Wilkinson Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Nations, Susan	Principal	Instructional leadership of all aspects of school operation. Works with all members listed below to facilitate the School Decision Making Team. This teams 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 with the entire community.
Miles-Brown, Tammy	Assistant Principal	Supports instruction. Monitors and assists with ESE compliance and implementation and school operations. Oversees student behavior on campus and the PBIS program. 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 with the entire community.
Kozdemba, Catherine	Other	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Facilitates MTSS process for all students through the schoolwide support team. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Schaefer, Victoria	Teacher, K-12	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Shideler, Angela	Teacher, K-12	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Crooke, Victoria	Teacher, K-12	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Ostwald, Janie	Teacher, ESE	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Hamilton, Tyquita	Teacher, K-12	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.

Name	Position Title	Job Duties and Responsibilities
Phillips, Dodie	Teacher, K-12	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Scotese, Michelle	Teacher, K-12	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.
Sting, Katie	Reading Coach	Participates in SDMT which meets weekly to discuss all matters related to school mission and vision. Participates in coaching and modeling for classroom teachers and facilitates the Literacy Leadership Team. Together we work to build a rich instructional program, safety on campus, staffing and school culture that promotes success with the entire community.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders (parents, students, staff and community partners) are invited to attend monthly school advisory meetings. At these meetings, data and relevant school information is shared. Additionally, students and their work are highlighted. Input from May meetings and review was used to develop the current School Improvement Plan. This meeting included families, staff and community partners.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is shared in the Fall and revised if necessary at checkpoints throughout the year. This process includes reviewing subsections of the plan and any current/relevant data and then making adjustments as necessary. It is reviewed along with budgets, staffing and other operational information as needed throughout the year.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	80%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	4	14	17	22	21	19	0	0	0	97
One or more suspensions	1	3	2	4	7	6	0	0	0	23
Course failure in English Language Arts (ELA)	0	0	1	1	2	2	0	0	0	6
Course failure in Math	0	0	1	0	3	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	10	18	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	6	23	23	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	16	11	22	21	22	0	0	0	104
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	1	14	30	33	0	0	0	82

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	11	1	21	0	0	0	0	0	35
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	14	17	22	21	19	0	0	0	97
One or more suspensions	1	3	2	4	7	6	0	0	0	23
Course failure in ELA	0	0	1	1	2	2	0	0	0	6
Course failure in Math	0	0	1	0	3	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	10	18	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	6	23	23	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	7	14	10	10	18	0	0	0	65

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	1	14	30	33	0	0	0	82

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	11	1	21	0	0	0	0	0	35
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	14	17	22	21	19	0	0	0	97
One or more suspensions	1	3	2	4	7	6	0	0	0	23
Course failure in ELA	0	0	1	1	2	2	0	0	0	6
Course failure in Math	0	0	1	0	3	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	10	10	18	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	6	23	23	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	7	14	10	10	18	0	0	0	65

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	3	1	14	30	33	0	0	0	82

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	11	1	21	0	0	0	0	0	35
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	65	53	54	66	56	43		
ELA Learning Gains				67			28		
ELA Lowest 25th Percentile				58			23		
Math Achievement*	53	68	59	45	52	50	43		
Math Learning Gains				50			31		
Math Lowest 25th Percentile				27			11		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	58	69	54	52	67	59	37		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	68	68	59	79			37		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	1
ELL	50			
AMI				
ASN				
BLK	9	Yes	4	1
HSP	56			
MUL	60			
PAC				
WHT	60			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	47			
AMI				
ASN				
BLK	33	Yes	3	
HSP	52			
MUL	68			
PAC				
WHT	61			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			53			58					68
SWD	19			21			33				4	
ELL	47			51			38				5	68
AMI												
ASN												
BLK	4			13							2	
HSP	55			58			44				5	66
MUL	56			50			73				3	
PAC												
WHT	57			59			70				4	
FRL	46			50			54				5	68

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	67	58	45	50	27	52					79
SWD	19	55	56	21	40	27	30					
ELL	33	64	62	31	42	25	37					79
AMI												
ASN												
BLK	31	50	50	10	22	30	40					
HSP	48	61	70	44	45	20	54					76
MUL	64	88		55	65							
PAC												
WHT	65	71	50	57	60		62					
FRL	52	61	45	43	48	20	54					80

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	43	28	23	43	31	11	37					37
SWD	18	10	13	22	16	8	15					17
ELL	33	32		40	37		26					37

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	13	0		10	0		0					
HSP	37	24		45	38		29					40
MUL	48			50								
PAC												
WHT	57	37		51	33		50					
FRL	38	23	19	40	26	11	28					33

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	67%	-18%	54%	-5%
04	2023 - Spring	49%	67%	-18%	58%	-9%
03	2023 - Spring	44%	61%	-17%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	60%	70%	-10%	59%	1%
04	2023 - Spring	44%	70%	-26%	61%	-17%
05	2023 - Spring	43%	66%	-23%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	67%	-16%	51%	0%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The overall performance in reading was 47% proficiency for grades 3-5 in 2023. Inconsistent staffing contributed greatly to the quality of instruction for some students. Our support staff was filling gaps and covering classrooms that were vacant reducing intervention support. Several non-English speaking (NES) students are reflected in this raw data and will be extracted due to limited time in the school/country.

When further analyzing our subgroup data, it is clear that the following areas of concern exist: Black-9% proficient and ELL is 14% proficient; SWD is 27% proficient. A review of the numbers of students in each of these groups shows that our Black population has reduced in overall numbers from previous years. When a student is not proficient in a group with a smaller number (N), this significantly impacts the data.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Third grade reading ELA proficiency declined from 52% in 2022 to 44% in 2023. Note that the test is new to students and this has an impact at all levels. All teachers at this grade level were new to the school and many new to the grade level. Our support staff was filling gaps and covering classrooms that were vacant in grade 4 reducing intervention support. Several NES students are reflected in this raw data and will be extracted due to limited time in the school/country.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Fourth grade ELA was 10 percentage points below the state (58%) at 48% proficiency. Inconsistent staffing contributed greatly to the quality of instruction for some students. Our support staff was filling gaps and covering classrooms that were vacant reducing intervention support. Several NES students are reflected in this raw data and will be extracted due to limited time in the school/country.

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade math improved from 45% in 2022 to 60% in 2023. New curriculum has been adopted at the district giving teachers support in their instruction. A Math Intervention teacher was added this school year. New state standards were reviewed regularly through PLC work.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a concern in all grade levels, with 97 students absent 10% or more days of the year. The highest number is in grades 3 - 5 which impacts all assessment areas.

104 students across K-5 have a Significant Reading Deficiency. Attention will continue to be given to this critical area.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Reading Improvement schoolwide. A focus on our targeted groups (Black and SWD) will continue to be a priority.
2. Math Instruction K-5. A focus on our targeted groups (Black and SWD) will continue to be a priority.
3. Positive Climate and Culture with a focus on PBIS/Behavior Supports
4. Attendance will be reviewed and interventions will continue to be implemented for targeted students.
5. Science instruction will be a focus as the school continues moving toward STEAM Magnet status.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The schoolwide Positive Behavior Support is a focus area for all students and staff. Ensuring that students are able to manage the domains of resiliency 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.

Over 51% of our Black and SWD populations have attendance and/or behavioral concerns. Working proactively to provide executive functioning skills for behavior and academic regulatory management will help students improve their performance in all content areas and reduce the amount of discipline referrals on the campus.

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

In the 2023-24 school year, there will be a 4% decrease in office discipline referrals and/or calls for assistance schoolwide.
All students will participate in quarterly assemblies to review our PBIS GEAR expectations assemblies with their grade level. Through exit tickets, at least 80% of students will be able to articulate the GEAR expectations and its impact on their performance.

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

Monitoring monthly ODR data and sharing to schoolwide data wall.
Monthly PBS meetings are data focused and include problem-solving across grade levels and targeted populations.

Person responsible for monitoring outcome:

Karen Strickland (karen.strickland@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The PBS Plan is focused on a set of resiliency-based behavioral, and character skills that support success in school, the workplace, relationships and in the community. Dysregulation in the school day results in a loss of instructional time. Quarterly grade level assemblies have been developed to review expectations for students schoolwide.

These tier 1 assemblies will lead the way for tier 2 small group social skill lessons and feedback by the behavior support team.

A tier 3 reflective lunch has been added as a space where individual students in need can consider dysregulation/behavioral concerns, reflection on Positive Behavior actions and receive scaffolded support from an adult to problem-solve and plan their improvement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In 2022-23, school support staff responded to 568 calls for assistance as compared to 582 calls the previous year (2021-2022). We want this trend to continue.

In 2023, there were 93 OSS incidents on campus as compated to 37 the prior year. 63 of these were SWD students and 41 were African-American students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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 GEAR Expectations for behavior 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. Brag Tags are given to recognize positive behavior in classrooms and by support staff. Student success is shared via social media, posted in the front office and/or positive phone calls home.

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

By When: The initial review will take place prior to September 2023 and then update assemblies will be held quarterly.

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 GEAR Expectations per the PBS Plan which accumulate twice quarterly to be used at our school store. Items in the school store include school supplies and other STEAM related merchandise. The school store will be funded and supported by a community partner this school year.

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

By When: A review of the success of Wilkie's Warehouse will be conducted monthly at PBS team meetings and by May 2024.

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

Person Responsible: Kelley Beall (kelley.beall@sarasotacountyschools.net)

By When: Weekly presentations on the morning news for all students.

All staff will be trained on Mindset Foundations focused on verbal interventions and preventing acting-out behavior. (4 hours of training)

Person Responsible: Kelley Beall (kelley.beall@sarasotacountyschools.net)

By When: By December 20, 2023

As a follow-up to Mindset Training, interested staff will be offered a Book Study on Conscious Discipline by Dr. Becky Bailey. This includes a multi-tiered approach with targeted interventions to help students to succeed. Additionally, this training includes a trauma-responsive approach so all students can reach their highest potential.

Person Responsible: Kelley Beall (kelley.beall@sarasotacountyschools.net)

By When: Monthly and concluding May 2024.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Wilkinson Elementary's focus is to understand BEST standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in ELA across the grade levels as measured by FAST. In the 2022-23 school year 47% of students in grades 3-5 demonstrated proficiency in ELA, a decrease of 4%age points from the FSA data in 2022. When comparing proficiency on FSA to proficiency on FAST PM 3, 49% of students made a learning gain (based on DSS)--the same percent received in 2022. 33% of students in the lowest quartile made ELA gains in 2023 vs. 58% in 2022.

91% of our 3rd - 5th grade Black Target Group scored level 1 or 2 on the PM3 FAST.
73% of our 3rd - 5th grade SWD Target Group scored level 1 or 2 on the PM 3 FAST.

Gains were not measured by the state in 2023 due to test change. The school targeted at least 67% of the students showing gains from AP 1 to AP 3 on FAST based on DSS scores and level increases. The actual number in PM 3 for students who showed a learning gain was 65%.

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

In 2023-24, ELA proficiency as measured by FAST grades 3-5 in will increase from 52% to 56%.

In 2023-24, Black student proficiency will increase from 9% (2023) to 30% (2024).
In 2023 - 24, SWD student proficiency will increase from 27% (2023) to 40% (2024).

Due to test change in 2023, gains were not officially measured. Conducting our own measures using DSS and the criteria for growth on the previous FCAT/FSA, we will improve from 56% (2023) to 65% in 2024.

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

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 and the administrative support team will hold data monitoring conferences with all students in grades 3-5 who are below proficienty mid year.

Person responsible for monitoring outcome:

Susan Nations (susan.nations@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

All students K-1 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 either Reading Recovery or Literacy Lessons. Students in grades 3-5 demonstrating a reading deficit will receive Tier 2 or 3 instruction beyond the required literacy block by an intervention teacher or ESE Resource teacher.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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 of individual students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development, coaching and modeling focused on standards based lesson planning and the work of Professional Learning Communities. The Literacy Coach, Reading Recovery Teachers and/or district support staff will be aligned to K -2 and conduct coaching and modeling throughout the year focused on meaningful data-driven small group instruction. 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 district "hold-harmless" funds, one intervention position will support grades 2-5. This teacher is targeting Tier 2 and Tier 3 students in 2nd - 5th grade. The school based Literacy Coach is supporting ELA curriculum implementation through coaching, modeling, and support at both whole team, small group and individual levels.

Person Responsible: Katie Sting (katie.sting@sarasotacountyschools.net)

By When: This support will be given throughout the year. Documentation will be shared in LLT quarterly.

Students, in grades K-5, who are identified as reading one grade level below their target according to the FAST Progress Monitoring Assessment will participate in WIN tier 2 and 3 intervention groups focused on improving reading proficiency. Students in the lowest quartile or in targeted subgroups will be monitored through this instructional block. The WIN time is built in for each team and will include all support staff (ESE, Intervention, ELL, Lit Lessons, etc.) to support small group intervention/instruction.

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

By When: The Intervention Teacher and Literacy Coach will work together to monitor data in each quarter to determine changes in WIN groups. All data will be collated in May 2024.

All teachers will participate in focused quarterly data chats to determine next steps for instruction in reading for every student (includes enrichment and intervention). Students who are identified as working below grade level will be given targeted interventions during differentiated instruction in the classroom, the WIN time and/or referred to the School Wide Support Team as appropriate. All teachers will hold two parent conferences annually to discuss student progress with grade level material.

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

By When: Data will be reviewed quarterly and culminate in May 2024.

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 and other district provided support materials.

Person Responsible: Katie Sting (katie.sting@sarasotacountyschools.net)

By When: Quarterly reviews and culminating in May 2024.

Classroom walk through data focused on the schoolwide problem of practice will be collected by administrators and/or LLT members. Consolidated data will be shared at grade level PLCs for reflection and adjustment to instructional delivery practices.

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

By When: This will be reviewed at each LLT meeting culminating in 2024.

Literacy Coach provides coaching and modeling cycles in all areas of ELA content lessons targeting grades K-3. Provides support to students and teachers to help close the Achievement Gap.

Person Responsible: Katie Sting (katie.sting@sarasotacountyschools.net)

By When: This will be reviewed at each LLT meeting culminating in 2024.

Staff have the option to participate in an additional hour of instructional planning afterschool weekly for 15 weeks in the fall and again in the spring during Team Up Tuesdays. Participating staff will be compensated through Jumpstart Funds. Additionally teams will be provided two full planning days with facilitated support to plan and design instructional lessons after data review with the Literacy Coach, Reading Intervention Teacher and Instructional Facilitator. .

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

By When: Weekly checks to monitor data and planning. Culminating May 2024.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Wilkinson Elementary's focus is to understand BEST standards and ensure that lesson planning and instructional delivery are aligned to demonstrate academic gains in Mathematics across the grade levels as measured by FAST. In the 2022-23 school year 55% of students in grades 3-5 demonstrated proficiency in Mathematics, an increase of 10%age points from the FSA data in 2022. When comparing proficiency on FSA to prociency on FAST PM 3, 55% of students made a learning gain (based on DSS)-- an increase of 5%age points from 2022 FSA growth. 26% of students in the lowest quartile made Math gains in 2023 vs. 27% in 2022.

83% of our 3rd - 5th grade Black Target Group scored level 1 or 2 on the PM3 FAST.
76% of our 3rd - 5th grade SWD Target Group scored level 1 or 2 on the PM 3 FAST.

Gains were not measured by the state in 2023 due to test change. The school targeted at least 55% of the students showing gains from AP 1 to AP 3 on FAST based on DSS scores and level increases in 2023. The actual number in PM 3 for students who showed a learning gain was 51%. This indicates an ongoing focus is needed in monitoring, data-review and targeted intervention in mathematics.

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

In 2023-24, Math proficiency as measured by FAST grades 3-5 in will increase from 54% to 60%.

In 2023-24, Black student proficiency will increase from 17% (2023) to 30% (2024).
In 2023 - 24, SWD student proficiency will increase from 24% (2023) to 40% (2024).

Due to test change in 2023, gains were not officially measured. Conducting our own measures using DSS and the criteria for growth on the previous FCAT/FSA, we will improve from 55% (2023) to 60% in 2024.

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

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 and/or administrative support team will hold data monitoring conferences with all students who are below level grades 3-5 mid year.

Person responsible for monitoring outcome:

Catherine Kozdemba (catherine.kozdemba@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development, coaching and modeling focused on standards based lesson planning and the work of Professional Learning Communities. 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 in grades 2-5. The school based instructional facilitator is supporting math curriculum implementation through coaching cycles with selected teachers.

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

By When: Quarterly reviews with culminating data by May 2024.

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 for Tiered Interventions as appropriate. All teachers will hold two parent conferences annually to discuss student progress with grade level material.

Person Responsible: Victoria Crooke (victoria.crooke@sarasotacountyschools.net)

By When: Data chats will be held quarterly with culminating data due in May 2024.

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 BEST and utilizing the district pacing guides for guidance. Evidence will be collected through classroom walk throughs and lesson plan reviews.

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

By When: This will be reviewed during evaluations three times annually with final evaluation information conducted May 2024.

Classroom walk through data focused on the schoolwide problem of practice will be collected by administrators and support staff during Math Learning Walks. Consolidated data will be shared at grade level PLCS and in Curriculum Leader for reflection and adjustment to instructional delivery practices.

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

By When: These will be conducted regularly throughout the year and reviewed quarterly with summary completed in May 2024.

Staff have the option to participate in an additional hour of instructional planning afterschool weekly for 15 weeks in the fall and again in the spring. Participating staff will be compensated through Jumpstart Funds. Additionally teams will be provided two full planning days with facilitated support to plan and design instructional lessons.

Person Responsible: Victoria Crooke (victoria.crooke@sarasotacountyschools.net)

By When: Weekly planning sessions will be monitored. Culminating information completed in May 2024.

All teachers will participate in focused quarterly data chats to determine next steps for instruction in math for every student (includes enrichment and intervention). Students who are identified as working below grade level will be given targeted interventions during differentiated instruction in the classroom, the WIN time and/or referred to the School Wide Support Team as appropriate. All teachers will hold two parent conferences annually to discuss student progress with grade level material.

Person Responsible: Victoria Crooke (victoria.crooke@sarasotacountyschools.net)

By When: Data will be reviewed quarterly and culminate in May 2024.

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2022-23 school year 58% of students in 5th grade demonstrated proficiency on the FSSSA assessment (as compared to 52% in 2022). According to the district benchmark assessment administered in the spring, 53% of 5th grade students demonstrated proficiency.

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

Science proficiency as measured by FSSSA will increase from 58% to 62%.

Science proficiency as measured by district benchmark assessments will increase from 53% to 70% in grade 5.

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

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 and classrooms data. Conversations with teachers and admin will include a focus on all subgroups to target instructional delivery and response in the classroom.

The school will continue its work with the National Instituate on STEM Education to achieve STEM Certification. This includes training and certifying up to 10 staff members in STEM education best practices.

Person responsible for monitoring outcome:

Tessa Healy (tessa.healy@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

The STEAM Integration Coach will provide Coaching Cycles for all teachers who are delivering Science instruction.

All students will receive intentional explicit instruction in Science standards through: Science/Technology, STEM Makerspace and STEAM Station Experiences for an equivalent of 60 days/annually (1.5 quarters).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development, coaching and modeling focused on standards based lesson planning and the work of Professional Learning Communities. Using Title I funds a Science/STEAM Integration coach position will support teaching, coaching and modeling for staff in coaching cycles. This teacher works with teachers and students across grades K-5 to support implementation of district IFG. The Science/STEAM Integration Coach will coordinate the schedule for all classes to access Science/Technology, STEAM Makerspace, STEAM Station annually.

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

By When: Quarterly updates will be given with culminating data reviewed May 2024.

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 with their teacher and the STEAM Integration Coach. Standards alignment will include all content areas. This area will be open on specific Saturdays and evenings throughout the year for families to interact and utilize the engineering design and problem-solving process. Logs and plan sheets will be maintained to show instructional focus provided for participating classes in this unique learning space.

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

By When: Quarterly updates will be given with culminating data reviewed May 2024.

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: Susan Nations (susan.nations@sarasotacountyschools.net)

By When: Evaluation meetings will be held with data reviews three times/year with final evaluation in May 2024.

Science Boot Camp will take place between AP2 and the state assessment in Spring 2024. 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. The STEAM Integration Coach will work closely with the Makerspace Teacher and Science/Tech teacher to implement this intervention.

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

By When: April 2024 (culmination in May 2024)

All students K-5 will receive inquiry-based instruction in the MakerSpace and Science/Tech 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 along with special area teachers and classroom instruction focus will encourage all students K-5 to experience the Scientific Process.

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

By When: Walk throughs, surveys and lesson plan data will be reviewed during quarterly data chats. Culminating data collected May 2024.

Staff have the option to participate in an additional hour of instructional planning afterschool weekly for 15 weeks in the fall and again in the spring. Participating staff will be compensated through Jumpstart Funds. Additionally teams will be provided two full planning days with facilitated support to plan and design instructional lessons.

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

By When: Weekly meetings with culminating data May 2024.

Ten staff members are currently receiving professional development and certification through the National Institute of STEM education. Additional staff will be added in the 2023-24 school year (up to five people) to achieve this certification. This will increase knowledge and understanding of STEAM integration and its impact on Science as well as other content areas.

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

By When: January 2024 and May 2024

In order to build science proficiency across all grade levels, STEAM buddies will be implemented this school year. This program will pair up an intermediate class with a primary class to particpate in STEAM challenges and investigations. Buddies will work together using the schoolwide Big Ideas at least one time monthly with a goal to meet more regularly.

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

By When: A forms survey will be sent after each Big Idea to monitor success. Every 6-8 weeks/ culminating in May 2024.

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students in the SWD and Black/African-American are performing significantly below level in both math and ELA.
ELA: Black subgroup=91% Level 1 and 2 SWD=73% Level 1 and 2
Math: Black subgroup-83% Level 1 and 2 SWD =76% Level 1 and 2

A review of services and service models will be conducted for all subgroups in high need. This will be done through planning a robust service schedule with intensive focus on classroom inclusion and support to ensure rigor and relevance to ELA and Math standards. Students in need of significant intervention will be provided additional time beyond the ELA and Math blcoks for intervention during the WIN (what I need) block.

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

ELA:
In 2023-24, Black student proficiency will increase from 9% (2023) to 30% (2024).
In 2023 - 24, SWD student proficiency will increase from 27% (2023) to 40% (2024).
Math:
In 2023-24, Black student proficiency will increase from 17% (2023) to 30% (2024).
In 2023 - 24, SWD student proficiency will increase from 24% (2023) to 40% (2024).

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

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 (minimally) with action steps identified to increase student achievement. All stakeholders working with each student will be included in the planning and implementation for their area of focus.

Person responsible for monitoring outcome:

Susan Nations (susan.nations@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students in both subgroups will participate in focused intervention groups for both reading and math for 90 minutes weekly. Support will be provided by ESE Resource Team, Intervention Teachers and Classroom Teachers. Support will be targeted and focused on skills and strategies with a focus on closing the achievement gap. In ELA, students will receive LLI small group and in Math they will receive Numeracy instruction with an intentional focus on closing gaps.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Best practice instruction ensures that students are receiving content area 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 BEST Standards in both ELA and Math. Intervention and contracted support teachers will support all target groups during the WIN block of time.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional development, coaching and modeling focused on standards based lesson planning and the work of Professional Learning Communities. 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 will continue this year. Three additional contracted staff support reading and/or math interventions in all grade levels.

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

By When: Data will be reviewed throughout the year to make adjustments and changes as needed. Culminating Data in May 2024.

All teachers and support staff 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 School Wide Support Team as appropriate. All teachers will hold two parent conferences annually to discuss student progress with grade level material.

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

By When: Quarterly and Culminating Data May 2024

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. Numeracy Stages will be used to group students for math problem solving through small group instruction. Classroom walk throughs will be conducted regularly to monitor this practice.

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

By When: Monthly with culminating data in May 2024.

Classroom walk through data focused on the schoolwide problem of practice will be collected by administrators and support staff to determine best practice and student actions in the classroom ELA and Math blocks. 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)

By When: Quarterly review

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Title I funds, Jumpstart funds, SIP funds and general funds are utilized to create the following positions: STEAM Integration Coach, Instructional Facilitator, Literacy Coach, Math and Reading Intervention Teachers, Reading Recovery and Home/School Liaisons. Having these positions on campus allow us to carry out the goals and actions defined in our School Improvement Plan.

Our funding sources also allow the following programs: Instructional Planning Days, Team Up Tuesdays PLC work, Media Monday Family nights, STEAM Family Engagement Events as outlined in our School Improvement Plan.

Funding allocations and instructional resources are shared regularly with the following groups/committees: School Advisory Council (SAC); SDMT (Shared Decision Making Team), and the school leadership team. These committees reach consensus on, and approve funding allocations to ensure resources are aligned with needs. Adjustments are made as needed when changes occur in staffing and/or data that necessitates further review and/or changes in interventions/activities.

Due to not having a PTO, information will also be shared at our monthly Coffee and Conversations with parents as appropriate.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

While this group was not a RAISE focus group, we know that strong instruction in these grade levels will positively impact grades 3 - 5. Intervention, small group instruction and ESE/ESOL support coupled with strong tier I instruction will ensure a strong foundation that will lead to greater performance as students progress through the grade levels.

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

In the 2023 school year 56% of students in grade 3 and 50% of students in grade 5 scored below level on FAST ELA. In grade 3, 22 students scored level 1 and 23 students scored level 2. Fifteen students were within 10 points of proficiency. This "bubble group" will be a target in 2024.

In grade 5, 28 students scored level 1 and 15 scored level 2. Eight students were within 10 points of proficiency.

Because this is "raw data", it is important to extract students who did not attend Wilkinson for both FTEs. This includes: In grade 5, 9 students who enrolled as ELL students and have less than 2 years in the US. In grade 3, one student enrolled after the 2nd FTE and was not at Wilkinson all year.

Instructional practice follows district guidelines and includes ensuring strong tier I instruction as well as response to progress monitoring data with a focus on improving student achievement in all grade levels and ESSA target groups. Resource, intervention and classroom teachers work closely together to help fill gaps for identified students during the WIN (What I Need) Time. This targeted instruction, along with strong classroom tier I and small group work will help improve student performance in ELA.

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 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 Measurable Outcomes

N/A for Wilkinson K-2 students.

Grades 3-5 Measurable Outcomes

Students scoring below level 3 on Grade 3 FAST ELA will decrease from 56% to 49%.
Students scoring below level 3 on Grade 5 FAST ELA will decrease from 50% to 45%.

ESSA Groups: Students identified as Students With Disabilities (SWD) will increase proficiency by 5%age points from 27% to 40% in ELA achievement. Students in the Black/African-American subgroup will increase proficiency from 9% to 30% in ELA achievement.

Monitoring

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 impact student achievement outcomes.

All teachers reflect on data every four to six weeks using schoolwide data reflection forms, data chats with administration and support staff. This includes digging into relevant data regularly and making adjustments to instruction and/or interventions to improve student performance. It is monitored regularly

and growth targets are set for each student.

Ongoing monitoring ensures that adjustments are made to student support, intervention and/or extension as needed.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Nations, Susan, susan.nations@sarasotacountyschools.net

Evidence-based Practices/Programs

Description:
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?

Benchmark Advance is an evidence-based, core instructional resources used to teache systematic and explicit foundational skills based on the Science of Reading and Structured Literacy. District frameworks have been developed to guide teachers further with standards-based planning and instructional delivery. Teachers work within a 90 - 120 minute reading block with a separate WIN (What I Need) time for more intentional small group focus.

A Literacy Coach position has been added to the campus to work intensively in coaching cycles with K-3 teachers. The Literacy coach works with the district ELA Program Specialists regularly to establish goals and focused support on the campus. Through this ongoing collaboration, the coach will work toward Literacy Coaching Certification as defined by Florida DOE.

Two Reading Recovery teachers provide small group Tier 2 interventions for students in Grades K-3. These trained teachers also provide professional development and literacy support to all teachers at the school site.

All teachers participated in Structured Literacy and Dyslexia PD and Tier I Progress Monitoring Updates during the preplanning week in August 2023. The Tier I PM update includes a deep dive into responding to data and using the Literacy Decision Trees.

Wilkinson receives support from district literacy trainers who assist the team with PLC work, review of data, instructional planning and coaching cycles as needed.

Regular Progress Monitoring assessments are utilized to determine student areas of growth and proficiencies. Instruction is adjusted based on these regular assessments. These include: Phonics, Oral Reading Fluency, Benchmark Advance Unit Assessments, Writing Assessments, FAST Reading and iReady for targeted students. Teacher use this data to plan instruction and have PLC conversations around the data. Resource and intervention teachers have access to student data to further support

areas of growth for individual students.

Tier II and III support is given to identified students using Leveled Literacy Interventions, Benchmark Advance Phonics Skill Bags, Targeted Word Study Routines, Orton Gillingham, Benchmark Advance Targeted Intervention for Comprehension and other resources vetted by the district elementary team.

All of the above programs and practices are outlined in the District's Comprehensive Evidence-Based Reading Plan (CERP) and are aligned to the BEST ELA Standards. Each intervention recommended by the district has moderate to strong evidence based on the "What Works Clearinghouse".

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Rich literacy instruction that is both rigorous and focused on student areas of growth is key to developing proficient readers. A comprehensive approach ensuring a well-rounded and evidence based program (Benchmark Advance) ensures that Tier I instruction is standards-focused and steeped in reading and writing activities around grade level text.

When students are identified for further small group tier II or III intervention, the program chosen is selected using the Decision Tree and a team review approach. Together a plan is identified to target the needs of individual students. Data is reviewed every 4 - 6 weeks to determine next steps for each student and to measure progress.

Data walls are maintained for all students at the school level, classroom level and individual level. Data conferences are held with students in order to help them be a part of the problem-solving and goal setting process. The data walls help keep all students and their support at the forefront of the entire team including coaches, intervention teachers, ESE and ELL teachers, and Classroom teachers. This ensures a highly supported literacy environment for each learner.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our school's parent and family engagement coordinator ensures that parents are involved at Wilkinson at a
variety of events throughout the school year where details and information is available highlighting programs and funding sources for programs. In the 2023-24 school year, informationwill be disseminated

via the website, updates and information are provided weekly through a phone call and/or social media. Other information sources utilized to disseminate information include: DOJO, classroom newsletters, ConnectEd, and social media.

All of our sources include translation to meet the needs of our ELL families and community partners.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All stakeholders (staff, parents and community) are encouraged to attend monthly SAC meetings and/or Coffee and Conversation meetings and provide input on family events and understand learning . Feedback from SAC as well as parent events will ensure that opportunities remain flexible and relevant. 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. 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, Spanish and Portuguese on the school's website.

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 in September at 6pm. All parents are invited and encouraged to attend through timely notice in English, Spanish and Portuguese. Additionally, childcare and an interpreters are 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The schedule is reviewed and refined annually to ensure maximum instructional time for all content areas and reduce disruptions during the school day. Teams of teachers work in Professional Learning Communities to review their planning for essential standards and necessary intervention/enrichment. Their PLC work centers around data as they constantly review the questions: What do we expect students to learn (standards)? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?

In 2023-24, a WIN (What I Need) time is embedded into each grade level's schedule and staggered throughout the day. This permits additional staff to push in to support students in need and/or enrich those who are ready for that during this time. Teachers review data and determine who needs what interventions to move the learning forward.

In addition to this very focused planning and implementation, teachers are working on ensuring they are moving from "teaching centered" to "student centered" classrooms. We must move toward evaluation of what students are doing that indicates learning is happening at rich and relevant levels.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This section does not pertain to Wilkinson at this time.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$12,110.88
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Wilkinson Elementary School	Other		$1,000.00
			Notes: Brag tags and items will be purchased through internal funding sources to support PBIS and the schoolwide Wilkie's Warehouse program.			
			0291 - Wilkinson Elementary School	Title, I Part A		$3,787.81
			Notes: Parent and Family Engagement Nights are held four times annually. Staff are on duty to ensure events are centered on instructional standards.			
			0291 - Wilkinson Elementary School	Title, I Part A		$2,659.78
			Notes: Materials and supplies to be purchased for Family Engagement include STEAM Night activity materials and Student Agenda Books.			
			0291 - Wilkinson Elementary School	Other		$4,663.29

		Notes: Jumpstart funds are used for Media Monday Family Engagement Nights.				
2	**III.B.**	**Area of Focus: Instructional Practice: ELA**				**$235,561.57**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Wilkinson Elementary School	Title, I Part A		$140,444.01
		Notes: Positions that are funded through Title I, Part A that support ELA Instructional Practice include: Reading Recovery (1 teacher); LLI Small Group Paraprofessional;				
			0291 - Wilkinson Elementary School	Other Federal		$57,175.00
		Notes: ESSER Hold Harmless funds have been allocated this school year from the district and will cover				
			0291 - Wilkinson Elementary School	Other		$37,942.56
		Notes: Jumpstart funds: Instructional planning will take place each week on Tuesdays for one hour. This will be focused on Reading benchmarks, standards and planning.				
3	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$133,264.88**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Wilkinson Elementary School	Title, I Part A		$95,322.32
		Notes: Intervention services are provided by a Math Intervention Teacher				
			0291 - Wilkinson Elementary School	Other		$37,942.56
		Notes: Jumpstart funds: Instructional planning will take place each week on Tuesdays for one hour. This will be focused on Math benchmarks, standards and planning.				
4	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$200,003.33**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0291 - Wilkinson Elementary School	Other		$51,557.34
		Notes: ESSER funds have been allocated from the district to allow for positions previously provided via Title I. These "hold harmless" funds will partially pay for the STEAM Makerspace Teacher.				
			0291 - Wilkinson Elementary School	Other		$97,891.08
		Notes: The STEAM Integration Coach position is allocated from district funds. This salary amount is reflected with benefits added.				
			0291 - Wilkinson Elementary School	Title, I Part A		$35,554.91
		Notes: Funds have been allocated for the remaining balance of the Makerspace/STEM Teacher position.				
			0291 - Wilkinson Elementary School	Other		$15,000.00
		Notes: Jumpstart funds will be used for a contracted position for STEAM Magnet consulting. Researching best practice and development of a K-5 STEAM Magnet program.				
5	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$109,212.95**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			0291 - Wilkinson Elementary School	Other		$13,134.19
			Notes: Jumpstart funds allow the purchase of contracted services for academic intervention in ELA or Mathematics.			
			0291 - Wilkinson Elementary School	Title, I Part A		$96,078.76
			Notes: Instructional Facilitator to support Data Review and Analysis, Instructional Planning and Student Intervention Supports through the SWST team.			
					Total:	**$690,153.61**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes