Wildwood Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: C (53%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 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.](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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300 HUEY ST, Wildwood, FL 34785

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

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-Every Teacher, Every Student, Every Day

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Shirley, Summer	Principal	
Brown, Brittany	Assistant Principal	
Mannino, Meggen	Assistant Principal	
Armstrong, Valerie	Reading Coach	
Eisenhauer, Rebecca	Other	
Jackson, Richard	Other	
Badger, Eileen	Instructional Media	
Stallings, Christine	Teacher, K-12	
James, Jessica	Teacher, K-12	
Woody, Elizabeth	Teacher, K-12	
Harrison, Jasmyn	Teacher, K-12	
Damavandi, Zaleh	Teacher, K-12	
Penson, Kelley	Teacher, K-12	
Camp, Elizabeth	Teacher, K-12	
Mannino, Paul	Teacher, ESE	
Magliocca, Linda	School Counselor	
Ellis, Dora	School Counselor	
Rotarius, Paige	Other	

Demographic Information

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

Number of teachers with a 2022 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 2022 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.*
7

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
930

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	186	141	140	152	130	125	0	0	0	0	0	0	0	874
Attendance below 90 percent	33	57	59	62	38	41	0	0	0	0	0	0	0	290
One or more suspensions	15	7	6	13	27	3	0	0	0	0	0	0	0	71
Course failure in ELA	17	18	15	9	5	2	0	0	0	0	0	0	0	66
Course failure in Math	9	8	4	4	12	8	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	18	12	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	28	22	0	0	0	0	0	0	0	74
Number of students with a substantial reading deficiency	0	2	10	3	0	0	0	0	0	0	0	0	0	15

Using the table above, complete the table below with the number of students by current grade level who have 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	10	15	19	29	21	39	0	0	0	0	0	0	0	133

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	29	18	8	6	0	0	0	0	0	0	0	0	0	61
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/12/2022

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	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	

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	63%	56%				50%	56%	57%
ELA Learning Gains	56%						52%	58%	58%
ELA Lowest 25th Percentile	58%						44%	51%	53%
Math Achievement	54%	55%	50%				54%	61%	63%
Math Learning Gains	56%						68%	68%	62%
Math Lowest 25th Percentile	43%						57%	55%	51%
Science Achievement	52%	66%	59%				48%	62%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	66%	-15%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-51%				
05	2022					
	2019	55%	65%	-10%	56%	-1%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	64%	-14%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	49%	72%	-23%	64%	-15%
Cohort Comparison		-50%				
05	2022					
	2019	61%	69%	-8%	60%	1%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	66%	-19%	53%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	30	47	52	29	34	22	33				
ELL	38	55		56	58						
BLK	48	56	50	44	53	47	42				
HSP	49	66		51	63	40	38				
MUL	63			63							
WHT	65	53	61	65	55	42	69				
FRL	53	53	57	50	55	45	45				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55

ESSA Federal Index	
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	64
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Progress monitoring data (i-ready) showed a decrease in ELA proficiency in grades 1, 2, and 4, with 3rd grade proficiency remaining the same from the 2021-2022 school year. Kindergarten and 5th grade showed an increase in ELA proficiency. Math progress monitoring data showed a decrease in proficiency in grades 2, 3, 4, and Kindergarten. Grades 1 and 5 showed an increase in math proficiency.

More specifically, progress monitoring data showed:

63% of Kindergarten students were proficient in ELA, and 59% were proficient in math.
45% of 1st graders were proficient in ELA, and 39% were proficient in math.
35% of 2nd graders were proficient in ELA, and 20% were proficient in math.

State assessment data from the Spring of 2022 showed a 6% decrease in 3rd grade ELA proficiency, and a 5% decrease in 4th grade ELA proficiency. 5th grade ELA proficiency was 62%, a 28% increase from the previous year.

Math state assessment data from the Spring of 2022 showed a very minimal decrease in overall

proficiency for 3rd and 4th grade math; 50% and 61% respectively, and an increase in 5th grade math proficiency to 52%.
5th grade science proficiency increased from 40% in 2021, to 52% in 2022.

There continues to be a discrepancy in state assessment data between overall school proficiency in ELA/Math, and overall proficiency of students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The analysis of progress monitoring data, and state data resulted in the following areas being identified as having the greatest need for improvement:

1. 1st grade ELA and Math proficiency
2. 2nd grade ELA and Math proficiency
3. 3rd grade ELA and Math proficiency
5. SWD subgroup ELA and Math proficiency

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 continues to be the learning loss associated with the COVID-19 pandemic. The 3rd grade class of 2021-2022 were first graders during the year that in-person instruction was cut short, and students transitioned to remote learning. High teacher turnover and low attendance rates were also contributing factors. The attendance average for the 21-22 school year was 90.58%, which is down from the 20-21 school year where the average was 93.49%.
For the 2022-2023 school year, WWES has implemented the following to address the areas mentioned above:
1. Data-Driven PLC Model: All PLC's will focus on a specific student data point to drive conversation, planning, and instruction. The model will provide opportunities for collaborative planning, and observation of colleagues.
2. A-Team & AAA Time: The A-team will remain in place for the 2022-2023 school year with a focus on flexible groups, supporting teachers with implementing the appropriate interventions, and planning instruction to meet the needs of all students. AAA time was built into the master schedule as an intentional time for small group instruction based on data analysis.
3. Strong Tier 1 Supports: The literacy coach, administration team, and interventionists will work with teachers to provide strong Tier 1 supports in an effort to increase student performance through standards based instruction, and data analysis.
4. Curriculum Support: HMH and Savvas support to effectively implement the new district adopted ELA and math curriculum.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Spring 2022 assessment data showed significant improvement in 5th grade proficiency in both ELA and Math from the previous school year. ELA increased to 62% from 34%, and Math increased to 52% from 31%. 5th grade science proficiency increased to 52%. 4th grade math state assessment data was 61% overall, and ELA was 58% overall.

Progress monitoring data showed an increase in Kindergarten ELA proficiency, with 63% overall. 1st grade data shows stronger ELA proficiency than all other grade levels, with the exception of Kindergarten.

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

i-Ready online instruction was used as a tool for differentiation across grade levels for both ELA and Math. Students worked on an individualized path designed to help close gaps in their learning. Diagnostic assessments were given at three different times throughout the year to monitor student progress towards both annual and typical growth on i-Ready, as well as to guide instruction.

Another contributing factor to the improvement of 5th grade data was the consistency across the grade level, as well as the years of teaching experience for all teachers on the team.

The literacy coach and school administration worked closely with Kindergarten and 1st grade through the implementation of the new phonics curriculum from the district adopted reading series.

The 21st Century afterschool/summer school program targeted students in grades 2-5, and provided additional support in content areas.

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

In order to accelerate learning in the 2022-2023 school year, WWES will implement the following strategies:

1. Data-Driven PLC's-all PLC's will center around a specific student data point, and content area. Teachers will work with members of the A-team to analyze data, set goals, and plan for standards based instruction for both whole group and small group. The monthly PLC rotation will continue. The first week of the month will be designated for faculty/staff meetings. The second and third weeks will be used for data driven PLC's.
2. Acceleration Team-This team is comprised of the principal, assistant principals, MTSS Coordinator, Reading Coach, Interventionists, and inclusion teachers. This team has two goals: To support teachers through coach and collaborative PLC's, and to support targeted students through intense interventions.
3. K-5 Curriculum Alignment, Standards Based Instruction, and Block Expectations
4. AAA Time- Built into the master schedule at each grade level to allow for designated small group instruction time.
5. Extended instructional day for students and staff (7.5 hours: students; 8 hours: teachers)

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.

Data collected through classroom walkthroughs and PLC's will be used to develop professional development opportunities for teachers. The reading coach, school administrators, and district staff will collect and analyze data to present to teachers during professional development sessions. Data will be analyzed by grade level and teacher.

Professional development specific to ELA and Math instruction across all grade levels will be beneficial based on progress monitoring and state assessment data.

During the 2022-2023 school year, professional development at Wildwood Elementary will focus on: standards based instruction, curriculum expectation, planning for small group instruction, explicit vocabulary instruction, writing across all content areas, and the integration of collaboration and technology.

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

A-Team: The acceleration team was put in place to provide an additional layer of support to classroom teachers and students across campus. This team will meet regularly to review data, and identify ways to help improve outcomes for students. This can be done through planning with teachers, pulling students for small group instruction, delivering PLC's, modeling effective instructional practices, etc.
Wildwood Elementary will continue to use the previous year's motto: Walking with Excellence and Success-towards Academic Achievement for All (AAA).

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase Achievement in English Language Arts 3rd grade ELA proficiency is below the district and state average. Focus: 1st grade ELA proficiency (45%), 2nd grade ELA proficiency (35%), 3rd grade ELA proficiency (50%), and 3-5 ELA proficiency for students with disabilities (30%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA proficiency in grade 3 from 50% to 62%. Increase ELA proficiency in grade 4 from 58% to 62%. Increase ELA proficiency in grade 5 from 62% to 70%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will use i-Ready beginning and mid-year diagnostic assessments, HMH weekly and module assessments, and F.A.S.T. to monitor progress towards goals. Students will take module assessments each month, and the F.A.S.T. assessment will be given three times during the 2022-2023 school year. Teachers will conduct data chats with students before diagnostic and progress monitoring assessments. The A-team will monitor data through weekly leadership meetings, and will meet with teachers during PLC's for collaborative planning using data. Adjustments to the focus of PLC's will be made accordingly after reviewing student data.
Person responsible for monitoring outcome:	Brittany Brown (brittany.brown@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administration will monitor the fidelity of all curriculum programs and resources weekly. The acceleration team will analyze data to plan effective PLC opportunities for teachers. Focus areas for ELA will be professional development to support explicit reading instruction in the classrooms.
Rationale for Evidence-based Strategy: Explain the	Administration will ensure that teachers are using district adopted, standards-based materials to provide direct instruction to students. i-Ready will continue to be used, as it provides teachers with an individualized report for every students. It provides explicit information about each student's strengths, weaknesses, and areas for improvement; while also providing teachers with suggestions for next steps in closing learning gaps.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Teachers will submit lesson plans weekly to the staff notebook in OneNote, and administrators will monitor the plans to provide feedback. Walkthroughs will be conducted on a weekly basis as an opportunity to provide feedback to teachers. i-Ready diagnostic data, and online instruction data will be utilized to look for trends, as well as areas for improvement/growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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, phonics, and other literacy skills.
2. The Literacy Leadership Team will meet monthly to review data, discuss trends, and plan ways to support teachers in the delivery of reading instruction.
3. Teachers will give explicit instruction on AVID Critical Reading and Academic Language to increase students' reading comprehension.
4. Teachers will be provided professional development in HMH, i-Ready, and effective instructional practices .
5. Teachers will participate in weekly data driven PLC's through the monthly PLC rotation.
6. Teachers will utilize AAA time to provide small group instruction to students, using data to form groups.
7. Literacy Coach will coach teachers and model effective instructional practices to improve student performance.
8.. Utilize AVID's interactive notebooks, WICOR strategies, and STAR note-taking strategies with ELA content.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase achievement in Math Math proficiency on FSA is below the district and state average. Focus: 1st grade math proficiency (39%), 2nd grade math proficiency (20%), 3rd grade math proficiency (50%), and 3-5 math proficiency for students with disabilities (29%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase math proficiency in grade 3 from 50% to 62%. Increase math proficiency in grade 4 from 61% to 65% . Increase math proficiency in grade 5 from 52% to 62% .
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will use i-Ready beginning and mid-year diagnostic assessments, weekly/bi-weekly Savvas math assessments, and F.A.S.T. to monitor progress towards goals. The F.A.S.T. assessment will be given three times during the 2022-2023 school year. Teachers will conduct data chats with students before diagnostic and progress monitoring assessments. The A-team will monitor data through weekly leadership meetings, and will meet with teachers during PLC's for collaborative planning using data. Adjustments to the focus of PLC's will be made accordingly after reviewing student data. IXL data in grades 3-5 will also be used to monitor progress towards goals with all students.
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administrators will conduct weekly walkthroughs. Teachers will submit math lesson plans to the staff notebook in OneNote, and administration will monitor and provide feedback. The acceleration team will analyze data and utilize this information to guide and inform plans for PLC's. Professional development will be provided to teachers after data analysis and focus on strategies to increase student performance in math, and support with instructional delivery.
Rationale for Evidence-	Administration will ensure that teachers are using district adopted, standards-based materials to provide direct instruction to students. i-Ready will continue to be used, as it

based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	provides teachers with an individualized report for every students. It provides explicit information about each student's strengths, weaknesses, and areas for improvement; while also providing teachers with suggestions for next steps in closing learning gaps.
	Teachers will submit lesson plans weekly to the staff notebook in OneNote, and administrators will monitor the plans to provide feedback.
	Walkthroughs will be conducted on a weekly basis as an opportunity to provide feedback to teachers.
	i-Ready diagnostic data, and online instruction data will be utilized to look for trends, as well as areas for improvement/growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Math PLC's to analyze data, review standards, and plan for instruction; following the PLC structure and schedule.
2. Walkthroughs conducted by the administration team to provide specific feedback to teachers.
3. Small group instruction focus using data from i-Ready for flexible grouping.
4. Acceleration team will provide additional instruction and model lessons for math instruction.
5. AAA time will be designated for targeted students, and provide additional support in a small group structure.
6. Teachers will provide daily opportunities for math fluency, and incorporate the CUBES math strategy to help with problem solving.
7. Teach and assess vocabulary for each unit.
8. Utilize math anchor charts.
9. Utilize instructional technology such as i-Ready, Kahn Academy, Reflex Math, and IXL.
10 Utilize AVID's interactive notebooks, WICOR strategies, and STAR note-taking strategies with math content.

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

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Increase Achievement in Science
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase science proficiency from 50% to 62%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators will monitor the effectiveness of science instruction using formative science assessment data.
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on targeted science vocabulary. Administration will monitor results through student data during PLC's.\n\nExplicit vocabulary instruction during the science block. Teachers and administrators will monitor effectiveness through the results of the science vocabulary tests.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Administration will ensure that teachers are using district adopted, standards-based materials to provide direct instruction to students. Teachers will submit lesson plans weekly to the staff notebook in OneNote, and administrators will monitor the plans to provide feedback.\nWalkthroughs will be conducted on a weekly basis as an opportunity to provide feedback to teachers.\nScience formative assessment data will be utilized to look for trends, as well as areas for improvement/growth.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Collaborative, standards based planning for 5th grade science.
2. Science PLC's for 5th grade teachers.
3. Vertical alignment of science instruction K-5.
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/60 e-book challenge for 5th grade.
8. Utilize AVID's interactive notebooks, WICOR strategies, and STAR note-taking strategies with science content.
9. Implementation of benchmark assessments for tested 5th grade science standards.
10. Instructional technology implementation to promote standards proficiency
11. Increase use of hands on science investigation activities.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA and Math proficiency for students with disabilities decreased from the 2021 Spring test administration to the 2022 Spring test administration. ELA proficiency was 30%, and math proficiency was 29%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase ELA proficiency for students with disabilities from 30% to 62%. Increase Math proficiency for students with disabilities from 29% to 62%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will use i-Ready beginning and mid-year diagnostic assessments, HMH weekly and module assessments, and F.A.S.T. to monitor progress towards goals. Students will take module assessments each month, and the F.A.S.T. assessment will be given three times during the 2022-2023 school year. Teachers will conduct data chats with students before diagnostic and progress monitoring assessments. The A-team will monitor data through weekly leadership meetings, and will meet with teachers during PLC's for collaborative planning using data. Adjustments to the focus of PLC's will be made accordingly after reviewing student data.
Person responsible for monitoring outcome:	Meggen Mannino (meggen.mannino@sumter.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administration will monitor the fidelity of all curriculum programs and resources weekly. The acceleration team will analyze data to plan effective PLC opportunities for teachers. Focus areas for ELA will be professional development to support explicit reading instruction in the classrooms.
Rationale for Evidence-based Strategy: Explain the	Administration will ensure that teachers are using district adopted, standards based materials to provide direct instruction to students. i-Ready will continue to be used, as it provides teachers with an individualized report for every students. It provides explicit information about each student's strengths, weaknesses, and areas for improvement; while also providing teachers with suggestions for next steps in closing learning gaps.

rationale for selecting this specific strategy.	Teachers will submit lesson plans weekly to the staff notebook in OneNote, and administrators will monitor the plans to provide feedback.
Describe the resources/ criteria used for selecting this strategy.	Walkthroughs will be conducted on a weekly basis as an opportunity to provide feedback to teachers.
	i-Ready diagnostic data, and online instruction data will be utilized to look for trends, as well as areas for improvement/growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Gen Ed teachers will work collaboratively with inclusion teachers to utilize the HMH reading curriculum as an instructional tool to help students build a solid foundation in phonemic awareness, phonics, and other literacy skills.

2. Teachers will be provided professional development in HMH, i-Ready, Savvas, and effective instructional practices.

3. Teachers will participate in weekly data driven PLC's through the monthly PLC rotation.

4. Literacy Coach and interventionists will coach teachers and model effective instructional practices to improve student performance.

5. Teachers will utilize AAA time to provide small group instruction to students, using data to form groups.

6. Teachers will provide daily opportunities for math fluency, and incorporate the CUBES math strategy to help with problem solving.

7. Utilize instructional technology such as i-Ready, Kahn Academy, Reflex Math, and IXL.

8. Walkthroughs conducted by the administration team to provide specific feedback to teachers.

Person Responsible	Meggen Mannino (meggen.mannino@sumter.k12.fl.us)

#5. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Decrease in school disciplinary incidents based on 2021-2022 discipline data.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Reduce the amount of long form referrals to less than 300.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration team, Behavior Interventionist/PBS Coach, and MTSS Coordinator will monitor progress towards goal by collecting and analyzing the following data: 1. Bus conduct forms 2. Time out forms 3. Long forms 4. ABC data The data will be collected and reviewed monthly. Each month will be compared to the previous to determine if there is an increase or decrease in disciplinary incidents.
Person responsible for monitoring outcome:	Brittany Brown (brittany.brown@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Utilization with fidelity to the PBS program at Wildwood Elementary.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Disciplinary data will be shared during PBS meetings, leadership meetings, and through morning announcements every 6 weeks. This will be done to determine progress towards discipline goal.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Increase utilization of Wildcat Cash.
2. Bi-weekly PBS store to allow students to spend money earned by exhibiting positive behavior.
3. Caught You Being Good incentive-students will be entered into a Kona Ice drawing that will take place every 6 weeks.
4. PBS Team to review data and provide support to teachers to reduce classroom disruptions due to poor behavior.
5. Quarterly PBS incentives for students.
6. PBS Fun Friday-weekly incentive for students that have zero trips to the time out room for the week.
7. Implementation of the 7 Habits of Highly Effective Kids (leadership pledge recited daily and habit focus morning announcement highlight).
8. MTSS Coach and Guidance Counselors to provide behavior strategies that promote positive behaviors in and outside of school.

9. Mentoring program, K-5 for targeted students.
10. STOP (Scholastic Time Out Program)
11. Bus Behavior Plan to encourage positive behavior during transportation.

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

#6. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase daily attendance rate for the 2022-2023 school year from 90.58% to 94%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will monitor student attendance weekly, and make contact with parents regarding attendance concerns.
Person responsible for monitoring outcome:	Summer Shirley (summer.shirley@sumter.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Fidelity of implementation of the Attendance Success Plan will be monitored through the Child Study Team (CST) meetings, Skyward attendance reports, and communication with teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Administration will make calls to parents to discuss attendance concerns. The school data clerk will send automated attendance notices through Skyward upon every unexcused absence, tardy, or early checkout. At 5 unexcused absences, administration will schedule a CST meeting to discuss the pattern of non-attendance. Parent attendance at CST meetings will be monitored by administration, and the appropriate documentation will be completed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation of the WWES Attendance Success Plan for Tiers 1-3:

Tier 1:
1. Weekly Fun Friday incentive for perfect attendance.

2. Attendance documented in student planner daily by student.
3. Monthly attendance wars (school-wide and grade level)
4. Attendance education for parents during Open House.

Tier 2:
1. Parent conference w/teacher to develop an individual attendance plan.
2. CST Meetings with administration and a YFA representative.
3. Attendance improvement awards

Tier 3:
1. Daily check-in with attendance mentor.
2. YFA Involvement, CST Meetings, and Home visits.
3. Inter-agency response to barriers preventing attendance improvement.

Implementation of Case Study Team to provide interventions.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

13% of students in grades K-2 scored 2 or more years below grade level on the Spring ELA formative assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

50% of students in 3rd grade scored below a Level 3 on the statewide assessment in the Spring of 2022.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Decrease the percentage of K-2 students scoring in the Level 1 range on the end of year progress monitoring assessment by 10%.

Grades 3-5: Measureable Outcome(s)

Increase ELA proficiency in 3rd grade from 50% to 62%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teachers will use i-Ready beginning and mid-year diagnostic assessments, HMH weekly and module assessments, and F.A.S.T. to monitor progress towards goals. Students will take module assessments each month, and the F.A.S.T. assessment will be given three times during the 2022-2023 school year. Teachers will conduct data chats with students before diagnostic and progress monitoring assessments. The A-team will monitor data through weekly leadership meetings, and will meet with teachers during PLC's for collaborative planning using data. Adjustments to the focus of PLC's will be made accordingly after reviewing student data. Spring assessment data will be used to evaluate the impact of the monitoring plan.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Brown, Brittany, brittany.brown@sumter.k12.fl.us

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Administration will monitor the fidelity of all curriculum programs and resources weekly.
The acceleration team will analyze data to plan effective PLC opportunities for teachers.
Focus areas for ELA will be professional development to support explicit reading instruction in the classrooms. All professional development centered around reading instruction will be tied to the B.E.S.T. ELA standards, and also align with the K-12 comprehensive evidence based reading plan.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs address the identified need of an increase in ELA proficiency in grade 3. The practices will also help to close learning gaps for the K-2 students that have been identified as working 2 or more years below grade level.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership 1. The Literacy Leadership Team will meet monthly to review data, trends, and plan ways to support teachers in the delivery of reading instruction. 2. Teachers in grades K-2, with support from LLT will utilize HMH reading curriculum as an instructional tool to help students build a solid foundation in phonemic awareness, phonics, and other literacy skills. Literacy Coaching 1. Teachers will participate in weekly data driven PLC's through the PLC rotation. 2. Literacy Coach will coach teachers and model effective instructional practices to improve student performance. Assessment 1. Teachers will administer standards based assessments to track student progress towards goals. Professional Learning 1. Utilize AVID's interactive notebooks, WICOR, and STAR note-taking strategies with ELA content. 2. Teachers will be provided PD in HMH, i-Ready, and effective instructional practices .	Brown, Brittany, brittany.brown@sumter.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Wildwood Elementary will utilize the School Advisory Council (SAC), which will meet four times per year, to involve and recruit parents in the planning, review, and improvement of Title I programs. This includes deciding how and when to spend available Title I funds. The Title I Committee is comprised of parents, teachers, and community members to help in revision of Title I plans. A Title I survey is sent out each year to gather input/suggestions for improvement. At the end of each parent involvement event, surveys will be delivered to parents to gather immediate feedback. Parent Advisory Council (PAC) meetings will be held to revise and update the School-wide Parent Involvement Plan, and Title I plan.

Communication remains a vital tool in keeping parents both informed an involved. Wildwood Elementary will

utilize the district approved communication app, Remind, to communicate with parents and guardians. Call outs, emails, newsletters, and the school marquee will also be used as forms of communication.

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

School Advisory Council (SAC)-The intended function of the School Advisory Council is to provide all stakeholders an opportunity to actively participate in the development of educational priorities, assessment of the school's needs and identification of resources and status of uniforms at the school.

School Administration/Title I Coordinator-Works to plan for parental involvement activities, and promote parent involvement across campus. Works with community members to address needs of the school.