

Sarasota County Schools

Wilkinson Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	29
Budget to Support Goals	31

Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

Demographics

Principal: Susan Nations

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
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 (44%) 2017-18: C (51%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	31

Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">73%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">57%</p>

School Grades History

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

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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 School, we are committed to growing hearts, minds and community through STEAM (Science, Technology, Engineering, Arts and Mathematics) integration at all levels and in all content areas. Academic achievement is strengthened through collaboration, communication, critical thinking and creativity to prepare students to succeed in an ever-changing world. Parent and family engagement is a shared responsibility of all community members. All parent and family engagement activities encourage and highlight high quality instruction for all learners.

Provide the school's vision statement.

Working together, building children's futures!

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
Nations, Susan	Principal	Job duties and responsibilities include instructional leadership of all aspects of school operation. Works with all members listed below to facilitate the School Decision Making Team. This SDMT meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Miles-Brown, Tammy	Assistant Principal	Supports instruction, monitors and assists with ESE compliance and implementation, and school operations. Participates with SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Kozdemba, Catherine	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Hamilton, Tyquita	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Riley, Shelia	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Currie, Lauri	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Sting, Katie	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Shideler, Angela	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.

Name	Position Title	Job Duties and Responsibilities
Phillips, Dodie	Teacher, K-12	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.
Johnson, Lindsey	Instructional Coach	Participates in the SDMT which meets weekly to discuss all matters related to the school mission and vision. Together, we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success for the entire school community.

Demographic Information

Principal start date

Friday 7/1/2016, Susan Nations

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

5

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

4

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

438

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

6

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

6

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	59	56	88	80	69	73	0	0	0	0	0	0	0	425
Attendance below 90 percent	0	10	17	25	15	17	0	0	0	0	0	0	0	84
One or more suspensions	0	2	3	7	1	4	0	0	0	0	0	0	0	17
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	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	14	26	13	13	11	18	0	0	0	0	0	0	0	95

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	2	3	0	1	0	0	0	0	0	0	0	6

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	3	6	0	0	0	0	0	0	0	0	0	15
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

Monday 9/13/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	5	6	6	19	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	11	5	5	0	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	58	90	79	80	86	82	0	0	0	0	0	0	0	475
Attendance below 90 percent	1	1	6	4	6	8	0	0	0	0	0	0	0	26
One or more suspensions	0	3	5	5	3	9	0	0	0	0	0	0	0	25
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	2	9	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	20	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	3	2	1	6	18	0	0	0	0	0	0	0	30

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	9	4	5	2	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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				42%	68%	57%	49%	66%	56%
ELA Learning Gains				49%	62%	58%	51%	57%	55%
ELA Lowest 25th Percentile				46%	53%	53%	33%	46%	48%
Math Achievement				49%	73%	63%	54%	72%	62%
Math Learning Gains				50%	67%	62%	55%	63%	59%
Math Lowest 25th Percentile				33%	53%	51%	58%	51%	47%
Science Achievement				37%	65%	53%	55%	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	39%	70%	-31%	58%	-19%
Cohort Comparison						
04	2021					
	2019	42%	67%	-25%	58%	-16%
Cohort Comparison		-39%				
05	2021					
	2019	44%	68%	-24%	56%	-12%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	73%	-22%	62%	-11%
Cohort Comparison						
04	2021					
	2019	36%	72%	-36%	64%	-28%
Cohort Comparison		-51%				
05	2021					
	2019	52%	70%	-18%	60%	-8%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	38%	65%	-27%	53%	-15%
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 Reading and iReady math were used across grades 1-5 to collect progress monitoring data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	45%	74%
	Economically Disadvantaged	12%	29%	54%
	Students With Disabilities	11%	24%	48%
	English Language Learners	11%	19%	48%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	42%	73%
	Economically Disadvantaged	7%	41%	70%
	Students With Disabilities	11%	23%	45%
	English Language Learners	7%	15%	50%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	46%	75%
	Economically Disadvantaged	16%	29%	54%
	Students With Disabilities	12%	24%	41%
	English Language Learners	7%	26%	49%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	46%	72%
	Economically Disadvantaged	9%	16%	55%
	Students With Disabilities	9%	23%	46%
	English Language Learners	7%	23%	49%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	51%	64%
	Economically Disadvantaged	21%	36%	47%
	Students With Disabilities	25%	38%	49%
	English Language Learners	11%	29%	49%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	47%	64%
	Economically Disadvantaged	6%	21%	55%
	Students With Disabilities	8%	17%	33%
	English Language Learners	2%	10%	30%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46%	56%	64%
	Economically Disadvantaged	36%	55%	70%
	Students With Disabilities	13%	19%	27%
	English Language Learners	7%	17%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	49%	64%
	Economically Disadvantaged	14%	36%	61%
	Students With Disabilities	11%	20%	35%
	English Language Learners	5%	15%	34%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27%	32%	48%
	Economically Disadvantaged	33%	38%	46%
	Students With Disabilities	12%	18%	27%
	English Language Learners	3%	7%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	40%	47%
	Economically Disadvantaged	14%	28%	38%
	Students With Disabilities	11%	20%	33%
	English Language Learners	10%	18%	35%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	38%
	Economically Disadvantaged	0	0	29.6%
	Students With Disabilities	0	0	9%
	English Language Learners	0	0	20%

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	10	13	22	16	8	15				
ELL	33	32		40	37		26				
BLK	13			10							
HSP	37	24		45	38		29				
MUL	48			50							
WHT	57	37		51	33		50				
FRL	38	23	19	40	26	11	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
SWD	18	49	52	30	47	27	17				
ELL	27	38	38	43	58	53	23				
BLK	26	48		26	45		35				

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	38	44	47	53	54	44	26				
MUL	64			36							
WHT	53	55		60	47		47				
FRL	39	48	45	44	47	35	35				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	29	32	19	47	53	38				
ELL	38	42	33	38	48	73					
BLK	36	46		44	35						
HSP	47	50	31	43	57	67	38				
WHT	58	51	40	72	59		65				
FRL	45	49	29	51	53	57	47				

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	5
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
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	46
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	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

While all grade levels increased proficiency on iReady in both ELA and Math, subgroup data (SWD and black) shows a smaller percentage of proficiency improvement across the year. The third and fourth grade FSA data in ELA and Math both show maintained proficiency or improved proficiency. The fifth grade cadre exhibited significant decrease in growth scores on FSA.

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

Learning gains in both ELA and Math will be a focus. Math proficiency also demonstrates need for improvement across grade levels.

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

Students in the fifth grade cadre were most impacted by the pandemic as they were quarantined off and on for a period 18 months. Strong intervention program will be reimplemented this school year to target individual student needs.

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

Students in grade levels three and four increased proficiency according to progress monitoring data over the 2019 school year in both reading and math.

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

Increased support in both grade levels contributed to this improvement. An intentional focus on data at the school, classroom, and individual student levels was implemented.

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

An intensive intervention program has been put in place. An increased frequency of data review by teachers and staff will result in more targeted instructional delivery. Grade level PLCs will focus on implementation of standards based lessons with a high level of rigor and engagement.

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.

Curriculum Leaders will participate in the PLC+ book study to improve their leadership and support skills and narrow the focus of grade level PLC meetings. Intensive PD will be offered in ELA, Math, and Science at the district and school level.

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

Jumpstart Tutoring - afterschool tutoring for grades 2-5 in both ELA and Math
Essential Volunteers - weekly reading support across grades Pre-k through 3rd
Power Hour/Intervention - Intensive intervention groups providing targeted instruction based on individual student need provided three times weekly.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

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

Measurable Outcome: In the 2021-2022 school year, there will be a 4% decrease in office referrals and/or calls for assistance school-wide.

Monitoring: Monitoring monthly ODR data and sharing to schoolwide data wall. Monthly PBS meetings are data focused.

Person responsible for monitoring outcome: Mark Harrison (mark.harrison@sarasotacountyschools.net)

Evidence-based Strategy: The PBS Plan is focused on a set of social, emotional, behavioral, and character skills that support success in school as well as the workplace, relationships and in the community. Dysregulation in the school day results in a loss of instructional time.

Rationale for Evidence-based Strategy: In 2020-2021 support staff responded to 795 calls for assistance as compared to 643 calls the previous year (2019-2020). The number of referrals written in 2020-2021 was 342 which increased from 259 the previous year (2019-2020).

Evidence-based Strategy: NOTE: 2019 - 2020 data only was taken until March when remote learning began. Behavior remains a concern due to its negative impact on student learning. A review of students with high frequency behavior resulted in a decrease of focus students from 18 in the 2020-2021 school year to 4 in the current school year.

Action Steps to Implement

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

Person Responsible Mark Harrison (mark.harrison@sarasotacountyschools.net)

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

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

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

Person Responsible Tammy Miles-Brown (tammy.miles-brown@sarasotacountyschools.net)

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

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

Inner Explorer is implemented daily in the classrooms to promote mindfulness, strengthen self-regulation, reduce student stress, and improve academic student performance. A Zen Den has been created to give students and staff a place to "cool down" and focus on readiness for learning. This multisensory space allows to students to self-regulate and reflect on behavioral choices.

Person Responsible Karen Strickland (karen.strickland@sarasotacountyschools.net)

The Dot, a book by Peter Reynolds will be purchased for every classroom teacher. Dot Day is a global celebration of creativity, courage, and collaboration. Its focus is to help students know they can develop self expression, confidence, and growth mindset to help them succeed.

Person Responsible Catherine Kozdemba (catherine.kozdemba@sarasotacountyschools.net)

Wilkinson will participate in One Book, One School in which one SEL book will be read school wide and will be highlighted on the morning news in December and February. Teachers will read aloud in the classroom and conduct SEL activities under the leadership of the guidance counselor and mental health therapists. These books will be added to the classroom libraries.

Person Responsible Catherine Kozdemba (catherine.kozdemba@sarasotacountyschools.net)

Teachers will be provided professional development Casel's Five SEL Competencies. This training will provide support in improving classroom culture and creating 21st Century Learners.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Wilkinson Elementary's focus is to understand standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in ELA across the grade levels. In the 2020-2021 school year 43% of students in grades 3-5 demonstrated proficiency in ELA. 28% of the students with 2019 FSA scores demonstrated a learning gain. 23% of those students identified as lowest quartile made learning gains. According to the third iReady Diagnostic in 2021 43% of students grades K-5 were performing 1 or more grade levels below proficiency.
Measurable Outcome:	ELA proficiency as measured by FSA will increase from 43% to 50%; ELA learning gains will increase from 28% to 50%; Lowest quartile learning gains will increase from 23% to 40%.
Monitoring:	<p>ELA proficiency as measured by iReady will increase from 57% to 65% proficiency across grade levels K-5.</p> <p>Monthly data conversations will take place across grade levels with support staff and teachers. Schoolwide data walls will reflect data at multiple levels including whole grade level, classrooms, and individual students. Conversations with teachers, administration and school support personnel will include a focus on all subgroups to target instructional delivery and response in the classroom. Both administrators will hold data monitoring conferences with all students grades 3-5 twice annually.</p>
Person responsible for monitoring outcome:	Susan Nations (susan.nations@sarasotacountyschools.net)
Evidence-based Strategy:	<p>All teachers will participate in weekly collaborative PLC meetings, intensive training in instructional best practices and coaching/modeling with the support team on campus and and district level facilitators/specialists.</p> <p>All students K-3 who are below level in reading will participate in the weekly Rockin' Reader Program with trained volunteers. Selected students grades K-2 will be identified for both Reading Recovery and Literacy Lessons.</p>
Rationale for Evidence-based Strategy:	Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching and modeling, teachers will deepen their understanding of standards based lesson planning and instructional delivery ensuring student progress. There is strong evidence correlating Reading Recovery, LLI, and reading partners to reading success.

Action Steps to Implement

Professional development, coaching and modeling focused on standards based lesson planning and High Expertise Teaching (John Saphier). Reading Recovery Teachers will be aligned to K and 1 and conduct coaching and modeling throughout the year. School Support Staff (Title I and District funded) will each be aligned with a grade level to support through regular planning, coaching and modeling. Using Title I funds and district allocations two intervention positions have been added. These teachers are targeting Tier 2 and Tier 3 students in 2nd - 5th grade.

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

Students, in grades 2-5, who are identified as learning one grade below level in reading according to the first iReady Diagnostic will participate in Jumpstart After School tutoring focused on improving reading

proficiency. Students in the lowest quartile or in targeted subgroups will be monitored through this program. This program will run in the fall and then again in the spring.

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

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

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

All teachers in grades K-5 will differentiate using small groups in reading. Small groups will be standards focused while also helping scaffold and support student academic progress. Students will participate in Guided Reading at their instructional level regularly using Benchmark Advance materials.

Person Responsible Tammy Miles-Brown (tammy.miles-brown@sarasotacountyschools.net)

Classroom walk through data focused on the schoolwide problem of practice will be collected by administrators and support staff. Consolidated data will be shared at grade level CPTs for reflection and adjustment to instructional delivery practices.

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

The school media center will be open every Monday from 4:30-6:30 for homework help, computer use, literacy enrichment activities, and STEAM challenges. An instructional staff member will provide support to families with the program and academic improvement. A classified staff member will assist with book check out and materials management.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Wilkinson Elementary's focus is to understand standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in mathematics across the grade levels. In the 2020-2021 school year 43% of students in grades 3-5 demonstrated proficiency in math. 31% of the students with 2019 FSA scores demonstrated a learning gain. 11% of those students identified as lowest quartile made learning gains. According to the third iReady Diagnostic in 2021 46% of students grades K-5 were performing 1 or more grade levels below proficiency.
Measurable Outcome:	Math proficiency as measured by FSA will increase from 43% to 50%; Math learning gains will increase from 31% to 50%; Lowest quartile learning gains will increase from 11% to 35%.
Monitoring:	Math proficiency as measured by iReady will increase from 54% to 65% proficiency across grade levels K-5 Monthly data conversations will take place across grade levels with support staff and teachers. Schoolwide data walls will reflect data at multiple levels including whole grade level, classrooms, and individual students. Conversations with teachers and admin will include a focus on all subgroups to target instructional delivery and response in the classroom. Both administrators will hold data monitoring conferences with all students grades 3-5.
Person responsible for monitoring outcome:	Susan Nations (susan.nations@sarasotacountyschools.net)
Evidence-based Strategy:	All teachers will participate in weekly collaborative meetings, intensive training in instructional best practices and coaching/modeling with the support team on campus and and district level facilitators/specialists. Staff are participating in the Sarasota Numeracy Project and district provided professional development in math best practice instruction. Students in grades 3-5 will learn Math 24, a game designed for fluency and cross operational problem solving.
Rationale for Evidence-based Strategy:	Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching and modeling, teachers will deepen their understanding of standards based lesson planning and instructional delivery ensuring student progress.

Action Steps to Implement

Professional development, coaching and modeling focused on standards based lesson planning and High Expertise Teaching (John Saphier). School Support Staff (Title I and District funded) will each be aligned with a grade level to support through regular planning, coaching and modeling. Using Title I funds an intervention teacher will provide math intervention for selected students and math success coaching.

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

Students, in grades 2-5, who are identified as learning one grade below level in math according to the first iReady Diagnostic will participate in Jumpstart After School tutoring focused on improving math proficiency. Students in the lowest quartile or in targeted subgroups will be monitored through this program. This program will run in the fall and then again in the spring.

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

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

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

All teachers in grades K-5 will differentiate using small groups in mathematics. Small groups will be standards focused while also helping scaffold and support student academic progress. In math, students will participate in small group intervention to practice in MAFS and utilizing the district GPS for guidance.

Person Responsible Tammy Miles-Brown (tammy.miles-brown@sarasotacountyschools.net)

Classroom walk through data focused on the schoolwide problem of practice will be collected by administrators and support staff. Consolidated data will be shared at grade level CPTs for reflection and adjustment to instructional delivery practices.

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Wilkinson Elementary's focus is to understand standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in science across the grade levels. In the 2020-2021 school year 37% of students in 5th grade demonstrated proficiency on the FSSSA assessment. According to the district benchmark assessment administered in the spring, 47% of 5th grade students demonstrated proficiency.

Science proficiency as measured by FSSSA will increase from 37% to 50%.

Measurable Outcome:

Science proficiency as measured by district benchmark assessments will increase from 47% to 55% in grade 5.

Monitoring:

Monthly data conversations will take place across grade levels with support staff and teachers. Schoolwide data walls will reflect data at multiple levels including whole grade level, classrooms, and individual students. Conversations with teachers and admin will include a focus on all subgroups to target instructional delivery and response in the classroom. Both administrators will hold data monitoring conferences with all students grades 3-5.

Person responsible for monitoring outcome:

Susan Nations (susan.nations@sarasotacountyschools.net)

Evidence-based Strategy:

All teachers will participate in weekly collaborative meetings, intensive training in instructional best practices and coaching/modeling with the support team on campus and district level facilitators/specialists.

Staff are participating in district provided professional development in STEM Integration to deepen science instruction at all grade levels.

Rationale for Evidence-based Strategy:

Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching and modeling, teachers will deepen their understanding of standards based lesson planning and instructional delivery ensuring student progress.

Action Steps to Implement

Professional development, coaching and modeling focused on standards based lesson planning and High Expertise Teaching (John Saphier). School Support Staff (Title I and District funded) will each be aligned with a grade level to support through regular planning, coaching and modeling. Using Title I funds a Science/STEAM Integration coach position has been added. This teacher works with teachers and students across grades K-5 to support implementation of district IFG.

Person Responsible

Tessa Healy (tessa.healy@sarasotacountyschools.net)

Immersive Learning Lab (STEAM Station) focused on STEAM integration using the grade level benchmark themes. All students will participate in standards-based integrated lessons in STEAM Station. Standards alignment will include all content areas. When restrictions are lifted, this area will be open on specific Saturdays throughout the year for families to interact and utilize the engineering design and problem-solving process.

Person Responsible

Tessa Healy (tessa.healy@sarasotacountyschools.net)

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

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

Science Boot Camp will take place between AP2 and FSSSA in the spring of 2022. Students in grade 5 will be provided support through small group instruction based on areas of need identified using data from the AP2 science inventory assessment.

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

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

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

Two district curriculum specialists will provide professional development in ongoing standards based STEM integration to deepen science instruction at all grade levels. Participants will investigate STEM integration across content areas and plan for deep understanding of science instruction. (Teachers will receive up to 16 hours of PD training.)

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

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of****Focus****Description and****Rationale:**

Students in the SWD and Black/African-American are performing below 40% in both math and ELA.

Measurable Outcome:

Students identified as SWD will increase by 5%age points from 18% to 23% in ELA achievement and in math achievement from 30% to 35%.

Students in the Black/African-American subgroup will increase by 5%age points from 26% to 31% in ELA achievement and in math achievement from 26% to 31%.

(Note: goals above are based on 2019 data and will be modified with 2021 when subgroup data is updated on CIMS)

Monitoring:

Conversations with teachers, administration and school support personnel will include a focus on all subgroups to target instructional delivery and response in the classroom. Data chats will be held for all students 4 times/year with action steps identified to increase student achievement.

Person responsible for monitoring outcome:

Tammy Miles-Brown (tammy.miles-brown@sarasotacountyschools.net)

Evidence-based Strategy:

Students in both subgroups will participate in focused ELA intervention groups for 135 minutes weekly in Fall. Subgroups will be regrouped for Math interventions in January as needed. Teachers in grades 2-5 will differentiate in math using the MAFS i-Ready consumable resource daily. Students in both subgroups will have access to after school Jumpstart tutoring in the fall and spring for eight sessions.

Rationale for Evidence-based Strategy:

Best practice instruction ensures that students are receiving lessons that are both rigorous and relevant. Through professional development, coaching and modeling, teachers will deepen their understanding of standards based lesson planning and instructional delivery ensuring student progress. There is strong evidence correlating Reading Recovery, LLI, and reading partners to reading success. Small group targeted instruction allows intentional practice of Florida Standards in both ELA and math. i-Ready MAFS is closely aligned with FSA-like questions and answer responses. Tutoring beyond the school day allows additional practice that is specific and targeted with highly qualified teachers in both subject areas.

Action Steps to Implement

Professional development, coaching and modeling focused on standards based lesson planning and High Expertise Teaching (John Saphier). Reading Recovery Teachers will be aligned to K and 1 and conduct coaching and modeling throughout the year. School Support Staff (Title I and District funded) will each be aligned with a grade level to support through regular planning, coaching and modeling. Using Title I funds and district allocations two intervention positions have been added. These teachers are targeting Tier 2 and Tier 3 students in 2nd - 5th grade.

Person Responsible

Lindsey Johnson (lindsey.johnson@sarasotacountyschools.net)

Students, in grades 2-5 in these ESSA Subgroups, who are identified as learning one grade below level in reading according to the first iReady Diagnostic will participate in Jumpstart After School tutoring focused on improving reading proficiency. Students in the lowest quartile or in targeted subgroups will be monitored through this program. This program will run in the fall and then again in the spring.

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

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

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

All teachers in grades K-5 will differentiate using small groups in reading and math. Small groups will be standards focused while also helping scaffold and support student academic progress. Students will participate in Guided Reading at their instructional level regularly using Benchmark Advance materials.

Person Responsible Tammy Miles-Brown (tammy.miles-brown@sarasotacountyschools.net)

Classroom walk through data focused on the schoolwide problem of practice will be collected by administrators and support staff. Consolidated data will be shared at grade level CPTs for reflection and adjustment to instructional delivery practices.

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

School data was not reported for 2019-2020 per this database. Behavior and discipline data is addressed in our PBIS goal of this plan.

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.

SAC will address funding and program topics throughout the school year. All stakeholders (staff, parents and community) are encouraged to attend and provide input. Our school's

parent and family engagement coordinator ensures that parents are involved at Wilkinson at a variety of events throughout the school year. In the 2021-22 school year, this will include both in-person and digital connections. Information for all events is disseminated via the website, DOJO, classroom newsletters, ConnectEd, and social media. Feedback from SAC as well as parent events will ensure that opportunities remain flexible and relevant. Additionally, our Business and Community partners provide many opportunities to interact with families and enhance our school's mission and culture. We have community partners who sponsor classrooms to help provide additional learning resources for our students and their families.

Wilkinson provides Parent and Family Engagement materials (in hardcopy or online) and trainings designed to provide assistance to parents and families in understanding challenging state academic standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students.

Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness of what it means to be a Title 1 school through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. The full text and summary of this Schoolwide Improvement Plan may be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parents and families are regularly invited to attend Wilkinson Elementary School School Advisory Council to formulate suggestions and to participate as appropriate in decisions related to the education of their children. Wilkinson responds to any such suggestions as soon as possible as evidenced by meeting minutes and notes. If this Schoolwide Improvement Plan is not satisfactory to parents or families they are encouraged to submit such comments in writing so that the school can respond appropriately.

Furthermore, a Title I annual meeting is scheduled for parents and families at a convenient time on October 11, 2021 at 6pm. All parents are invited and encouraged to attend through timely notice in English and Spanish. Additionally, childcare and an interpreter is provided in an effort to remove barriers and increase participation. The purpose of the Title I annual meeting is to describe the school's participation in the Title I Part A program and the rights of families to be involved. During the Title I annual meeting, information related to curriculum, the state's challenging academic standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress, and parents right to know will also be provided.

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

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

Uncommon Kids provides Family Engagement events, both drive thru and face to face. These events where parents come to interact with their children and build relationships with each other.

Siesta Key Kiwanis Club hosts our Bringing Up Grades program to encourage our students effort and improvement in academics.

Temple Emanu-El sponsors the Starfish program where they provide reading mentors and support to all of our Kindergarten students. They provide leadership and resources for the Sensory Garden and the School Vegetable Garden.

Church of the Palms replicated the TEE reading program in the first grade. They also sponsor Day of Hope as well as offering afterschool tutoring.

Bay Village Retirement Community has established a partnership that includes sponsoring classrooms, pen pals for multiple classrooms, and ongoing acquisition of classroom supplies and resources.

The Family and Community Engagement Liaison will ensure these programs continue and seek to connect with new community partners to support new families and students.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$119,986.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0291 - Wilkinson Elementary School	Other		\$2,600.00
<i>Notes: ESSR Jumpstart; One Book, One School, International Dot Day</i>						
			0291 - Wilkinson Elementary School	Title, I Part A		\$93,778.79
<i>Notes: Home/School Liaison to support relationships with families that foster trust between the families and the school.</i>						
			0291 - Wilkinson Elementary School	Title, I Part A		\$21,917.49
<i>Notes: Contracted services to support family outreach and support community partnerships.</i>						
			0291 - Wilkinson Elementary School	Title, I Part A		\$1,690.00
<i>Notes: Agenda books for student organization and parent communication.</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$189,741.41
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0291 - Wilkinson Elementary School	Title, I Part A		\$152,673.09
<i>Notes: One Reading Recovery Teacher, One Intervention Teacher (4th/5th)</i>						
			0291 - Wilkinson Elementary School	Title, I Part A		\$21,748.32
<i>Notes: Intervention Teacher to support LLI</i>						
			0291 - Wilkinson Elementary School	Other		\$9,061.80
<i>Notes: ESSR Jumpstart - Academic Intervention for ELA in grades 2-5 (after school tutoring)</i>						
			0291 - Wilkinson Elementary School	Title, I Part A		\$3,226.43
<i>Notes: Half day of planning and curriculum development with data review for all classroom teachers.</i>						

			0291 - Wilkinson Elementary School	Other		\$3,031.77
			<i>Notes: ESSR Jumpstart; The school media center will be open every Monday from 4:30-6:30 for homework help, computer use, literacy enrichment activities, and STEAM challenges. An instructional staff member will provide support to families with the program and academic improvement. A classified staff member will assist with book check out and materials management.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$34,205.72
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0291 - Wilkinson Elementary School	Other		\$9,061.80
			<i>Notes: ESSR Jumpstart - Academic intervention in math for grades 2-5 (after school tutoring)</i>			
			0291 - Wilkinson Elementary School	Title, I Part A		\$21,917.49
			<i>Notes: Math Intervention and Student Success Coach</i>			
			0291 - Wilkinson Elementary School	Title, I Part A		\$3,226.43
			<i>Notes: Half day of planning and curriculum development with data review for all classroom teachers.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$172,912.38
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0291 - Wilkinson Elementary School	Title, I Part A		\$153,850.30
			<i>Notes: STEAM Integration Coach, Makerspace Specials teachers to coordinate and support STEAM content across all grade levels.</i>			
			0291 - Wilkinson Elementary School	Title, I Part A		\$7,096.77
			<i>Notes: Materials and supplies for project based learning</i>			
			0291 - Wilkinson Elementary School	Title, I Part A		\$3,869.22
			<i>Notes: Four STEAM Family Engagement Nights- materials and supplies as well as contracted services for extra duty time.</i>			
			0291 - Wilkinson Elementary School	Other		\$8,096.09
			<i>Notes: ESSR Jumpstart; Science Professional Development and STEM Integration for K-5 teachers. Contracts for presenters, materials and supplies, and compensation for participants.</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
					Total:	\$516,845.79