

Seminole County Public Schools

Wilson Elementary School



2022-23 Schoolwide Improvement Plan

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Wilson Elementary School

985 S ORANGE BLVD, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0231>

Demographics

Principal: Rod Dunaye

Start Date for this Principal: 7/1/2021

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (77%) 2017-18: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 was approved by the Seminole County School Board on 10/25/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0231>

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	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement.

Wilson Elementary is dedicated to providing a safe, professional and enriching learning environment for students. Our educators believe that all children can be successful with rigorous academic standards and achievement goals. Staff members model the learning process through collaborative professional learning communities for continuous school improvement. Our students are creative problem-solvers, growth-minded critical thinkers and caring contributors. Highly engaging differentiated instruction, research-based teaching and learning strategies and an emphasis on STEM fields develop future ready students. We value and embrace the diversity and rich history of our outstanding community. We welcome families to become engaged partners in their child's learning experience. Positive relationships among stakeholders are at the core of our values and success.

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
Dunaye, Rod	Principal	School Principal
Riedel, Kelly	Other	PBS, Discipline, MTSS, Facilities
Morse, Esther	Instructional Coach	Coach, PBS, MTSS, i-Ready champion
Dagostino, Jeannine	Instructional Coach	Coach, PBS, MTSS, i-Ready champion
Cameron, Eric	School Counselor	Student Study, ESE, Mental Health

Demographic Information

Principal start date

Thursday 7/1/2021, Rod Dunaye

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.*

3

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.*

14

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

844

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

7

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

6

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	125	155	147	130	137	156	0	0	0	0	0	0	0	850
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	1	1	2	0	0	0	0	0	0	0	13
Course failure in Math	0	3	1	0	4	3	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	9	15	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	18	15	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	6	7	13	0	0	0	0	0	0	0	0	0	26

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	0	5	3	2	4	6	0	0	0	0	0	0	0	20

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	0	4	3	9	4	3	0	0	0	0	0	0	0	23
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 8/15/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of sutdents with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	
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	79%	65%	56%				82%	67%	57%
ELA Learning Gains	73%						76%	61%	58%
ELA Lowest 25th Percentile	60%						65%	51%	53%
Math Achievement	79%	46%	50%				87%	70%	63%
Math Learning Gains	77%						83%	66%	62%
Math Lowest 25th Percentile	59%						66%	50%	51%
Science Achievement	77%	65%	59%				79%	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	77%	67%	10%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	84%	65%	19%	58%	26%
Cohort Comparison		-77%				
05	2022					
	2019	81%	64%	17%	56%	25%
Cohort Comparison		-84%				

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	89%	71%	18%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	84%	72%	12%	64%	20%
Cohort Comparison		-89%				
05	2022					
	2019	83%	65%	18%	60%	23%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	62%	15%	53%	24%
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	32	37	26	43	56	45	25				
ELL	63	85		84	90	100					
ASN	86	87		95	85		83				
BLK	61	48	42	44	55	40	46				
HSP	74	78	69	67	78	72	73				
MUL	71			93							
WHT	82	71	61	81	77	53	82				
FRL	62	61	54	64	70	55	57				
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	49	44	27	59	33		57				
ELL	63	18		70	55		60				
ASN	89	70		93	73		95				
BLK	66			44							
HSP	79	61		72	43		68				
MUL	79			93							
WHT	85	77	71	84	58	44	83				
FRL	66	52	42	62	45	33	67				
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	44	59	59	56	60	54	43				
ELL	57	73		70	67						
ASN	90	79		94	85		96				
BLK	62	56	44	69	78	62	61				
HSP	76	75	73	79	76	58	77				
MUL	78	82		89	82						
WHT	86	78	73	90	84	70	79				
FRL	68	70	57	75	76	63	64				

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	74
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	91
Total Points Earned for the Federal Index	595

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	86
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
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	73
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	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	72
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	60
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?

When reviewing the data district wide, there are large gaps in learning possibly due to many factors (i.e. students returning this past year to face-to-face instruction, students returning from virtual learning, distance learning, and home school).

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

When comparing the data from 2019 to 2021 (due to no FSA Testing in that one year), we noticed a decrease in our students' learning gains in ELA (76% to 73% proficiency) and in overall ELA Achievement, we dropped from 82% to 79% proficiency. In looking at our ESSA findings, our SWD subgroup fell below 41% mark (we were 38%).

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

Factors contributing to the low performance of students include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

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

We noticed that our subgroup of white students overall Math achievement, we increased from 58% (2021) to 77% proficiency (2022). Our FRL learning gains increased from 52% to 61%. For our Math Lowest 25 learning gains, we increased from 44% to 53% proficiency in that same subgroup.

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

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

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

We will continue to work with our ESE teachers regarding our 2nd year of Curriculum Project implementation. Admin. and teachers will continue our path with Sandra Guffee and the C.P. team to continue to form groups for students who remain 2 years below grade level. Being consistent with the fidelity of the program and being consistent with following protocols and continuing scripted instruction.

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

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

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

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus

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

:

#1. 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.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for students with disabilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Rod Dunaye (rod_dunaye@scps.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

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.

Effectively implement the new B.E.S.T. standards (both ELA and Math) and follow the instructional framework with fidelity.

We will analyze and utilize the data from i-Ready (2x for all grade levels & 3x for third grade), the FAST progress monitoring (3x per year) to drive our instruction & focus on areas of need for all subgroups of students.

High Level 1 and 2 Monitoring Action Plan:

Administration will regularly review the spotlight report in EdInsight to monitor the progress of the High Level 1 and High Level 2s and to monitor for new students. The High Level 1 and High Level 2s will be discussed at monthly data meetings with teachers and will be monitored as part of the schoolwide intervention model. PLCs will focus on strategies for the High Level 1 and High Level 2s and will list strategies for addressing deficits tied to district and classroom data and assessments. The High Level 1 and High Level 2s will be discussed at every Leadership Team meeting. The school tutorial model will also focus on High Level 1 and High Level 2s. In addition, PLCs will meet monthly with district TOAs to discuss strategies and best practices to meet the needs of learners.

Low Level 3 Monitoring Action Plan:

Administration will regularly review the spotlight report in EdInsight to monitor the progress of the Low Level 3s and to monitor for new students. Teachers and administration will focus on ways to ensure the low level 3s are enriched and challenged so as not to show regression. The Low Level 3s will be discussed at monthly data meetings with teachers and will be monitored as part of the schoolwide intervention model. PLCs will focus on strategies for the Low Level 3s and will list strategies for addressing deficits tied to district and classroom data and assessments. The Low Level 3s will be discussed at every Leadership Team meeting. The school tutorial model will also focus on Low Level 3s. In addition, PLCs will meet monthly with district TOAs to discuss strategies and best practices to meet the needs of learners.

Tutorial Action Plan:

Tutorial funds will be used to provide support for students before and after school. The tutorial program will target LQ students and H1, H2, and L3 students. The program will place emphasis on ELA and Math.

Person Responsible Rod Dunaye (rod_dunaye@scps.k12.fl.us)

All students in grades K-5 will have a data notebook where they will set goals and track their own assessment data. All students in grade K-5 will have a math journal where they record their math work and thinking.

Teachers and students in grades K-5 will have data chats using the data notebook. Students will reflect on what is working for them and what they need to do to make further progress toward their goals. Student-led conferences with parents attending in grades K-5.

Monitoring by administration during classroom walkthroughs of student data notebooks, math journals, and students being able to speak about their data.

Administration will have data meetings with K-5, ESE, and ESOL teachers to discuss all students, including lowest 30%. One-on-one data chats will occur every 6-8 weeks with K-5, ESE, and ESOL teachers about lowest 30% students who are not making adequate progress.

Person Responsible Rod Dunaye (rod_dunaye@scps.k12.fl.us)

Identify lowest 30% according to our 2022-2023 beginning of the year i-Ready Diagnostic Assessment for students in grades K-3 and our 2021-2022 FSA data for our current students in grades 4-5. Data board will be used to track students in our lowest 30% weekly using i-Ready data for students in K-5.

Identify high level 1 & 2 students according to our 2021-2022 FSA data. Data board will be used to track our high level 1 & 2 students.

Administration will focus on instruction of will focus on high level 1 & 2 students when doing classroom walkthroughs. High level 1 & 2 students will meet with an adult (mentor) other than teacher(s) each week.

Identify low level 3 students according to our 2021-2022 FSA data. Administration will focus on the low level 3 students when doing classroom walkthroughs.

Person Responsible Rod Dunaye (rod_dunaye@scps.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.

Prior to the start of each school year, parents are invited to an Open House to meet their child's teacher. To inform parents, Grade Level Curriculum Nights, Book Fair and Family Nights, FSA Parent Nights, and Parent Literacy Nights will be held throughout the year. Additionally, a minimum of two parent/teacher conferences will be conducted each school year. Parents will participate in MTSS, Student Study Team, 504 and Individualized Educational Plan Meetings. Skyward Parent Access is available to allow an opportunity for review of student grades and attendance. Additionally, there are many opportunities for parents to get involved in the school by participating in PTA, SAC, the Dividends volunteer program, and special events such as All Pro Dads. Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and including students in conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using multiple genres of social networking as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Our stakeholders include our teachers, staff, students and their families, our PTA and SAC committees, and many more. Our Business Partners for this school year are the following: Code Ninjas (Lake Mary, FL), Mathnasium (Lake Mary, FL), Andy's Custard (Sanford, FL), Crumbl Cookie (Lake Mary, FL), Nothing Bundt Cakes (Lake Mary, FL), Chianti's Pizza & Pasta (Sanford, FL), Tijuana Flats (Sanford, FL), Core Financial Group (Winter Park, FL), Peterbrooke Chocolatier (Lake Mary, FL), and Lake Mary Arts & Fitness Center (Lake Mary, FL). Together our stakeholders and business partners work together to promote the positive culture at Wilson Elementary by motivating and rewarding students and teachers for their commitment and to quality instruction and learning. They also work together to improve student life on campus with appropriate tools and environments for learning and ensuring the safety of all stakeholders.