



## Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

[www.sarasotacountyschools.net/wilkinson](http://www.sarasotacountyschools.net/wilkinson)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
80%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
58%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Wilkinson Elementary School believes that all children are entitled to a safe and stimulating environment, which will enable them to grow emotionally, intellectually, and physically. We will tailor the education of every student so that each will excel!

##### **Provide the school's vision statement**

Wilkinson Elementary School will strive to ensure that all learners in our school community develop knowledge, personal skills, self-esteem, positive attitudes, and values necessary to meet the challenges of an ever changing world.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Wilkinson has a very diverse student population. Our current school population includes over fifteen nationalities. We pride ourselves on creating inclusive environments that embrace and celebrate diversity. We have implemented many strategies and activities to address and meet the diverse needs of our learners. Our ESOL team provides several activities and opportunities throughout the year for parents and families to engage in school activities. These include: ESOL Parent Information Nights, International Celebration, Curriculum Night, Title I Information Night, Literacy Night, Science Fair Nights, Math Family Night, and individual parent conferences as needed. We have also embraced restorative strategies to help build relationships between teachers and students. Additionally, school staff is partaking in a book study centered on meeting the needs of diverse learners in a Title I school.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Wilkinson Elementary has a security plan that has been developed and implemented school-wide. The campus is secure at all times. Students are greeted in the morning by identified staff throughout the campus who secure the perimeter of the school. Any visitor who enters the campus must go through the front office and go through the Raptor system. Dismissal procedures are organized in a secure, structured method. Students are released via gate pass, car tag, or bus. All positive behavior expectations are reviewed on the morning news and used in the classroom and throughout the campus. Teachers greet students at their classroom door, welcoming students to school and creating an atmosphere of respect. There is a selected crisis-response team to respond to any and all emergencies. Drills are reviewed and practiced in accordance with district policy and procedures. Students are aware to request for the opportunity to meet with the school guidance counselor regarding any possible bullying situations or any safety concerns.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



Wilkinson uses the Florida state positive behavior system of support (PBIS). We have five identified school-wide expectations: Be polite. Be respectful. Be responsible. Be safe. Be an active learner. We have a PBS committee that meets monthly to establish weekly and monthly celebrations, analyze data, and communicate PBS to their grade level teams members. All instructional and paraprofessionals are receiving CPI training and will be certified. CPI procedures will be adopted and used for disciplinary procedures throughout the school. All grade level teams designed their own protocol for disciplinary infractions; all plans were submitted to administration for approval. The procedures must be followed prior to any student discipline referral.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students have many options for emotional support. Students identified with IEPs and FBAs receive daily or weekly services with our school guidance counselor, behavior specialist, and intervention specialist. Daily social skills are provided by the behavior specialist for all students identified with social-emotional needs. Students with FBAs that are in the mainstream general educational classes are serviced daily by the intervention specialist. The school guidance counselor works with several outside mental health agencies to provide in-school mental health counseling. The school guidance counselor is also working with classroom teachers to implement restorative strategies within the classroom.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/202425>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

### Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Wilkinson Elementary strives to develop strong relationship with community businesses. We have a system for partnering with businesses to ensure a reciprocal relationship between both parties. Wilkinson supports businesses through various forms of advertisements, such as: banners in the parents pick-up car loop, space on our website and/or yearbook, names listed in our bi-monthly newsletters, name and logo on the back of our Wildcat Run teeshirts. Businesses support our students through monetary donations or business certificates used to support PBS celebrations, Honor Roll, and miscellaneous celebrations. Selected business partners have also participated as volunteers at school-wide events. This year the Kiwanis club will be partnering with Wilkinson to implement the BUGS (Bringing Up Grades) programs. All Faiths Food Bank partners with our school to provide our families with a food pantry. We currently have more than thirty PALS approved volunteers who work in our classrooms to support student achievement.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

#### School Leadership Team

##### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thomas, Ruth	Principal
Deeds, Melodie	Assistant Principal
Hansen, Emilie	Instructional Coach
Barnett, Cara	Guidance Counselor
Ostwald, Janie	Other
Davis, Reginald	Other
Michalojko, Leigh	Instructional Coach
Cowart, Martha	Other

##### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The team uses the Principal and Assistant Principal to define the shared vision of the school and the stakeholders. The administration provides support to make the changes necessary for goal-setting.

The team uses an on-going problem solving and reflection practice to identify root causes for students' academic performance year-to-year and identify specific interventions designed to address the students' needs. The Team uses the Florida Standards to guide strong differentiated core curriculum (Tier I) objectives for grades Pre-K - Grade 5. The team uses on-going assessment and Progress Monitoring for team and school decisions. The team provides a needs-assessment for Professional Development both at the school and district level to align with school and district level goals.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Team meets weekly and consults with district personnel (School Psychologist and Social Worker) to identify and track students at risk both academically and behaviorally. The team uses a systematic problem-solving approach for Tier II and Tier III strategies/interventions to close the achievement gap for small groups or individual students and for those students who may need a more direct explicit approach for positive behavior support. The team works with the students' teacher(s) to implement the strategy/intervention. The team sets a timeline to review how the strategy worked based on student data. The team also attends grade level collaborative planning meetings to discuss students and instructional strategies that may increase student achievement. The team uses the FCRR and LEAD database for instructional strategy reliability and implementation validity. Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. The district coordinates Title IV 21st Century Community Learning Centers grants to provide after school programs. Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics.

Title one funds are also used throughout the school year to provide extra remedial tutoring during the school day for students identified on the district/state progress monitor list. Title I funds are used to extend the school day for identified students who have been at risk for behavioral out-of-school suspensions. This program is designed to help students learn ways to problem-solve, use positive methods for conflict resolution, and seek adult intervention when needed.

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Ruth Thomas	Principal
Edward Hashey	Teacher
Emilie Hansen	Teacher
Holly Brody	Teacher
Robert Loeffler	Teacher
Melvin Christian	Business/Community
Narelle Timm De La Rosa	Parent
Maritza Garza	Parent
Brenda Brown	Business/Community
Anita McClung	Parent
Brandy Ellis	Parent
William Weber	Parent
Maria Castro	Parent
Michelle Schwemler	Parent
Nicole Coggin	Parent
Michelle Galusha	Parent
Gary Hayes	Parent
Melissa Jeffrey	Parent
Patti Fink	Teacher
Malikah Mills	Teacher
Linda Ayad	Teacher
Victoria Crooke	Teacher

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's School Improvement Plan was presented by the Principal, Ruth Thomas on October 15, 2013 to the entire School Advisory Council membership. The plan was presented in hard copy and also a visual on the ActivBoard.

The plan was discussed and up for discussion. There was no additional input and the plan was approved with 100% yeas, no nays reported. in that same meeting.

*Development of this school improvement plan*

SAC members are requested by email and written communication for input. SAC members are asked specific questions regarding improved academics and improvements for parent and community involvement. A designated committee comprised of SAC members work together to write the SIP. The completed SIP is reviewed with all members at a designated SAC meeting. Members are again requested for any any further input and finally the SAC approves the plan with motion.

*Preparation of the school's annual budget and plan*

The Principal received a District prepared budget with allotted positions. The Principal reviewed and identified each teacher and other staff for each position. The Principal received input from the Assistant Principal. Once the budget was prepared, she reviewed the budget with all members of the School Advisory Council on

The members discussed allocations and discussed ideas for the PE paraprofessional position. The PE aide was approved and the budget was voted on and approved with 100% yeas. No nays reported.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Students grades 1-5 will receive a student planner/agenda book to use for planning, homework, and parent student communication.

Kindergarten receive School to Home communication folders.

The amount used \$2300.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Thomas, Ruth	Principal
Deeds, Melodie	Assistant Principal
McCarron, Jennifer	Teacher, K-12
Angerame, Victoria	Teacher, K-12
Snider, Deanna	Teacher, K-12
Gindoff, Amy	Teacher, K-12
Gutierrez, Erin	Teacher, K-12
Gillett, Renee	Teacher, K-12
Michalojko, Leigh	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

Implementation of Florida Standards: focus on close reading, analyzing text and range, vertical alignment, readers to writers.

Continue the implementation of differentiated strategies and practices.

Collaborate lesson planning and follow up on the effectiveness of identified differentiated instruction.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Wilkinson teachers meet weekly as collaborative planning teams. Teams are made up of the grade level teachers as well as support staff. CPT meetings encourage positive working relationships as the teacher's plan, analysis student data and work samples, and develop and share differentiated strategies and interventions.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Partnering new staff with veteran teachers
2. Principal uses 30-60-90 day meetings (Studer) with new hires
3. School-based Professional Development to strengthen teacher skills
4. Collaborative Team Planning to ensure teacher support
5. Administrators will observe and give teacher feedback
6. Individual Professional Development to strengthen teacher skills
7. Reading and Math Support Teachers will model lessons, co-teach, or support with lesson planning whenever necessary
8. Monthly meetings with SCIP mentors
9. Studer meetings with 2nd year teachers

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The Sarasota County School Board provides a comprehensive mentoring program for all first year teachers working in Sarasota County Schools. Each teacher is paired with a certified mentor who has specific training in the Sarasota County School District's PRIDE Evaluation system. The purpose is to aide in introducing new hires into the culture of the school and district, establishing collegial connections, learning the curriculum and best instructional practices, acquiring technology resources, and advancing instructional and professional behaviors that meet the high standards of the district.

The pairings are determined with similar grade level or special area experiences in mind. Mentors meet with their new teachers daily for the first two weeks of school and then weekly thereafter to complete SCIP requirements, collaborate, and problem solve. The lead mentor provides monthly meetings to ensure the SCIP requirements are being met and provide additional areas of training and needs for the mentees.

Mentees complete required documentation, a video reflection of both mentor teaching and mentee teaching. All requirements are turned in to the District Mentee Coordinator at the end of the first year.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We provide district adopted ELA program that aligns with Florida State Standards. Also, we have recently acquired a computer based instructional program, i-Ready, that is aligned with Florida State Standards. In addition to the Reading Series, the district provides and instructional focus guide that provides FSA materials and strategies that teachers can utilize to ensure the Florida State Standards are being met. The district and school site offers up to date, on-going Florida Standards professional development in a variety of methods.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

We have monthly progress monitoring meetings in which student data is analyzed to identify learning gaps. From the student data, and work samples; teacher differentiate instruction and provide tiered remediation to provide interventions to address the skill deficits. Teachers use student data folders to track learning progress. Support team members meet monthly with classroom teachers to review progress and modify intervention plans as needed.

We use various resources to modify instruction including; Reading Wonders intervention materials, i-Ready (computer based and teacher directed), FCRR and CPALMS, and supplemental resources located in the IFG.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 3,840

First, Second, and Third grade students, who are identified with specific deficits through the progress monitor system, will partake in an after school system program in which selected teachers will utilize computer assisted and direct instruction to address the specific skill deficits.

**Strategy Rationale**

The students are provided with intensive, additional, small group instruction based on their specific skill deficit. By adding that time to the day for those students, it is allotting extra time for mastery of the essential foundational skills, which research has show is vital for success and mastery of standards.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Thomas, Ruth, ruth.thomas@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Specific data is collected throughout the year: FAIR, i-Ready, FSA

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

In the spring of each year, Wilkinson has a Kindergarten Roundup which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. In addition, there are articulations between feeder preschools to support the kindergarten program. By having open

communication among the faculty, it strengthens the teacher's ability to ensure that entering kindergarteners are ready for school and have a more successful school year. During this event, students and parents visit all the kindergarten classrooms. This will help students to understand what is expected of them and be able to do upon entering kindergarten. We offer a VPK program during May and June to help transition students. Local preschools, Tech Tots, and Busy Bee, bring students to the school to integrate them into the kindergarten classrooms.

### **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships.
- G2.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.
- G3.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets.
- G4.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships. 1a

G050157

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	
One or More Suspensions	

**Resources Available to Support the Goal** 2

- Positive Behavior Support
- Restorative Strategies
- Behavior Specialist
- School Counselor
- Intervention Specialist

**Targeted Barriers to Achieving the Goal** 3

- Multiple bus referrals
- High number of behavior incidents
- Students demonstrate lack of empathy

**Plan to Monitor Progress Toward G1.** 8

TPS data, discipline referral data, bus incident reports, daily behavior plan intervention data

**Person Responsible**

Ruth Thomas

**Schedule**

Semiannually, from 12/18/2014 to 5/29/2015

**Evidence of Completion**

Comparative data from 2013-14 school year and 2014-25 school year; identity behavior trends

**G2.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets. **1a**

G049250

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - African American	49.0
AMO Reading - ELL	67.0
AMO Reading - ED	69.0
AMO Reading - Hispanic	71.0
ELA/Reading Lowest 25% Gains	70.0
AMO Reading - SWD	49.0
AMO Reading - White	77.0
ELA/Reading Gains	76.0

**Resources Available to Support the Goal** **2**

- IFGs for the ELA Florida Standards
- McGraw-Hill Reading Wonders Series
- i-ready; computer assisted and teacher led instruction
- Reading Support Teacher
- FAIR-FS
- Learning A-Z Resources including: Reading A-Z; RAZ KIds, Writing A-Z, and Vocabulary
- Professional Development from Kathy Baumgartner (contributing author Reading Wonders) with direct instruction and model lessons in classrooms.

**Targeted Barriers to Achieving the Goal** **3**

- Lack of Foundation Reading Skills: Larger percentage of students reading below grade level benchmark
- Teacher Knowledge of Core Curriculum and the new Florida Standards
- Home Environment
- Larger Percentage of ELL students

**Plan to Monitor Progress Toward G2. 8**

The data collected to determine progress toward goal includes; student work samples, assessment results (standardized, benchmarks, weekly assessments, FAIR-FS), progress monitoring data (including the three progress monitoring reports generated through i-ready), teacher observation notes, and notes from CPTs.

**Person Responsible**

Ruth Thomas

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Progress Monitoring Data collected on a specialized form which includes various pieces of evidence and student data, as well as student portfolios.

**G3.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets. **1a**

G038239

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Math - African American	51.0
AMO Math - ED	67.0
AMO Math - ELL	67.0
AMO Math - Hispanic	72.0
AMO Math - SWD	45.0
AMO Math - White	73.0
Math Gains	64.0
Math Lowest 25% Gains	48.0

**Resources Available to Support the Goal** **2**

- on Core
- EnVision Math
- iReady (both ILS and text)
- Math Coach
- Instructional Focus Guide

**Targeted Barriers to Achieving the Goal** **3**

- Lack of Problem Solving Strategies
- Master of Prior Standards; Lack of basic facts/math fluency
- Teacher knowledge of core curriculum and new Florida standards

**Plan to Monitor Progress Toward G3.** **8**

Various formative and summative standards-based assessments will be utilized throughout the year to determine student progress towards mastery of grade level content and proficiency standards

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans, student work samples, various formative and summative assessments, FSA

**G4.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets. 1a

G038240

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	51.0

**Resources Available to Support the Goal** 2

- Fusion science series
- Science/Technology lab with direct instruction and hands on experiments
- MAD Science
- Science Fair
- Family Science Adventure night

**Targeted Barriers to Achieving the Goal** 3

- Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.
- Lack of experience with scientific inquiry process
- Lack of prior knowledge about scientific concepts

**Plan to Monitor Progress Toward G4.** 8

Science Assessments through Harcourt Fusion and Project Based Assessments

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Lesson Planning, CPT notes, Progress Monitoring using data from assessments, and rubrics of completed projects.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships. **1**

 G050157

**G1.B1** Multiple bus referrals **2**

 B125672

**G1.B1.S1** Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions. **4**

 S137554

#### Strategy Rationale

Using a team-approach to collaborate with drivers will facilitate consistent interventions, expectations, and support.

#### Action Step 1 **5**

Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.

#### Person Responsible

Reginald Davis

#### Schedule

On 10/27/2014

#### Evidence of Completion

meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Review of meeting minutes

**Person Responsible**

Melodie Deeds

**Schedule**

On 10/29/2014

***Evidence of Completion***

meeting minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Review of bus referral data

**Person Responsible**

Reginald Davis

**Schedule**

Monthly, from 10/30/2014 to 5/29/2015

***Evidence of Completion***

bus referral data



**G1.B1.S2** PBS bus interventions **4**

 S137555

**Strategy Rationale**

PBS recognizes positive behavior choices made by students that support a safe bus environment for all.

**Action Step 1** **5**

Students who follow behavior expectations on the bus will be recognized through the PBS plan.

**Person Responsible**

Reginald Davis

**Schedule**

Weekly, from 10/13/2014 to 5/29/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** **6**

Review of data from PBS bus intervention

**Person Responsible**

Reginald Davis

**Schedule**

Monthly, from 10/30/2014 to 5/29/2015

***Evidence of Completion***

data indicating number of students/frequency of recognition

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Comparison of intervention data to bus referral data

**Person Responsible**

Melodie Deeds


**Schedule**

Monthly, from 10/30/2014 to 5/29/2015


**Evidence of Completion**

data indicating number of students/frequency of recognition, data indicating number of frequency of bus referrals

**G1.B2 High number of behavior incidents 2**

 B125673

**G1.B2.S1 Behavior Specialist and School Counselor 4**

 S137583

**Strategy Rationale**

The Behavior Specialist and School Counselor work with students on developing appropriate peer interactions and following school expectations. They also provide support to staff members in developing behavior interventions.

**Action Step 1 5**

The Behavior Specialist and School Counselor provide social skills and group therapy to increase knowledge of positive peer interactions.

**Person Responsible**

Reginald Davis

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

TPS system

**Action Step 2** 5

The Behavior Specialist and School Counselor provide social skills and group therapy to increase knowledge of positive peer interactions.

**Person Responsible**

Reginald Davis

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

TPS system

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Meet with support staff to review behavior data

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 9/15/2014 to 5/18/2015

***Evidence of Completion***

meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Meet with support staff to review behavior data

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 9/15/2014 to 5/18/2015

***Evidence of Completion***

meeting minutes

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review of behavior data

**Person Responsible**

Reginald Davis

**Schedule**

Monthly, from 9/18/2014 to 5/18/2015

***Evidence of Completion***

data indicating the number of/frequency of behavior incidents

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review of behavior data

**Person Responsible**

Reginald Davis

**Schedule**

Monthly, from 9/18/2014 to 5/18/2015

***Evidence of Completion***

data indicating the number of/frequency of behavior incidents

**G1.B2.S2 Intervention Specialist 4**

 S137603

**Strategy Rationale**

The Intervention Specials meets with students who have FBAs, tracks behavior data, and establishes school-home connections.

**Action Step 1 5**

Wilkinson has an Intervention Specialist who works with students who have FBAs.

**Person Responsible**

Reginald Davis

**Schedule**

On 5/29/2015

***Evidence of Completion***

TPS system data

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

Meetings with Support Staff to review TPS data and parent contact meetings

**Person Responsible**

Reginald Davis

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

TPS data, parent conference forms

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Administrative observations, review of behavior and parent contact data

**Person Responsible**

Ruth Thomas


**Schedule**

Semiannually, from 12/15/2014 to 4/30/2015

**Evidence of Completion**

observation notes and forms, behavior/TPS data, parent contact data

**G1.B2.S3 CPI training (Crisis Prevention Intervention) 4**

 S137604

**Strategy Rationale**

CPI trains staff to use appropriate strategies when dealing with students with escalating behavior.

**Action Step 1 5**

CPI - Strand I training

**Person Responsible**

Ruth Thomas

**Schedule**

On 8/19/2014

**Evidence of Completion**

CPI Strand I sign-in log, PD log

**Action Step 2 5**

CPI - Strand II training

**Person Responsible**

Ruth Thomas

**Schedule**

On 9/30/2014

**Evidence of Completion**

CPI Strand II sign-in log, PD log

**Action Step 3** 5

CPI - Strand III training

**Person Responsible**

Ruth Thomas

**Schedule**

On 10/16/2014

**Evidence of Completion**

CPI Strand III sign-in, PD log

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Administrative observation, discipline referral data

**Person Responsible**

Ruth Thomas

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

observation notes, discipline referral data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3** 7

Administrative observation, discipline referral data

**Person Responsible**

Ruth Thomas

**Schedule**

Semiannually, from 12/18/2014 to 5/29/2015

**Evidence of Completion**

observation notes, discipline referral data

## G1.B4 Students demonstrate lack of empathy 2

B125679

### G1.B4.S1 Restorative Strategies 4

S137605

#### Strategy Rationale

Restorative Strategies will be used to increase empathy with our students. It will also provide a place that our kids will be able to communicate their feelings and solve problems that can arise in class.

#### Action Step 1 5

Teachers will implement Restorative strategies with assistance from the School Counselor.

##### Person Responsible

Cara Barnett

##### Schedule

Weekly, from 8/15/2014 to 5/29/2015

##### Evidence of Completion

activity log

#### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom visits, additional training as needed, discussion during CPTs, teachers surveyed for feedback

##### Person Responsible

Cara Barnett

##### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

##### Evidence of Completion

teacher surveys, CPT minutes, observations by counselor



**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Classroom visits, additional training as needed, discussion during CPTs, teachers surveyed for feedback

**Person Responsible**

Cara Barnett

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

teacher surveys, CPT minutes, observations by counselor

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Survey staff and student about effectiveness of restorative strategies, review behavior referral data

**Person Responsible**

Cara Barnett

**Schedule**

Quarterly, from 10/17/2014 to 5/29/2015

**Evidence of Completion**

student and staff surveys, behavior referral data


**G2.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets. **1**

 G049250

**G2.B1** Lack of Foundation Reading Skills: Larger percentage of students reading below grade level benchmark **2**

 B123188

**G2.B1.S1** i-ready adaptive computer assisted and teacher led differentiated instruction based on student need **4**

 S136630

### Strategy Rationale

i-ready is a research based program which includes a diagnostic, teacher and computer led lessons based on the diagnostic, as well as progress monitoring three times per year. The students are broken up into groups based on mastery of standards which provides differentiated instruction.

### Action Step 1 **5**

i-ready program will be used on a daily basis for all students grades k-5. Teachers were given professional development to implement this program.

#### Person Responsible

Leigh Michalojko

#### Schedule

Daily, from 10/3/2014 to 5/29/2015

#### Evidence of Completion

Progress Monitoring three times a year via the program which denotes student progress on areas of weakness

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program

#### Person Responsible

Leigh Michalojko

#### Schedule

Monthly, from 10/3/2014 to 5/29/2015

#### Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Student assessment results will be analyzed to determine effectiveness of the program (such as the new FSA, SAT 10, FAIR-FA, as well as curriculum assessments); Students will be progressed monitored against benchmarks in the area of Reading foundation skills.

**Person Responsible**

Melodie Deeds

**Schedule**

Quarterly, from 10/6/2014 to 5/29/2015

**Evidence of Completion**

Teacher Lesson Plans, CPT notes, student assessment results and work samples, and progress monitoring three times per year generated by the program.

**G2.B1.S2 Reading Support Teacher** 4

 S136631

**Strategy Rationale**

The reading support teacher is to work with students who are in the bottom quartile as indicated by progress monitoring; as well as support staff in best practices in the area of English Language Arts.

**Action Step 1** 5

Wilkinson has a Reading Support Teacher to support staff and students

**Person Responsible**

Leigh Michalojko

**Schedule**

On 6/4/2015

**Evidence of Completion**

Student work samples and assessments, as well as progress monitoring data which is discussed at CPTs monthly

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

The Reading Support Position is monitored through monthly data meetings with administration

**Person Responsible**

Ruth Thomas

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Progress Monitoring Data of the bottom quartile

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

The effectiveness of the Reading Support Teacher will be monitored for effectiveness.

**Person Responsible**

Ruth Thomas

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Student work samples, progress monitoring updates at monthly meetings

**G2.B1.S3 Reading Wonders Core Curriculum** 4

S136636

**Strategy Rationale**

Reading Wonders is a research based curriculum that has a multitude of resources including; on, approaching, and above level reading materials and assessment materials. These materials provide students the opportunity to level up or down based on need. The program supports best reading practices such as close reading, accountable talks, and student access to complex text. Reading Wonders also has TIER II materials to support differentiated instruction. The program additionally has a strong phonemic awareness component to support students struggling with decoding.

**Action Step 1** 5

The Reading Wonders Core Curriculum is implemented during our ELA block

**Person Responsible**

Melodie Deeds

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, student work samples, classroom observations

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Teachers will implement the Reading Wonders Core Curriculum during their ELA block with fidelity.

**Person Responsible**

Melodie Deeds

**Schedule**

On 5/29/2015

**Evidence of Completion**

Classroom Observations/Walk-through, teacher lesson plans

## Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Data chats during CPTs, as well as review of standardized and benchmark testing to determine the effectiveness of the strategy.

### **Person Responsible**

Melodie Deeds


### **Schedule**

Weekly, from 8/18/2014 to 5/29/2015

### **Evidence of Completion**

Lesson Plans, Student work samples, notes from classroom observations and walk through, assessment results, progress monitoring data

## G2.B1.S4 Learning A-Z Resources 4

 S136647

### **Strategy Rationale**

This program provides teacher's with a wealth of Reading Material at all different levels (starting with beginning readers) and topics. The program also has an on-line student component entitled RAZ Kids that provides the teacher with they types of comprehension questions the students are missing (such as main idea, cause and effect, etc.). The teacher can set the level of the student to ensure the program is tailored for that student's instructional reading level.

## Action Step 1 5

The teachers will utilize the resources in Learning A-Z to support instruction

### **Person Responsible**

Leigh Michalojko

### **Schedule**

Weekly, from 9/8/2014 to 5/29/2015

### **Evidence of Completion**

Classroom Materials/Resources being utilized

**Plan to Monitor Fidelity of Implementation of G2.B1.S4 6**

The classroom teachers will utilize the resources provided through learning A-Z to support instruction in reading

**Person Responsible**

Leigh Michalojko

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Classroom Materials and Resources being utilized from the program/CPT discussions

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7**

The Learning A-Z resources will be monitored for Effectiveness when looking at school data from a variety of resources at the end of the year.

**Person Responsible**

Leigh Michalojko


**Schedule**

On 5/29/2015

**Evidence of Completion**

Student work samples, assessment results, and progress monitoring data

**G2.B1.S5** Rally! Education was purchased as a supplement for students who need extra support in the area of reading comprehension. 4

 S137624

### **Strategy Rationale**

The program provides skill-by-skill reading practices at various levels; which lends itself to differentiated instruction as well as additional comprehension support.

### **Action Step 1** 5

Rally! Education will be utilized for additional Reading Support for students who are below benchmark level in the area of Reading Comprehension.

#### **Person Responsible**

Leigh Michalojko

#### **Schedule**

Weekly, from 1/5/2015 to 5/29/2015

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G2.B1.S5** 6

Observations of small group skill based instruction

#### **Person Responsible**

Ruth Thomas

#### **Schedule**

Monthly, from 1/5/2015 to 5/29/2015

#### **Evidence of Completion**

Student work samples and Progress Monitoring notes



**Plan to Monitor Effectiveness of Implementation of G2.B1.S5** 7

Student progress toward reading comprehension benchmark will be monitored

**Person Responsible**

Melodie Deeds


**Schedule**

Monthly, from 1/5/2015 to 5/29/2015

**Evidence of Completion**

Progress Monitoring notes and data will be collected as well as other pieces of student data

**G2.B1.S6** After school program to target those students who need additional reading support. 4

 S137692

**Strategy Rationale**

To provide students who need extra support beyond the regular school day to meet their grade level expectations in the areas of reading

**Action Step 1** 5

Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the gap with those students who are still lacking in those Foundation Reading Skills.

**Person Responsible**

**Schedule**

Daily, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B1.S6** 6

The after school program will incorporate i-Ready; the computer assisted and teacher directed components; fidelity is monitored through student data in the program.

**Person Responsible**

Leigh Michalojko

**Schedule**

Every 6 Weeks, from 11/3/2014 to 4/30/2015

**Evidence of Completion**

Progress Monitoring and Data Reports generated from i-ready components.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S6** 7

Student data will be analyzed to monitor the program for effectiveness.

**Person Responsible**

Ruth Thomas

**Schedule**

Monthly, from 11/10/2014 to 4/30/2015

**Evidence of Completion**

Student Progress Reports and standard mastery generated from i-Ready

**Plan to Monitor Effectiveness of Implementation of G2.B1.S6** 7

Student data will be analyzed to monitor the program for effectiveness.

**Person Responsible**

Ruth Thomas

**Schedule**

Monthly, from 11/10/2014 to 4/30/2015

**Evidence of Completion**

Student Progress Reports and standard mastery generated from i-Ready

**Plan to Monitor Effectiveness of Implementation of G2.B1.S6** 7

Student data will be analyzed to monitor the program for effectiveness.

**Person Responsible**

Ruth Thomas

**Schedule**

Monthly, from 11/10/2014 to 4/30/2015


**Evidence of Completion**

Student Progress Reports and standard mastery generated from i-Ready

**G2.B2 Teacher Knowledge of Core Curriculum and the new Florida Standards** 2

 B123190

**G2.B2.S1** Kathy Baumgartner, contributing author of the Reading Wonders Program, is providing professional development to all instructional staff through direct instruction, model lessons in each grade level classroom, and then debriefing after the lessons for a question answer sessions. 4

 S136931

**Strategy Rationale**

Kathy Buamgartner is one of the contributing authors of Reading Wonders and is assisting in the professional growth of the instructional staff on utilizing the series to support the ELA standards; as well as modeling best practices in reading instruction.

**Action Step 1** 5

Teachers will demonstrate best practices learned from the Professional Development in their ELA blocks as modeled and discussed by Kathy.

**Person Responsible**

Melodie Deeds

**Schedule**

Daily, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Classroom Observations of the ELA block will be used to monitor the fidelity of implementation of the strategies learned through the Professional Development.

**Person Responsible**

Ruth Thomas

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Lesson Plans, Data Chats from CPTs, student work samples, and assessment data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Classroom Observations as well as providing instructional staff with resources from the Professional Training

**Person Responsible**

Ruth Thomas


**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Classroom observations, teacher lesson plans, Data chats and progress monitoring notes from CPTs.

**G2.B2.S2** Teacher's will utilize the resources provided by BlackBoard Learn (such as the deconstructed standards, webinars, and DOK) to enhance their knowledge of the Florida Standards as well as utilize the resources provided through the IFGs **4**

 S136933

### Strategy Rationale

A deep understanding of the standards will assist teachers in their instructional decision making for each student and determine area of strengths and needs as students work towards master of the standards.

### Action Step 1 **5**

Teachers will utilize the resources provided by Blackboard Learn

#### **Person Responsible**

Melodie Deeds

#### **Schedule**

Daily, from 8/11/2014 to 5/29/2015

#### **Evidence of Completion**

CPT notes, student work samples, lesson plans

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Collaborative Planning and Progress Monitoring Meetings will be utilized for discussion of student mastery towards standards

#### **Person Responsible**

Ruth Thomas

#### **Schedule**

Weekly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Notes from Meetings as well as progress monitoring data and teacher lesson plans

## Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Collaborative Planning and progress monitoring notes will be utilized to determine the effectiveness of implementation. The resources provided from the District support the effectiveness.

### Person Responsible

Ruth Thomas

### Schedule

Monthly, from 8/18/2014 to 5/29/2015


### Evidence of Completion

Notes from Collaborative Planning and Progress Monitoring Meetings; Student work samples and assessment results

## G2.B3 Home Environment 2

 B124670

**G2.B3.S1** Wilkinson hosts monthly parent involvement nights which include specific dates that are Title 1 Parent Involvement activities in which learning occurs. 4

 S136584

### Strategy Rationale

Through the Parent Involvement Nights, parents can be informed and play an active part in their child's education while being in a welcoming environment at Wilkinson. There are specific dates which are educational for parents as well as students.

## Action Step 1 5

The Parent Involvement Coordinators will schedule monthly parent involvement nights.

### Person Responsible

Amy Gindoff

### Schedule

Monthly, from 9/2/2014 to 5/29/2015

### Evidence of Completion

Handouts, Agendas, Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The schedule of events will be utilize to monitor for fidelity of implementation

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Agendas, handouts, sign-in sheet, and other pertinent information provided by the parent involvement night.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

The schedule is sent out at the beginning of the year and placed on the Wilkinson calendar to ensure parents enough time to attend; Attendance is monitored and feedback is taken to help determine effectiveness.

**Person Responsible**

Martha Cowart

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Sign-in sheets, agendas, feedback forms, and handouts

**G2.B4 Larger Percentage of ELL students** 2

B124672

**G2.B4.S1** We have an ESOL Liaison who is a bridge between the home and school; additionally helping support the students in the classroom by providing the teachers with resources and strategies to support ELL students. 4

S137357

**Strategy Rationale**

ELL students require certain research-based strategies and at times, modifications to the curriculum to be successful. It is also important to have the parents actively involved in their child's education.

**Action Step 1** 5

We will utilize our ESOL Liaison to help support ELL Students in the classroom.

**Person Responsible**

Martha Cowart

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

student work samples, lesson plans, assessment results, notes from progress monitoring meetings and CPTs

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Visits to classrooms and CPTs; as well as open communication with parents and teachers.

**Person Responsible**

Martha Cowart

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes



**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

ESOL Liaison is there to support the students and teachers, and parents; and provide the current best practices for ELL students.

**Person Responsible**

Martha Cowart

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**


Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results

**G3.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets.


1

 G038239

**G3.B1** Lack of Problem Solving Strategies 2

 B091871

**G3.B1.S1** Use of math problem solving journals 4

 S102779

**Strategy Rationale**

Daily use of individual math journals in response to problem-solving scenarios that require critical thinking and utilization of various strategies, give students the opportunity to solve problems and communicate mathematical thinking in writing.

**Action Step 1 5**

Daily use of math journals

**Person Responsible**

Emilie Hansen

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

student samples, lesson plans

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Classroom Walk-thrus, CPT discussion

**Person Responsible**

Emilie Hansen

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans, classroom observations, student performance

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Classroom observations, review of student performance data

**Person Responsible**

Emilie Hansen

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Progress monitoring, District benchmarks, formative and summative assessments, FSA, student journals

**G3.B1.S2 Use of math manipulatives in daily lessons** 4

S135880

**Strategy Rationale**

Using manipulatives to teach math concepts affords students the opportunity to develop conceptual understanding at a deeper depth of knowledge.

**Action Step 1** 5

Teachers will incorporate use of math manipulatives into daily lessons.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans, student work samples

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

classroom walk-thrus, lesson plan review in CPTs

**Person Responsible**

Emilie Hansen

**Schedule**

On 5/29/2015

**Evidence of Completion**

classroom walk-thru notes, lesson plans, student work samples

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Review of formative and summative data, lesson plan review

**Person Responsible**

Emilie Hansen


**Schedule**

Monthly, from 9/1/2014 to 5/29/2015


**Evidence of Completion**

various formative and summative assessments, lesson plans, student work samples

**G3.B2 Master of Prior Standards; Lack of basic facts/math fluency** 2

 B125580

**G3.B2.S1 i-Ready - computer-assisted and teacher-directed instruction** 4

 S137448

**Strategy Rationale**

i-ready is a research based program which includes a diagnostic, teacher and computer led lessons based on the diagnostic, as well as progress monitoring three times per year. The students are broken up into groups based on mastery of standards which provides differentiated instruction

**Action Step 1** 5

i-Ready program will be used on a daily basis for all students in grades K-5. Teachers were given professional development to implement the program.

**Person Responsible**

Leigh Michalojko

**Schedule**

Daily, from 10/3/2014 to 5/29/2015

**Evidence of Completion**

Progress Monitoring three times a year via the program which denotes student progress in areas of weakness.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program

**Person Responsible**

Leigh Michalojko

**Schedule**

Monthly, from 10/3/2014 to 5/29/2015

***Evidence of Completion***

Computer generated progress monitoring reports from the i-Ready Program

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Student assessment results will be analyzed to determine effectiveness of the program (such as the new FSA, SAT 10, FAIR-FA, as well as curriculum assessments); Students will be progress monitored against benchmarks in the area of math.

**Person Responsible**

**Schedule**

Monthly, from 10/6/2014 to 5/29/2015


***Evidence of Completion***

Teacher Lesson Plans, CPT notes, student assessment results and work samples, and progress monitoring three times per year generated by the program.

**G3.B5** Teacher knowledge of core curriculum and new Florida standards **2**

 B125583

**G3.B5.S1** Math Support Teacher **4**

 S137450

**Strategy Rationale**

This year, Wilkinson has added a math support teacher to support all staff and students by providing resources and best practice knowledge in the area of mathematics.

**Action Step 1** **5**

The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, assessment results, CPT notes, and Progress monitoring data

**Action Step 2** **5**

The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, assessment results, CPT notes, and Progress monitoring data

### Action Step 3 5

The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

Student work samples, assessment results, CPT notes, and Progress monitoring data

### Action Step 4 5

The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

Student work samples, assessment results, CPT notes, and Progress monitoring data

### Action Step 5 5

The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

Student work samples, assessment results, CPT notes, and Progress monitoring data

**Action Step 6** 5

The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.

**Person Responsible**

Emilie Hansen

**Schedule**

Daily, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, assessment results, CPT notes, and Progress monitoring data

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

Weekly data chats with administration to discuss student work and data

**Person Responsible**

Ruth Thomas

**Schedule**

Weekly, from 8/29/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, progress monitoring data, assessment results

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Student Progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Student work samples, assessment results, lesson plans, notes from CPTs and Progress Monitoring meetings.



**G3.B5.S2 The Instructional Focus Guides** 4

S137453

**Strategy Rationale**

The IFGs provide teachers with an abundance of resources and professional development as they are navigating through the new Florida Standards for Mathematics.

**Action Step 1** 5

IFGs will be utilized to support instruction in the area of Mathematics

**Person Responsible**

Melodie Deeds

**Schedule**

Daily, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Classroom observations/visits, student work samples, lesson plans

**Plan to Monitor Fidelity of Implementation of G3.B5.S2** 6

The use of IFGs will be monitored through CPTs notes and teacher instructional lessons

**Person Responsible**

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Notes from CPTs, progress monitoring data, student work samples

**Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7**

Student progress will be monitored for effectiveness as well as updated IFGs to support implementation

**Person Responsible**


Melodie Deeds

**Schedule**


**Evidence of Completion**

student work samples, assessment results, progress monitoring notes

**G4.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets. 1

 G038240

**G4.B1** Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text. 2

 B091872

**G4.B1.S1** use of science leveled readers (Harcourt series) 4

 S102780

**Strategy Rationale**

Strategic use of the science leveled readers affords students opportunities to regularly interact with text that addresses grade level concepts and exposes learners to academic vocabulary.

**Action Step 1 5**

Teachers will use science leveled readers (Harcourt series) during science and/or ELA instruction

**Person Responsible**

Melodie Deeds

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Review of lesson plans, CPT discussion

**Person Responsible**

Melodie Deeds

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

lesson planning, CPT minutes

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

classroom observations, review of student performance on assessments

**Person Responsible**

Melodie Deeds


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

classroom observation notes, formal and informal assessments

**G4.B1.S2** Having an integrated approach addressing Science topics in all content areas Vocabulary: Marzano strategy with visual journals 4

 S136635

**Strategy Rationale**

Research-based effective teaching strategies. Rather than approaching science as an isolated subject, science concepts and materials will be reinforced using reading strategies during ELA block and connected (when appropriate) with math concepts.

**Action Step 1** 5

Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum.

**Person Responsible**

Leigh Michalojko

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

CPT lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/units that integrate science concepts across content areas.

**Person Responsible**

Melodie Deeds

**Schedule**

On 5/27/2015

**Evidence of Completion**

CPT notes, lesson/project plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

Data chats/Project review during CPT or Progress Monitoring meetings.

**Person Responsible**

Melodie Deeds


**Schedule**

On 5/20/2015


**Evidence of Completion**

CPT or PM meeting notes/minutes

**G4.B2 Lack of experience with scientific inquiry process 2**

 B124472

**G4.B2.S1 MAD Science Program 4**

 S136386

**Strategy Rationale**

The program affords students the opportunity to gain science knowledge and confidence through exploration and inquiry.

**Action Step 1 5**

Fifth grade students will participate in the Mad Science program (10 hour long sessions).

**Person Responsible**

Renee Gillett

**Schedule**

Biweekly, from 9/24/2014 to 3/18/2015

**Evidence of Completion**

master calendar, student journals

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Administrative walk-through, reflection in CPTs

**Person Responsible**

Melodie Deeds

**Schedule**

Monthly, from 9/24/2014 to 3/18/2015

**Evidence of Completion**

Walk-thru notes, CPT minutes

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Evaluation of program objectives, evaluation of student performance on benchmark and standardized assessments as well as inquiry projects

**Person Responsible**

Renee Gillett


**Schedule**

Monthly, from 10/6/2014 to 4/1/2015

**Evidence of Completion**

Benchmark assessments, Harcourt assessments, rubrics

**G4.B2.S2** Participation in science fair 4

 S136399

**Strategy Rationale**

Students will have the opportunity to complete the scientific method and engage in inquiry processes.

**Action Step 1** 5

All students in grades 3,4,5 will complete individual science fair projects and participate in the school science fair.

**Person Responsible**

Rob Loeffler

**Schedule**

Weekly, from 10/2/2014 to 11/21/2014

**Evidence of Completion**

student projects, notebooks

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Rob Loeffler will provide teachers with timeline for completion and communicate with classroom teachers throughout the process to address challenges.

**Person Responsible**

Rob Loeffler

**Schedule**

Weekly, from 9/15/2014 to 11/21/2014

**Evidence of Completion**

science fair timeline, CPT minutes, Science Fair night paperwork

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

Review and analysis of student work samples

**Person Responsible**

Rob Loeffler


**Schedule**

On 12/1/2014

**Evidence of Completion**

Student projects, science fair notebooks

**G4.B2.S3 Inquiry based instruction in science lab during Specials block with hands-on experiments** 4

 S136402

**Strategy Rationale**

Research based best practices in Science Instruction

**Action Step 1** 5

All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.

**Person Responsible**

Rob Loeffler

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans, student work samples



**Plan to Monitor Fidelity of Implementation of G4.B2.S3** 6

walk-thrus, observations, lesson plan review

**Person Responsible**

Melodie Deeds

**Schedule**

On 5/29/2015

***Evidence of Completion***

walk-thrus notes, observation forms, conference notes

**Plan to Monitor Effectiveness of Implementation of G4.B2.S3** 7

Collaborative planning meetings

**Person Responsible**

Melodie Deeds


**Schedule**

On 5/27/2015


***Evidence of Completion***

CPT minutes

**G4.B3** Lack of prior knowledge about scientific concepts **2**

 B124732

**G4.B3.S1** Integration of technology including: Video/Safari Montage **4**

 S136653

**Strategy Rationale**

Integrating technology resources such as Safari Montage into lessons will provide needed scaffolding for struggling students by providing real-world examples and supporting visual and auditory learning.

**Action Step 1** **5**

Teachers will enhance learning opportunities by regularly integrating technology resources.

**Person Responsible**

Melodie Deeds

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** **6**

lesson plan review, collaborative planning discussions

**Person Responsible**

Melodie Deeds

**Schedule**

On 5/29/2015

**Evidence of Completion**

lesson plans, CPT minutes

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7**

lesson plan review, review of student work samples in response to technology resources in CPTs

**Person Responsible**

Melodie Deeds

**Schedule**

Weekly, from 8/18/2014 to 5/22/2015

**Evidence of Completion**

lesson plans, student work samples, CPT minutes

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Daily use of math journals	Hansen, Emilie	9/2/2014	student samples, lesson plans	5/29/2015 monthly
G4.B1.S1.A1	Teachers will use science leveled readers (Harcourt series) during science and/or ELA instruction	Deeds, Melodie	8/18/2014	lesson plans	5/29/2015 weekly
G3.B1.S2.A1	Teachers will incorporate use of math manipulatives into daily lessons.	Hansen, Emilie	8/18/2014	lesson plans, student work samples	5/29/2015 daily
G4.B2.S1.A1	Fifth grade students will participate in the Mad Science program (10 hour long sessions).	Gillett, Renee	9/24/2014	master calendar, student journals	3/18/2015 biweekly
G4.B2.S2.A1	All students in grades 3,4,5 will complete individual science fair projects and participate in the school science fair.	Loeffler, Rob	10/2/2014	student projects, notebooks	11/21/2014 weekly
G4.B2.S3.A1	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.	Loeffler, Rob	8/18/2014	lesson plans, student work samples	5/29/2015 weekly
G2.B1.S1.A1	i-ready program will be used on a daily basis for all students grades k-5. Teachers were given professional development to implement this program.	Michalojko, Leigh	10/3/2014	Progress Monitoring three times a year via the program which denotes student progress on areas of weakness	5/29/2015 daily
G4.B3.S1.A1	Teachers will enhance learning opportunities by regularly integrating technology resources.	Deeds, Melodie	8/18/2014	lesson plans	5/29/2015 weekly
G2.B1.S2.A1	Wilkinson has a Reading Support Teacher to support staff and students	Michalojko, Leigh	8/11/2014	Student work samples and assessments, as well as progress monitoring data which is discussed at CPTs monthly	6/4/2015 one-time
G2.B1.S3.A1	The Reading Wonders Core Curriculum is implemented during our ELA block	Deeds, Melodie	8/18/2014	Lesson Plans, student work samples, classroom observations	5/29/2015 daily
G2.B1.S4.A1	The teachers will utilize the resources in Learning A-Z to support instruction	Michalojko, Leigh	9/8/2014	Classroom Materials/Resources being utilized	5/29/2015 weekly

**Sarasota - 0291 - Wilkinson Elementary School - 2014-15 SIP**  
*Wilkinson Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.A1	Teachers will reinforce scientific concepts and science-related academic vocabulary throughout the learning day. Nonfiction articles and passages will be utilized during ELA instruction to reinforce and extend the science curriculum.	Michalojko, Leigh	8/18/2014	lesson plans	5/29/2015 biweekly
G2.B2.S1.A1	Teachers will demonstrate best practices learned from the Professional Development in their ELA blocks as modeled and discussed by Kathy.	Deeds, Melodie	9/2/2014		5/29/2015 daily
G2.B2.S2.A1	Teachers will utilize the resources provided by Blackboard Learn	Deeds, Melodie	8/11/2014	CPT notes, student work samples, lesson plans	5/29/2015 daily
G2.B3.S1.A1	The Parent Involvement Coordinators will schedule monthly parent involvement nights.	Gindoff, Amy	9/2/2014	Handouts, Agendas, Sign-in sheets	5/29/2015 monthly
G2.B4.S1.A1	We will utilize our ESOL Liaison to help support ELL Students in the classroom.	Cowart, Martha	8/18/2014	student work samples, lesson plans, assessment results, notes from progress monitoring meetings and CPTs	5/29/2015 daily
G3.B5.S1.A1	The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.	Hansen, Emilie	8/11/2014	Student work samples, assessment results, CPT notes, and Progress monitoring data	5/29/2015 daily
G3.B2.S1.A1	i-Ready program will be used on a daily basis for all students in grades K-5. Teachers were given professional development to implement the program.	Michalojko, Leigh	10/3/2014	Progress Monitoring three times a year via the program which denotes student progress in areas of weakness.	5/29/2015 daily
G3.B5.S2.A1	IFGs will be utilized to support instruction in the area of Mathmatics	Deeds, Melodie	8/18/2014	Classroom observations/visits, student work samples, lesson plans	5/29/2015 daily
G1.B1.S1.A1	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.	Davis, Reginald	10/27/2014	meeting minutes	10/27/2014 one-time
G1.B1.S2.A1	Students who follow behavior expectations on the bus will be recognized through the PBS plan.	Davis, Reginald	10/13/2014		5/29/2015 weekly
G1.B2.S1.A1	The Behavior Specialist and School Counselor provide social skills and group therapy to increase knowledge of positive peer interactions.	Davis, Reginald	8/18/2014	TPS system	5/29/2015 daily
G1.B2.S2.A1	Wilkinson has an Intervention Specialist who works with students who have FBAs.	Davis, Reginald	8/18/2014	TPS system data	5/29/2015 one-time
G2.B1.S5.A1	Rally! Education will be utilized for additional Reading Support for students who are below benchmark level in the area of Reading Comprehension.	Michalojko, Leigh	1/5/2015		5/29/2015 weekly
G1.B4.S1.A1	Teachers will implement Restorative strategies with assistance from the School Counselor.	Barnett, Cara	8/15/2014	activity log	5/29/2015 weekly
G2.B1.S6.A1	Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the gap with those students who are still lacking in those Foundation Reading Skills.		11/3/2014		5/29/2015 daily
G1.B2.S3.A1	CPI - Strand I training	Thomas, Ruth	8/19/2014	CPI Strand I sign-in log, PD log	8/19/2014 one-time

**Sarasota - 0291 - Wilkinson Elementary School - 2014-15 SIP**  
*Wilkinson Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B5.S1.A2	The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.	Hansen, Emilie	8/11/2014	Student work samples, assessment results, CPT notes, and Progress monitoring data	5/29/2015 daily
G1.B2.S1.A2	The Behavior Specialist and School Counselor provide social skills and group therapy to increase knowledge of positive peer interactions.	Davis, Reginald	8/18/2014	TPS system	5/29/2015 daily
G1.B2.S3.A2	CPI - Strand II training	Thomas, Ruth	9/30/2014	CPI Strand II sign-in log, PD log	9/30/2014 one-time
G3.B5.S1.A3	The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.	Hansen, Emilie	8/11/2014	Student work samples, assessment results, CPT notes, and Progress monitoring data	5/29/2015 daily
G1.B2.S3.A3	CPI - Strand III training	Thomas, Ruth	10/16/2014	CPI Strand III sign-in, PD log	10/16/2014 one-time
G3.B5.S1.A4	The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.	Hansen, Emilie	8/11/2014	Student work samples, assessment results, CPT notes, and Progress monitoring data	5/29/2015 daily
G3.B5.S1.A5	The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.	Hansen, Emilie	8/11/2014	Student work samples, assessment results, CPT notes, and Progress monitoring data	5/29/2015 daily
G3.B5.S1.A6	The Math support teacher will provide resources and guided support for teachers and students as they are following the new Florida Standards in Mathematics.	Hansen, Emilie	8/11/2014	Student work samples, assessment results, CPT notes, and Progress monitoring data	5/29/2015 daily
G1.MA1	TPS data, discipline referral data, bus incident reports, daily behavior plan intervention data	Thomas, Ruth	12/18/2014	Comparative data from 2013-14 school year and 2014-25 school year; identity behavior trends	5/29/2015 semiannually
G1.B1.S1.MA1	Review of bus referral data	Davis, Reginald	10/30/2014	bus referral data	5/29/2015 monthly
G1.B1.S1.MA1	Review of meeting minutes	Deeds, Melodie	10/29/2014	meeting minutes	10/29/2014 one-time
G1.B2.S1.MA1	Review of behavior data	Davis, Reginald	9/18/2014	data indicating the number of/ frequency of behavior incidents	5/18/2015 monthly
G1.B2.S1.MA1	Review of behavior data	Davis, Reginald	9/18/2014	data indicating the number of/ frequency of behavior incidents	5/18/2015 monthly
G1.B2.S1.MA1	Meet with support staff to review behavior data	Deeds, Melodie	9/15/2014	meeting minutes	5/18/2015 monthly
G1.B2.S1.MA1	Meet with support staff to review behavior data	Deeds, Melodie	9/15/2014	meeting minutes	5/18/2015 monthly
G1.B4.S1.MA1	Survey staff and student about effectiveness of restorative strategies, review behavior referral data	Barnett, Cara	10/17/2014	student and staff surveys, behavior referral data	5/29/2015 quarterly
G1.B4.S1.MA1	Classroom visits, additional training as needed, discussion during CPTs, teachers surveyed for feedback	Barnett, Cara	8/18/2014	teacher surveys, CPT minutes, observations by counselor	5/29/2015 biweekly
G1.B4.S1.MA1	Classroom visits, additional training as needed, discussion during CPTs, teachers surveyed for feedback	Barnett, Cara	8/18/2014	teacher surveys, CPT minutes, observations by counselor	5/29/2015 biweekly
G1.B1.S2.MA1	Comparison of intervention data to bus referral data	Deeds, Melodie	10/30/2014	data indicating number of students/ frequency of recognition, data	5/29/2015 monthly

**Sarasota - 0291 - Wilkinson Elementary School - 2014-15 SIP**  
*Wilkinson Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				indicating number of/frequency of bus referrals	
G1.B1.S2.MA1	Review of data from PBS bus intervention	Davis, Reginald	10/30/2014	data indicating number of students/frequency of recognition	5/29/2015 monthly
G1.B2.S2.MA1	Administrative observations, review of behavior and parent contact data	Thomas, Ruth	12/15/2014	observation notes and forms, behavior/TPS data, parent contact data	4/30/2015 semiannually
G1.B2.S2.MA1	Meetings with Support Staff to review TPS data and parent contact meetings	Davis, Reginald	9/8/2014	TPS data, parent conference forms	5/29/2015 monthly
G1.B2.S3.MA1	Administrative observation, discipline referral data	Thomas, Ruth	12/18/2014	observation notes, discipline referral data	5/29/2015 semiannually
G1.B2.S3.MA1	Administrative observation, discipline referral data	Thomas, Ruth	8/18/2014	observation notes, discipline referral data	5/29/2015 monthly
G2.MA1	The data collected to determine progress toward goal includes; student work samples, assessment results (standardized, benchmarks, weekly assessments, FAIR-FS), progress monitoring data (including the three progress monitoring reports generated through i-ready), teacher observation notes, and notes from CPTs.	Thomas, Ruth	8/18/2014	Progress Monitoring Data collected on a specialized form which includes various pieces of evidence and student data, as well as student portfolios.	5/29/2015 weekly
G2.B3.S1.MA1	The schedule is sent out at the beginning of the year and placed on the Wilkinson calendar to ensure parents enough time to attend; Attendance is monitored and feedback is taken to help determine effectiveness.	Cowart, Martha	8/18/2014	Sign-in sheets, agendas, feedback forms, and handouts	5/29/2015 monthly
G2.B3.S1.MA1	The schedule of events will be utilize to monitor for fidelity of implementation	Deeds, Melodie	9/2/2014	Agendas, handouts, sign-in sheet, and other pertinent information provided by the parent involvement night.	5/29/2015 monthly
G2.B1.S1.MA1	Student assessment results will be analyzed to determine effectiveness of the program (such as the new FSA, SAT 10, FAIR-FA, as well as curriculum assessments); Students will beprogress monitored against benchmarks in the area of Reading foundation skills.	Deeds, Melodie	10/6/2014	Teacher Lesson Plans, CPT notes, student assessment results and work samples, and progress monitoring three times per year generated by the program.	5/29/2015 quarterly
G2.B1.S1.MA1	Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program	Michalojko, Leigh	10/3/2014	Computer generated progress monitoring reports from the i-Ready Program	5/29/2015 monthly
G2.B2.S1.MA1	Classroom Observations as well as providing instructional staff with resources from the Professional Training	Thomas, Ruth	9/8/2014	Classroom observations, teacher lesson plans, Data chats and progress monitoring notes from CPTs.	5/29/2015 quarterly
G2.B2.S1.MA1	Classroom Observations of the ELA block will be used to monitor the fidelity of implementation of the strategies learned through the Professional Development.	Thomas, Ruth	9/8/2014	Lesson Plans, Data Chats from CPTs, student work samples, and assessment data	5/29/2015 quarterly
G2.B4.S1.MA1	ESOL Liaison is there to support the students and teachers, and parents; and provide the current best practices for ELL students.	Cowart, Martha	8/18/2014	Student work samples, notes home, lesson plans, CPT notes and Progress Monitoring notes, assessment results	5/29/2015 daily
G2.B4.S1.MA1	Visits to classrooms and CPTs; as well as open communication with parents and teachers.	Cowart, Martha	8/18/2014	Student work samples, lesson plans, assessment results, CPT and Progress Monitoring notes	5/29/2015 one-time
G2.B1.S2.MA1	The effectiveness of the Reading Support Teacher will be monitored for effectiveness.	Thomas, Ruth	8/18/2014	Student work samples, progress monitoring updates at monthly meetings	5/29/2015 monthly

**Sarasota - 0291 - Wilkinson Elementary School - 2014-15 SIP**  
*Wilkinson Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	The Reading Support Position is monitored through monthly data meetings with administration	Thomas, Ruth	8/18/2014	Progress Monitoring Data of the bottom quartile	5/29/2015 monthly
G2.B2.S2.MA1	Collaborative Planning and progress monitoring notes will be utilized to determine the effectiveness of implementation. The resources provided from the District support the effectiveness.	Thomas, Ruth	8/18/2014	Notes from Collaborative Planning and Progress Monitoring Meetings; Student work samples and assessment results	5/29/2015 monthly
G2.B2.S2.MA1	Collaborative Planning and Progress Monitoring Meetings will be utilized for discussion of student mastery towards standards	Thomas, Ruth	8/18/2014	Notes from Meetings as well as progress monitoring data and teacher lesson plans	5/29/2015 weekly
G2.B1.S3.MA1	Data chats during CPTs, as well as review of standardized and benchmark testing to determine the effectiveness of the strategy.	Deeds, Melodie	8/18/2014	Lesson Plans, Student work samples, notes from classroom observations and walk through, assessment results, progress monitoring data	5/29/2015 weekly
G2.B1.S3.MA1	Teachers will implement the Reading Wonders Core Curriculum during their ELA block with fidelity.	Deeds, Melodie	8/18/2014	Classroom Observations/Walk-through, teacher lesson plans	5/29/2015 one-time
G2.B1.S4.MA1	The Learning A-Z resources will be monitored for Effectiveness when looking at school data from a variety of resources at the end of the year.	Michalojko, Leigh	9/8/2014	Student work samples, assessment results, and progress monitoring data	5/29/2015 one-time
G2.B1.S4.MA1	The classroom teachers will utilize the resources provided through learning A-Z to support instruction in reading	Michalojko, Leigh	9/8/2014	Classroom Materials and Resources being utilized from the program/CPT discussions	5/29/2015 monthly
G2.B1.S5.MA1	Student progress toward reading comprehension benchmark will be monitored	Deeds, Melodie	1/5/2015	Progress Monitoring notes and data will be collected as well as other pieces of student data	5/29/2015 monthly
G2.B1.S5.MA1	Observations of small group skill based instruction	Thomas, Ruth	1/5/2015	Student work samples and Progress Monitoring notes	5/29/2015 monthly
G2.B1.S6.MA1	Student data will be analyzed to monitor the program for effectiveness.	Thomas, Ruth	11/10/2014	Student Progress Reports and standard mastery generated from i-Ready	4/30/2015 monthly
G2.B1.S6.MA1	Student data will be analyzed to monitor the program for effectiveness.	Thomas, Ruth	11/10/2014	Student Progress Reports and standard mastery generated from i-Ready	4/30/2015 monthly
G2.B1.S6.MA1	Student data will be analyzed to monitor the program for effectiveness.	Thomas, Ruth	11/10/2014	Student Progress Reports and standard mastery generated from i-Ready	4/30/2015 monthly
G2.B1.S6.MA1	The after school program will incorporate i-Ready; the computer assisted and teacher directed components; fidelity is monitored through student data in the program.	Michalojko, Leigh	11/3/2014	Progress Monitoring and Data Reports generated from i-ready components.	4/30/2015 every-6-weeks
G3.MA1	Various formative and summative standards-based assessments will be utilized throughout the year to determine student progress towards mastery of grade level content and proficiency standards	Deeds, Melodie	8/18/2014	lesson plans, student work samples, various formative and summative assessments, FSA	5/29/2015 monthly
G3.B1.S1.MA1	Classroom observations, review of student performance data	Hansen, Emilie	9/2/2014	Progress monitoring, District benchmarks, formative and summative assessments, FSA, student journals	5/29/2015 monthly
G3.B1.S1.MA1	Classroom Walk-thrus, CPT discussion	Hansen, Emilie	9/2/2014	Lesson plans, classroom observations, student performance	5/29/2015 monthly
G3.B2.S1.MA1	Student assessment results will be analyzed to determine effectiveness of the program (such as the new FSA, SAT 10, FAIR-FA, as well as		10/6/2014	Teacher Lesson Plans, CPT notes, student assessment results and work samples, and progress monitoring	5/29/2015 monthly

**Sarasota - 0291 - Wilkinson Elementary School - 2014-15 SIP**  
*Wilkinson Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	curriculum assessments); Students will be progress monitored against benchmarks in the area of math.			three times per year generated by the program.	
G3.B2.S1.MA1	Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program	Michalojko, Leigh	10/3/2014	Computer generated progress monitoring reports from the i-Ready Program	5/29/2015 monthly
G3.B5.S1.MA1	Student Progress will be monitored as well as classroom observations/visits to support the effectiveness of implementation.	Deeds, Melodie	8/18/2014	Student work samples, assessment results, lesson plans, notes from CPTs and Progress Monitoring meetings.	5/29/2015 monthly
G3.B5.S1.MA1	Weekly data chats with administration to discuss student work and data	Thomas, Ruth	8/29/2014	Student work samples, progress monitoring data, assessment results	5/29/2015 weekly
G3.B1.S2.MA1	Review of formative and summative data, lesson plan review	Hansen, Emilie	9/1/2014	various formative and summative assessments, lesson plans, student work samples	5/29/2015 monthly
G3.B1.S2.MA1	classroom walk-thrus, lesson plan review in CPTs	Hansen, Emilie	8/18/2014	classroom walk-thru notes, lesson plans, student work samples	5/29/2015 one-time
G3.B5.S2.MA1	Student progress will be monitored for effectiveness as well as updated IFGs to support implementation	Deeds, Melodie	10/6/2014	student work samples, assessment results, progress monitoring notes	one-time
G3.B5.S2.MA1	The use of IFGs will be monitored through CPTs notes and teacher instructional lessons		8/18/2014	Notes from CPTs, progress monitoring data, student work samples	5/29/2015 weekly
G4.MA1	Science Assessments through Harcourt Fusion and Project Based Assessments	Deeds, Melodie	8/11/2014	Lesson Planning, CPT notes, Progress Monitoring using data from assessments, and rubrics of completed projects.	5/29/2015 monthly
G4.B1.S1.MA1	classroom observations, review of student performance on assessments	Deeds, Melodie	8/18/2014	classroom observation notes, formal and informal assessments	5/29/2015 monthly
G4.B1.S1.MA1	Review of lesson plans, CPT discussion	Deeds, Melodie	8/18/2014	lesson planning, CPT minutes	5/29/2015 weekly
G4.B2.S1.MA1	Evaluation of program objectives, evaluation of student performance on benchmark and standardized assessments as well as inquiry projects	Gillett, Renee	10/6/2014	Benchmark assessments, Harcourt assessments, rubrics	4/1/2015 monthly
G4.B2.S1.MA1	Administrative walk-through, reflection in CPTs	Deeds, Melodie	9/24/2014	Walk-thru notes, CPT minutes	3/18/2015 monthly
G4.B3.S1.MA1	lesson plan review, review of student work samples in response to technology resources in CPTs	Deeds, Melodie	8/18/2014	lesson plans, student work samples, CPT minutes	5/22/2015 weekly
G4.B3.S1.MA1	lesson plan review, collaborative planning discussions	Deeds, Melodie	8/25/2014	lesson plans, CPT minutes	5/29/2015 one-time
G4.B2.S2.MA1	Review and analysis of student work samples	Loeffler, Rob	11/21/2014	Student projects, science fair notebooks	12/1/2014 one-time
G4.B2.S2.MA1	Rob Loeffler will provide teachers with timeline for completion and communicate with classroom teachers throughout the process to address challenges.	Loeffler, Rob	9/15/2014	science fair timeline, CPT minutes, Science Fair night paperwork	11/21/2014 weekly
G4.B1.S2.MA1	Data chats/Project review during CPT or Progress Monitoring meetings.	Deeds, Melodie	10/29/2014	CPT or PM meeting notes/minutes	5/20/2015 one-time
G4.B1.S2.MA1	CPT lesson plan sharing. Teams will meet for collaborative planning and develop lessons/projects/units that integrate science concepts across content areas.	Deeds, Melodie	8/20/2014	CPT notes, lesson/project plans	5/27/2015 one-time
G4.B2.S3.MA1	Collaborative planning meetings	Deeds, Melodie	8/20/2014	CPT minutes	5/27/2015 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S3.MA1	walk-thrus, observations, lesson plan review	Deeds, Melodie	8/18/2014	walk-thrus notes, observation forms, conference notes	5/29/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G2.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.

**G2.B1** Lack of Foundation Reading Skills: Larger percentage of students reading below grade level benchmark

**G2.B1.S1** i-ready adaptive computer assisted and teacher led differentiated instruction based on student need

### PD Opportunity 1

i-ready program will be used on a daily basis for all students grades k-5. Teachers were given professional development to implement this program.

#### Facilitator

Melodie Deeds

#### Participants

All instructional staff

#### Schedule

Daily, from 10/3/2014 to 5/29/2015

**G2.B1.S3** Reading Wonders Core Curriculum

### PD Opportunity 1

The Reading Wonders Core Curriculum is implemented during our ELA block

#### Facilitator

Melodie Deeds

#### Participants

All instructional staff

#### Schedule

Daily, from 8/18/2014 to 5/29/2015

## G2.B2 Teacher Knowledge of Core Curriculum and the new Florida Standards

**G2.B2.S1** Kathy Baumgartner, contributing author of the Reading Wonders Program, is providing professional development to all instructional staff through direct instruction, model lessons in each grade level classroom, and then debriefing after the lessons for a question answer sessions.

### PD Opportunity 1

Teachers will demonstrate best practices learned from the Professional Development in their ELA blocks as modeled and discussed by Kathy.

#### Facilitator

Melodie Deeds

#### Participants

Instructional Staff

#### Schedule

Daily, from 9/2/2014 to 5/29/2015

## G3. By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets.

### G3.B2 Master of Prior Standards; Lack of basic facts/math fluency

**G3.B2.S1** i-Ready - computer-assisted and teacher-directed instruction

### PD Opportunity 1

i-Ready program will be used on a daily basis for all students in grades K-5. Teachers were given professional development to implement the program.

#### Facilitator

Melodie Deeds

#### Participants

All instructional staff

#### Schedule

Daily, from 10/3/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.

**G2.B1** Lack of Foundation Reading Skills: Larger percentage of students reading below grade level benchmark

**G2.B1.S4** Learning A-Z Resources

### PD Opportunity 1

The teachers will utilize the resources in Learning A-Z to support instruction

#### Facilitator

Leigh Michalojko

#### Participants

All instructional Staff

#### Schedule

Weekly, from 9/8/2014 to 5/29/2015

**G2.B2** Teacher Knowledge of Core Curriculum and the new Florida Standards

**G2.B2.S2** Teacher's will utilize the resources provided by BlackBoard Learn (such as the deconstructed standards, webinars, and DOK) to enhance their knowledge of the Florida Standards as well as utilize the resources provided through the IFGs

### PD Opportunity 1

Teachers will utilize the resources provided by Blackboard Learn

#### Facilitator

District Developed Resources on BlackBoard Learn

#### Participants

All instructional Staff

#### Schedule

Daily, from 8/11/2014 to 5/29/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships.	3,100
<b>Goal 2:</b> By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.	60,876
<b>Goal 3:</b> By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets.	27,655
<b>Goal 4:</b> By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets.	6,000
<b>Grand Total</b>	<b>97,631</b>

### Goal 1: By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships.

Description	Source	Total
<b>B2.S2.A1</b> - Intervention Specialist	Title I Part A	3,100
<b>Total Goal 1</b>		<b>3,100</b>

### Goal 2: By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.

Description	Source	Total
<b>B1.S1.A1</b> - Training and substitutes include training for both the reading and math components of the program.	Title I Part A	4,500
<b>B1.S3.A1</b> - Classroom Libraries from McGraw-Hill to support our Core Curriculum Reading Wonders	Title I Part A	7,500
<b>B1.S4.A1</b> - Site Licenses	Title I Part A	5,276
<b>B1.S5.A1</b>	Title I Part A	4,000
<b>B1.S6.A1</b>	Title I Part A	30,000
<b>B2.S1.A1</b>	Title I Part A	9,600
<b>Total Goal 2</b>		<b>60,876</b>

### Goal 3: By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets.

Description	Source	Total
<b>B1.S1.A1</b> - iReady math text to support Blended Learning Instruction)	Title I Part A	10,577
<b>B1.S1.A1</b> - iReady training and substitutes	Title I Part A	4,500

**Goal 3: By the year 2015, the school will meet the proficiency goal set by the ambitious instructional math targets.**

Description	Source	Total
<b>B1.S2.A1</b> - Math Manipulatives were purchased for instructional staff	Title I Part A	2,000
<b>B2.S1.A1</b> - The cost for the i-Ready training (professional development) and substitutes was added under the budget for Reading. This is the cost of the math books that were purchased in addition to support the program.	Title I Part A	10,578
<b>Total Goal 3</b>		<b>27,655</b>

**Goal 4: By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets.**

Description	Source	Total
<b>B2.S1.A1</b>	Title I Part A	5,900
<b>B2.S2.A1</b> - Science Boards are purchased for each student	Title I Part A	100
<b>Total Goal 4</b>		<b>6,000</b>