data chats with students at least twice per year, before mid and end of year iReady diagnostic testing. The A-Team will monitor data through weekly Leadership Team Meetings, meet four times per month with teachers through collaborative planning and professional learning communities. Teachers and A-Team focus group students may change as data is reviewed monthly.
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy:	Walkthroughs will be conducted by administration. Math plans will be monitored by administration. Acceleration Team will analyze data and utilize this information to guide and inform plans for weekly PLCs. Professional Development will be centered around small group instructional planning for math, with a focus on number sense for K-2.
Rationale for Evidence-based Strategy:	I-Ready meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. I-Ready diagnostic provides teachers with a detailed, customized evaluation of every student. Diagnostic results help teacher better understand their students' individual needs. Teachers will submit lesson plans weekly into their OneNote notebook. Administration will monitor plans. Administration will conduct walk-throughs and provide feedback to teachers. Acceleration Team will utilize the iReady data to look for trends, both areas for improvement and areas of growth.

Action Steps to Implement

1. Math PLC biweekly to review standards and conduct data chats.
2. Administrative walkthroughs weekly in grades 3-5 to provide specific feedback to teachers.
3. Small group instruction using data from I-Ready for flexible grouping.
4. Teachers will participate in weekly data driven PLCs through our monthly schedule rotation.
5. Acceleration Team will provide support to targeted students during AAA time.
6. Interventionist will provide additional instruction and model lessons for math instruction.
7. Teachers will teach mental math strategies and provide practice daily for fact fluency.
8. Implementation of AVID WICOR strategies in grades K-5.
9. Teach and assess vocabulary for each unit.
10. Utilize math anchor charts during math block.
11. Utilize computer programs I-Ready, Khan Academy, Reflex Math, and IXL for skill practice.
12. 21st Century STEM After School Program.

Person Responsible	Summer Shirley (summer.shirley@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Increase Achievement in Science
Measurable Outcome:	Increase science proficiency in 5th grade from 40% to 62%.
Monitoring:	Administrators will monitor for effectiveness using formative science assessments.
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy:	Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on targeted science vocabulary. Administration will monitor results through scores provided by teachers. Teachers and administrators will monitor effectiveness through the results of the science vocabulary tests.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

1. Standards-based common lesson plans for entire 5th grade.
2. Weekly administrative walkthroughs during science block (with emphasis on 5th grade) to provide feedback
to teachers.
3. Monthly PLC meetings among 4th and 5th grade science teachers.
4. Professional development in science instruction.
5. 5th grade Science Superstars Program to focus on content area vocabulary.
6. Incorporation of science related texts during AR time.
7. 60 Nonfiction Book Challenge for AR in 5th grade, 60 ebook Challenge.
8. Increase of science based "read alouds" during science block.
9. Utilize AVID's Interactive Notebooks, WICOR strategies, and STAR Note-Taking strategies with Science content.
10. Implementation of benchmark assessments for tested 5th grade science standards.
11. Increase use of Hands-On Science Investigation Activities.
12. Use of technology programs such as: Study Island (5th grade only), USA Testprep and Generation Genius, to promote standards proficiency.

Person Responsible	Summer Shirley (summer.shirley@sumter.k12.fl.us)

#4. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Decrease in School Disciplinary Incidents There is a need to decrease the school disciplinary incidents.
Measurable Outcome:	Reduce the amount of long form referrals to less than 158. Reduce the number of Out of School Suspension days to less than 29.
Monitoring:	Administrators, MTSS Coordinator and PBS Coach will monitor progress towards goal by collecting bus conduct forms, in-school suspension forms, and long forms on a monthly basis. Each month will be compared to the previous to determine an increase or decrease in discipline incidences.
Person responsible for monitoring outcome:	Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)
Evidence-based Strategy:	Utilization with fidelity to the PBS program throughout the school setting.
Rationale for Evidence-based Strategy:	Disciplinary data will be shared during PBS meetings and leadership pep rallies to determine whether there was a decrease in disciplinary incidents.

Action Steps to Implement

1. MTSS Coach and two guidance counselors to support students' social and emotional needs, as well as, provide behavior strategies that promote positive behaviors in and outside of school.

2.PBS team to review data to reduce classroom disruptions due to poor behavior.

3. Continue PBS store biweekly.

4. Continue "Caught Ya Being Good" incentive (Facebook selfie and drawing for Kona Ice)

5. Increase utilization of Wildcat Cash.

6. Character Education block built into master schedule.

7. Quarterly PBS Incentives for students driven by student interest surveys.

8. Implementation of the 7 Habits of Highly Effective Kids. (Leadership Pledge recited daily and Habit Focus
morning announcement highlight)

9. Leadership Pep Rallies every 6 weeks.

10. Weekly dress down days tied to positive behavior.

11. Increase in AVID's self advocacy strategies.

12. Mentoring program, K-5 for targeted students.

13. Continue implementation of the Sanford Harmony Program during Character Ed.

14. STOP (Scholastic Time Out Program)-Time out for students that do not need administration intervention

15. Bus Behavior Plan to encourage positive behavior during transportation.

Person Responsible   Summer Shirley (summer.shirley@sumter.k12.fl.us)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Increase in Student Attendance By providing parents with a school wide Attendance Success Plan and support from an outside agency (YFA), parents will gain knowledge and assistance ensuring that students attend school regularly.
Measurable Outcome:	Students and parents will work together to maintain satisfactory attendance (90% or more) throughout the entire school year.
Monitoring:	Administration will monitor student attendance weekly contacting the guardians of students with attendance concerns.
Person responsible for monitoring outcome:	Brittany Brown (brittany.brown@sumter.k12.fl.us)
Evidence-based Strategy:	Fidelity of implementation of the Student Attendance Success Plan will be monitored through the case study meetings and Skyward attendance reports
Rationale for Evidence-based Strategy:	Fidelity of implementation of the Student Attendance Success Plan will be monitored through the case study meetings and Skyward attendance reports. Administration will make weekly calls to students that meet the threshold for 5 absent days/tardies within a 30 day period. The assistant principals will keep track of parents that attend meetings by completing CST forms and other necessary documentation.

Action Steps to Implement

Implementation of the WWES Student Attendance Success Plan for Tiers 1-3:
Tier 1 Steps:
1. One attendance requirement for weekly dress down.
2. Desserts for Days-Quarterly rewards party for students with less than five percent absences
3. Attendance Education for parents during Open House event.
4. Attendance tracked in student planner

Tier 2 Steps:
1. Conference to develop Attendance Success Plan
2. Attendance documented in student planner daily.
3. Weekly Attendance Mentoring Meetings.
4. Popsicle for Presence

Tier 3 Steps:
1. Daily check in with Attendance Mentor
2. YFA involvement
3. Inter-agency response to barriers preventing attendance improvement.

Utilization of automated system that notifies parents of absences.
Attendance information sent home quarterly.
Tardies and absences posted in front office.
Implementation of Case Study Team to provide interventions.

Person Responsible	Brittany Brown (brittany.brown@sumter.k12.fl.us)

#6. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Small group instruction integrated daily With the extended school day, built in AAA time, and curriculum alignment and expectations at WWES, teachers will have small groups daily, in at least two time blocks (AAA time, ELA and/or Math)
Measurable Outcome:	Students that are focus groups for small group instruction will show at least 50% growth toward their stretch goal on iReady by mid year diagnostic.
Monitoring:	iReady data will be monitored weekly through A-Team Leadership meetings and PLC's
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy:	iReady toolbox is standards driven and can be personalized/domain specific instruction that will be utilized with focus group students.
Rationale for Evidence-based Strategy:	iReady comparison data to FSA was within one percentage point on the 2021 state assessment. The reliability and accountability is strong and effective.

Action Steps to Implement

1. Small group instructional PD will be provided ongoing to support teachers
2. PLC's will be data driven to make informed decisions for instructional supports
3. Collaborative Check-Ins on Fridays twice per month
4. OneNote Small Group Tab will be updated and monitored monthly by administration.
5. Curriculum Alignment and Expectations for all grades/subjects, with agreed upon structure for ELA and Math block.

Person Responsible	Summer Shirley (summer.shirley@sumter.k12.fl.us)

#7. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Increase in Parental Involvement
Measurable Outcome:	Increase in parental involvement by 20%.
Monitoring:	Tracking of parent attendance at events through sign-in sheets at both in-person and virtual events.
Person responsible for monitoring outcome:	Brittany Brown (brittany.brown@sumter.k12.fl.us)
Evidence-based Strategy:	Effectiveness of the strategy will be monitored through the Title 1 feedback forms that parents complete when attending events. They will be able to indicate whether the scheduling of events was helpful in their attendance.
Rationale for Evidence-based Strategy:	Analyzing parent feedback forms will enable us to best meet their needs.

Action Steps to Implement

1. Improving communication by using Facebook, sending flyer invites at least two weeks in advance with reminders, marquee, automated calls, twitter, emails, text messages, and newsletters
2. Partnering with community organization to enhance evening events
3. Thematic AR Family Nights
4. Creating and maintaining community and local business partnerships
5. PTO support of school events
6. Utilizing parent feedback forms
7. Family engagement projects

Person Responsible	Brittany Brown (brittany.brown@sumter.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.

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.

Wildwood Elementary will utilize its School Advisory Council (SAC), which meets four times per year, to involve and recruit parents in the planning, review, and improvement of Title I programs including deciding how and when to spend available Title I funds. Wildwood Elementary also has a Title I Committee made up of parents, teachers, and community members to help in the revision of Title I Plans. Feedback will also be obtained via event surveys, the annual Title I survey and Parent Advisory Council Meetings to revise and update the School-wide Parent Involvement and Title I Plan.
In addition, communication is a vital tool in keeping parents informed and involved. By the use of Remind app, mass calls, text, emails and regular newsletter updates, parents will be made aware of all events and happenings in and around the school. This will also serve to assist parents in ways they can support their children at home.

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

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
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
7	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00
		Total:	$0.00