Wildwood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[no web address on file]

School Board Approval

This plan was approved by the Sumter County School Board on 11/14/2023.

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.

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

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

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

Provide the school's vision statement.

WWES: Walking with Excellence & Success-Every Teacher, Every Student, Every Day

School Leadership Team, 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
Brown, Brittany	Principal	
Mannino, Meggen	Assistant Principal	
Harrison, Jasmyn	Reading Coach	
Mannino, Paul	Other	
Lipham, Amanda	Other	
Eisenhauer, Rebecca	Other	
Magliocca, Linda	School Counselor	
Badger, Eileen	Instructional Media	

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.

The School Improvement Plan is shared with the school leadership team, then the grade level chairs. It is presented to the School Advisory Committee for approval this team is composed for both parents and community stakeholders. There is a public hearing where the plan is presented to any interested staff, parents or community stakeholders. The plan is then presented before the Sumter County School Board for final approval.

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))

District will monitor the implementation of the the SIP through monthly calls with the Bureau of School Improvement. Goals will be monitored during monthly staff meetings to review and reflect on progress towards improvement as proposed by the Superintendent.

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	66%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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: B 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	88	71	77	59	46	54	0	0	0	395
One or more suspensions	90	12	6	16	18	30	0	0	0	172
Course failure in English Language Arts (ELA)	17	11	13	11	11	10	0	0	0	73
Course failure in Math	8	7	4	8	12	7	0	0	0	46
Level 1 on statewide ELA assessment	14	22	35	39	31	36	0	0	0	177
Level 1 on statewide Math assessment	53	35	46	34	34	66	0	0	0	268
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	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	33	31	29	19	2	11	0	0	0	125

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	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	33	57	59	62	38	41	0	0	0	290
One or more suspensions	15	7	6	13	27	3	0	0	0	71
Course failure in ELA	17	18	15	9	5	2	0	0	0	66
Course failure in Math	9	8	4	4	12	8	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	19	18	12	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	24	28	22	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	10	3	0	0	0	0	0	15

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	10	15	19	29	21	39	0	0	0	133

The number of students identified retained:

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

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	33	57	59	62	38	41	0	0	0	290
One or more suspensions	15	7	6	13	27	3	0	0	0	71
Course failure in ELA	17	18	15	9	5	2	0	0	0	66
Course failure in Math	9	8	4	4	12	8	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	19	18	12	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	24	28	22	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	10	3	0	0	0	0	0	15

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	10	15	19	29	21	39	0	0	0	133

The number of students identified retained:

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

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*	50	55	53	56	63	56	51		
ELA Learning Gains				56			41		
ELA Lowest 25th Percentile				58			45		
Math Achievement*	49	57	59	54	55	50	49		
Math Learning Gains				56			38		
Math Lowest 25th Percentile				43			41		
Science Achievement*	25	49	54	52	66	59	40		
Social Studies Achievement*					64	64			
Middle School Acceleration					49	52			
Graduation Rate					65	50			
College and Career Acceleration						80			
ELP Progress	63	53	59	64			42		

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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	98
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	17	Yes	2	1
ELL	54			
AMI				
ASN				
BLK	32	Yes	1	
HSP	54			
MUL	52			
PAC				
WHT	53			
FRL	47			

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	1	
ELL	54			
AMI				
ASN				
BLK	49			
HSP	53			
MUL	63			
PAC				
WHT	59			
FRL	51			

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	50			49			25					63
SWD	19			24			6				4	
ELL	37			61							3	63
AMI												
ASN												
BLK	38			39			13				4	
HSP	55			58			35				5	63
MUL	52			52							2	
PAC												
WHT	58			54			35				4	
FRL	48			46			20				5	67

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	56	56	58	54	56	43	52					64
SWD	30	47	52	29	34	22	33					
ELL	38	55		56	58							64
AMI												
ASN												
BLK	48	56	50	44	53	47	42					
HSP	49	66		51	63	40	38					67
MUL	63			63								
PAC												
WHT	65	53	61	65	55	42	69					
FRL	53	53	57	50	55	45	45					

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	51	41	45	49	38	41	40					42
SWD	31	37	50	31	43	58	38					
ELL	38			56								42
AMI												
ASN												
BLK	44	33	23	41	25	27	33					
HSP	44			52			30					
MUL	64			60								
PAC												
WHT	57	47		55	53		51					
FRL	46	38	40	44	36	47	37					

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	42%	65%	-23%	54%	-12%
04	2023 - Spring	54%	68%	-14%	58%	-4%
03	2023 - Spring	49%	61%	-12%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	68%	-9%	59%	0%
04	2023 - Spring	57%	72%	-15%	61%	-4%
05	2023 - Spring	25%	65%	-40%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	58%	-32%	51%	-25%

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.

First grade ELA proficiency showed the lowest performance on the 2022-2023 assessment data with 32% of students earning proficiency. In the 2021-2022 school year this same grade level scored at 45% proficiency. Additionally, Kindergarten Math proficiency was 53% in 2022-2023 showing a decrease in performance from the previous school year's Kindergarten math proficiency of 59%.

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

First grade ELA proficiency showed the largest decline. This cohort of students scored 63% proficient in their Kindergarten year of 2021-2022 and then dropped to 32% proficient in 2022-2023.This decrease can be contributed to a predominantly inexperienced first grade team.

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.

Our third grade students met state average in ELA and Math during the 2021-2022. There is no gap in 3rd grade between school and state averages.

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

Third grade math data showed the greatest improvement. Proficiency in this grade level increased from 50% in 2021-2022 to 59% in 2022-2023; matching the state proficiency score. The third grade team has maintained consistency. The math team is led by a teacher with a proven track record of success. They work closely together during Math PLC's and Common Planning sharing effective, research based, high yield strategies.

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

Based on the 2022-2023 EWS data two areas of concern are:
1. 53 Kindergarten students scoring a level one
2. 108 students Kindergarten-second grade having one or more days of suspension

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

The highest priorities for school improvement for the upcoming school year are:
1. 3rd Grade ELA and Math Proficiency
2. Kindergarten Math proficiency
3. 1st grade ELA proficiency
4. SWD subgroup ELA and Math proficiency
5. Number of students having one or more days of suspension

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

#1. 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.

Increase achievement in Math.
Focus: Math proficiency in Kindergarten has fallen from 59% in 2021-2022 to 53% in 2022-2023 school year.
Third grade Math proficiency on the 2022-2023 assessment was 59%

2nd grade proficiency was 70%, and 1st grade was 74%.

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

Increase Math proficiency in Kindergarten and Third grade to 62%.
Increase Math proficiency in First grade to 80%.
Increase Math proficiency in Second grade to 76%.

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

Teachers will use i-Ready beginning and mid-year assessments, weekly/bi-weekly Savvas math assessments and STAR state assessments to progress monitor progress towards goals. Administration will conduct data chats with individual teachers to look for trends and provide support. Teachers will utilize data chats to communicate with students after diagnostic and progress monitoring assessments to create SMART goals. The intervention team will closely monitor data through bi-weekly leadership meetings and will meet with teachers during PLC's for collaborative planning of classroom strategies and curriculum implementation. These PLC's will be intently focused on data. IXL data will also be used to monitor progress towards standards mastery and progress towards goals.

Person responsible for monitoring outcome:

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

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.)

Teachers will provide explicit instruction based on targeted skills of need identified by curriculum, district and state progress monitoring assessments. This instruction will be planned during collaborative PLCs with the assistance of the intervention team, documented in lesson plans and monitored by administration through lesson plan review and classroom walkthroughs.

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

Explicit instruction as an intervention provides students the foundation skills and math concept knowledge necessary for mastering grade level content.

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.

Administration will conduct weekly walkthroughs to check the fidelity of teacher lesson plans and use of explicit instruction.

Interventionist will work with teachers both during PLC's to guide and inform instruction.

Interventionist will work with targeted small groups based on data analysis and focus on increasing student performance by providing student support and improving instructional delivery.

Teachers will provide the scaffolding required to allow SWD students to show progress towards standards mastery in math and provide explicit instruction in small group during both the Math block and the addition intervention block.

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

By When: Intervention will be provided throughout the school year. The goal being to increase Math proficiency for within the Kindergarten grade level by the end of the 2023-2024 school year.

#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.

Increase achievement in first grade ELA. First grade ELA proficiency showed the lowest performance on the 2022-2023 assessment data with 32% of students earning proficiency. In the 2021-2022 school year this same grade level scored at 45% proficiency. This cohort of students saw a nearly 50% decrease in proficiency dropping from 63% proficient in Kindergarten to 32% proficient in first grade.
Focus: Kindergarten proficiency (46%), 1st grade proficiency (32%), 2nd grade proficiency (56%), 3rd grade proficiency (50%).

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

Increase Kindergarten through 3rd grade ELA proficiency to 62%.

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

Teachers will use i-Ready beginning and mid-year diagnostic assessments, HMH weekly and module assessments, i-Ready Magnetic assessments, and STAR state assessments to monitor progress towards goals. Administration will conduct data chats with individual teachers to look for trends and provide support. Teachers will utilize data chats with students after diagnostic and progress monitoring assessments to create SMART goals. The intervention team will closely monitor data through bi-weekly leadership meetings and will meet with teachers during PLC's for collaborative planning of classroom strategies and curriculum implementation. These PLC's will be intently focused on data. IXL data will also be used to monitor progress towards standards mastery and progress towards goals.

Person responsible for monitoring outcome:

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

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.)

Teachers will provide explicit instruction based on targeted skills of need identified by curriculum, district, and state progress monitoring assessments. This instruction will be planned during collaborative PLCs with the assistance of the intervention team, documented in lesson plans, and monitored by administration through lesson plan review and classroom walkthroughs.

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

Explicit instruction as an intervention provides students the foundational literacy skills knowledge necessary for mastering grade level content.

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.

Administration will conduct weekly walkthroughs to check the fidelity of teacher lesson plans and use of explicit instruction.

Interventionists will work with teachers during PLC's to guide and inform instruction.

Interventionists will work with targeted small groups based on data analysis and focus on increasing student performance by providing student support and improving instructional delivery.

Teachers will provide the scaffolding required to allow SWD students to show progress towards standards mastery in ELA and provide explicit instruction in small group during both the ELA block and the additional intervention block.

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

By When: Intervention will be provided throughout the school year. The goal being to increase ELA proficiency in first grade by the end of the 2023-2024 school year.

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

Decrease the number of school disciplinary incidents based on the number of students in 2022-2023 with one or more days of suspension.

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

Reduce the number of students with one of more days of suspension from 425 to less than 250..

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

The administration team, behavior interventionist, and MTSS Coordinator/PBiS Coach will monitor the progress towards this goal by collecting and analyzing the following data:
1. Time out forms
2. Long forms
3. ABC data

Person responsible for monitoring outcome:

Rebecca Eisenhauer (rebecca.eisenhauer@sumter.k12.fl.us)

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.)

Utilization with fidelity to the PBIS program. The PBIS program will be implemented to provide tier 1 supports throughout the Wildwood Elementary campus. This program will be evident in all classrooms, cafeteria, PE, and music.

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

The PBIS program provide a structure to implement school-wide positive behavior support, clear expectations across all areas, teacher training, and recognition and celebration of both staff and 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.

1.Implementation of the new school-wide discipline plan
2. Monthly PBIS meetings that review school-wide discipline data and target student skills needed based on this data as well as identifying both students and teachers in need of additional support
3. R.O.A.R rallies to review quarterly discipline data, progress towards goals and celebrate success
4. PBS Fun Friday-weekly incentive for students that have zero trips to the time out room for the week
5. Quarterly PBIS incentives and the bi-weekly PBIS school store allowing students to spend their Wildcat Cash that is earned by exhibiting positive behavior.

6. Behavior language scripts to help students learn to communicate their needs and increase understanding of one another

7. MTSS Coordinator, Behavior Interventionist and School Counselor will provide behavior strategies that promote positive behavior both in and outside of school.

8. Counseling services, health resources and mentoring

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

By When: The PBIS program will be used with fidelity by all staff members throughout the school year.

#4. 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.

Increase in Student Attendance
By providing parents with a school wide Attendance Success Plan and support from an outside agency, YFA, parents will gain knowledge and assistance ensuring that students attend school regularly.

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

Increase daily attendance rate for the 2023-2024 school year from 90.89 to 94%.

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

Administration will monitor attendance weekly, and make contact with parents regarding attendance concerns.

Person responsible for monitoring outcome:

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

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.)

Fidelity of implementation of the Attendance Success Plan will be monitored through the Child Study Team (CST) meetings, Skyward attendance reports, and communication with teachers.

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

Administration will make calls to parents to discuss attendance concerns. The school data clerk will send automated attendance notices through Skyward upon every unexcused absence, tardy, or early checkout. At 5 unexcused absences, administration will schedule a CST meeting to discuss the pattern of non-attendance. Parent attendance at CST meetings will be monitored by administration, and the appropriate documentation will be completed.

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.

No action steps were entered for this area of focus

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).

The School Advisory Council will approve all funding allocations and each allocation will additionally be approved by the Title I Coordinator, the Principal, and the Director of Elementary Education.

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

44% of Kinder students performed below the 40th percentile on Kindergarten Early Literacy or STAR Reading
58% of First grade students performed below the 40th percentile First grade Early Literacy or STAR Reading
34% of Second grade students performed below the 40th percentile Second grade Early Literacy or STAR Reading

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

50% of Third grade students scored below a level 3 on the FAST ELA assessment

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

Decrease the percentage of K-2 students scoring in the level 1 range on the end of the year Early Literacy or STAR Reading assessment by 10%

Grades 3-5 Measurable Outcomes

Increase ELA proficiency on the ELA Fast assessment from 50% to 65%

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.

Teachers will use beginning and mid-year i-Ready Diagnostic assessments, Early Literacy and STAR Reading Progress Monitoring, HMH weekly and module assessments, and F.A.S.T. to monitor progress towards goals. Student will take module assessment each month and F.A.S.T and STAR assessments will be given three times during the 2023-2024 school year. Teachers will conduct data chats with students before diagnostic and progress monitoring assessments. Administration will conduct individual teacher data chats after each assessment to review and adjust goals and provide support as necessary. Interventionist will work with administration to monitor data through bi-weekly leadership meetings, and will meet with teacher during PLC's for collaborative planning based on current data. Adjustments to the focus of PLC's will be made according after the review of student data. Spring assessment data will be used to evaluate the impact of the monitoring plan.

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

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

Evidence-based Practices/Programs

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?

Administration will monitor the fidelity of all curriculum programs and resources weekly. The leadership team will analyze data to plan effective PLC opportunities for teachers. Focus areas for ELA will be a professional development on explicit reading instruction. All professional development will be centered around reading instruction and will be tied to the B.E.S.T standards and align with the K-12 comprehensive evidence based reading plan.
WWES utilizes the following curriculum and software programs:
i-Ready- adaptive program utilized for both ELA and Math Kindergarten through Third grade. This data is used to progress monitor and personalize student learning.
IXL- online program utilized for both Math and ELA in Kindergarten through Third grade. The program enables students to gain fluency and allows teachers to monitor progress towards master of B.E.S.T. standards.
HMH- evidence based core Reading curriculum for students Kindergarten through Third grade. This curriculum scaffolds learning with resources to support whole group, small group, and independent student work.
i-Ready Magnetic Reading- utilized as a supplementary, evidence based, program for students in Kindergarten through Second grade. Teachers utilize this curriculum to support a solid foundation in phonics and phonemic awareness.
SAVAAS- core math curriculum utilized Kindergarten through Third grade. The SAVAAS curriculum builds successful math skills with innovative lessons and research-based instruction that engages students with problem-based learning and personalized support.

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?

The evidence-based practices/programs address the identified need to increase ELA proficiency in grade 3. The practices will also help to close the learning gaps for K-2 students that have been identified as performing below the 40th percentile.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership 1. The Literacy Leadership Team will meet monthly to review data, trends, and plan ways to support teachers in the delivery of reading instruction 2. Teachers in grade k-3, with support of the Literacy team, will utilize HMH reading curriculum as an instructional tool, as well a the i-Ready Magnetic curriculum, to help students build a solid foundation in phonemic awareness, phonics, and other key literacy skills. Literacy Coaching 1. Teachers will participate in data driven PLC's 2. Reading Interventionist will coach teachers and model effective instructional practices to improve student performance. Assessment 1. Teachers will administer standards based assessments to track student progress towards goals. Professional Learning 1. Utilize AVIDs teaching strategies , WICOR and STAR note-taking with ELA content 2. Teachers will be provided PD in HMH, i-Ready, and effective, research based, instructional practices.	Mannino, Meggen, meggen.mannino@sumter.k12.fl.us

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.

The SIP, UniSIG budget, and SWP is presented to the staff through a faculty meeting. The SIP plan is presented first to our School Advisory Committee (SAC) also serving as our school TIPA Committee,

comprised of local stakeholder, teachers, and parents, at a SAC meeting. The plan is then presented to the community through a public hearing that is advertised in the local paper and then presented to the board for final approval. Paper copies are given to all staff and SAC members and available to any parent through the school office. It is also posted on the District TIPA webpage with a link on the school's webpage. A parent friendly version of the SIP is available through the school webpage. The SIP goals are also shared with parents during our annual Title I Open House where we communicate the role of Title I throughout our school and and how Title I supports student achievement.

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))

Wildwood Elementary School (WWES) believes that when schools and families work together, children achieve. Our school and District collaborates with families to share resources, get input on curriculum, and how to best involve families and local stakeholders through our SAC committee, District Parent Advisory Committee, which meets both in the fall and spring, our PBIS team, and our PTO. It is our belief that the education of our children is a shared responsibility. The District and school utilize a Title I survey in the spring to gather parent input. Our school is committed to establish programs and practices that are attuned to the experiences and expectations of our community. Information is provided to families in the major languages of the school. Parents of multilingual children with disabilities are included in the participation and collaboration opportunities. The school provides a monthly newsletter with curriculum tips, upcoming events, and available resources. This newsletter is sent home in paper form with students monthly and posted on the school Facebook page. Parent involvement activities are scheduled throughout the year as a way to encourage parents to be involved. Our school utilizes Remind to communicate efficiently with parents about events/important information. Conference nights are scheduled during the year to allow parents the opportunity to come on campus and be informed of their child's progress. The school utilizes Parent Communication folders to send important information home with students. The District provides Adult Education opportunities as well as coordinating the Pre-K program provided for students on 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))

Wildwood Elementary will continue to place a strong emphasis on the importance of standards based instructions. Areas of Focus for the 2023-2024 include raising Kindergarten Math proficiency, first grade ELA proficiency, and lowering the number of student disciplinary incidents resulting in suspension. Administration will, alongside school interventionists, support teachers in both planning and instruction. The Leadership Team performs a comprehensive needs assessment to identify any challenges or barriers in the progress towards the SIP goals. Administration will conduct frequent walkthroughs to check for fidelity and provide teacher feedback and support. The expectation is that teachers are providing bell to bell standards-based instruction using engaging, high-yield instructional strategies. The leadership team will model such strategies during faculty meetings/PLC's, and will also provide support to teachers in implementing the strategies in their classrooms. The school utilizes Data chats are extremely important, and will be held consistently throughout the year. Administration will conduct data chats with the leadership team, and the leadership team will work with teachers during PLC's to review data for ELA and Math. Plans for instruction will be developed based on data. WWES utilizes i-Ready, IXL, AR, myON, Generation Genius, and STAR throughout the ELA and Math block to strengthen student skills as well as collect data towards students' progress.

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))

N/A