

Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
88%

Alternative/ESE Center
No

Charter School
No

Minority
63%

School Grades History

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

School Board Approval

This plan is pending approval by the Sumter County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	53
Appendix 2: Professional Development and Technical Assistance Outlines	59
Professional Development Opportunities	60
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wildwood Elementary School endeavors to provide an academic, nurturing, and safe learning environment where diversity is respected and individuality is encouraged. Children, our most valuable assets, are provided an opportunity to achieve academic excellence and interact through engaging and challenging experiences. Faculty and staff members are dedicated professionals who promote shared accountability among the home, child, school, and community to develop responsible, knowledgeable, productive, and compassionate citizens committed to lifelong learning.

Provide the school's vision statement

Wildwood Elementary...where everyone succeeds.

School Environment

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

Many of the administration, teachers, and staff are from the Wildwood community. They were raised in the area, have their families in the community, and have continued to contribute to the community. It is through conversations with staff, parents, students and other community members that the connections with students and families are built. Events in the school and in the community are combined to build those relationships and a mutual respect for each other both on and off campus.

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

Students are met at their prospective drop off point, whether it is the bus, parent drop off and walkers to ensure that they are greeted at the door. Staff are posted throughout the route to their morning areas to greet and ensure everything is safe good for the students. Teachers pick the students up from a set area of campus to escort them to their class.

During the day students are able to report any issues that they feel they are experiencing to administration or counselors. Teachers monitor regularly class and communicate with perspective administration/counselor any issues that arise.

Afterschool staff monitor departure areas and communicate any issues that potentially may be not accurate to ensure that students are in correct areas for going home and that there are no problems between students.

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

"Champs" behavior system is used campus-wide to maintain a consistent policy for all grades. Expectations for various areas of campus are posted for students to see as a reminder as well as practiced regularly to maintain the routine. In grades K-3 teachers use a visual guide for the students to participate in self monitoring their behavior. This way the students are able to move up and down the scale of behavior. Teachers are contacting parents when there is a behavior issues prior to

administration following up with the parent. Discussions about behavior and discipline are brought to the leadership committee monthly in order to maintain consistency. Students are able to earn "Wildcat bucks" and earn incentives (dress down days) for good behaviors. We also have a new behavior support person that helps with discipline and positive reinforcement on a daily basis. County behavior support specialist is housed at the school three days a week to work with the specials area students who need the added support.

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

Wildwood Elementary has multiple programs in order to support students with social-emotional needs including two counselors on staff at the school as well as working along with a local agency that provides counselors to come on the campus to work with students on a regular basis. We also incorporate a mentoring/tutoring program with a local community group that pairs many retired volunteers with students and teachers for support in the classrooms for both academic as well as moral support. The schools MTSS program is also infused throughout the school programs to provide additional structure throughout the students day.

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 available at the school site.

Description

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

Administration as well as other leadership team members meet, email, and/or call various community groups to encourage an on going and lasting team to provide resources for day to day needs as well as incentives for the students. Some members come into the school or call to set an appointment with team members. Maintaining the communication is key to a continuing support of our students.

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
Skipper, Sancı	Assistant Principal
Crosby, Laticia	Assistant Principal
Temple, John	Principal
Gandy, Tracy	Teacher, K-12
Delgorio, Tina	Teacher, K-12
Vidal, Leigh-Ann	Teacher, K-12
Wood, Jenna	Teacher, K-12
Patrick, Alison	Teacher, K-12
Lipham, Jerry	Teacher, K-12
Magliocca, Linda	Guidance Counselor
Mannino, Paul	Teacher, K-12
Walley, Pamela	Instructional Media
Ugur, Aysegul	Instructional Coach
Shea, Melynda	Instructional Coach
Badger, Eileen	Instructional Coach

Duties

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

Nancy Martinez-MTSS Facilitator-Collect data from teachers and distributes it to parents. Works with the team to determine when a student needs to be dismissed from MTSS or referred to ESE
 Laticia Crosby-AP in charge of behavior and checking fidelity for student in MTSS for grades 3-5.
 Sancı Skipper-AP in charge of behavior checking fidelity for grades K-2 MTSS students.
 Jon Houston- Guidance counselor in charge of counseling services for grades K, 2, and 4.
 Linda Magliocca- Guidance counselor in charge of counseling services for grades 1, 3, and 5, also in charge of reviewing ESE BIPS.
 John Temple- Principal-Oversees program
 Tracy Gandy- liason for all Kindergarten teachers and supporting academic/behavioral planning.
 Tina Delgorio-liason for all first grade teachers and supporting academic/behavioral planning.
 Leigh-Ann Vidal-liason for all second grade teachers and supporting academic/behavioral planning.
 Jenna Wood- liason for all third grade teachers and supporting academic/behavioral planning.
 Alison Patrick-liason for all fourth grade teachers and supporting academic/behavioral planning.
 Jerry Lipham- liason for all fifth grade teachers and supporting academic/behavioral planning.

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 MTSS problem solving process helps to develop and implement the school’s SIP plan by looking at the data to see which interventions work for the students and which ones may need to be changed. By accessing this data, the team can then decide the best course of action for the continued success of the students as well as possible programs to support the students.

Title I, Part A

All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.

Title II

Wildwood Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

Title III

The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Wildwood Elementary's ESOL program and use of ESOL aides follow county and state guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs, as appropriate.

Violence Prevention Programs

All Wildwood Elementary students participate in the monthly "Character Education" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-Bullying. Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Wildwood Elementary also implements a school-wide positive behavior support plan throughout the school year.

Nutrition Programs

Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

Head Start

Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katrina Brooks	Parent
Thomas Bull	Parent
Paula Crenshaw	Business/Community
Brian Flyte	Parent
Margie Nichols	Parent
Chuck Padgett	Business/Community
Gary Venuto	Parent
Brianne Bailey	Parent
Liticia Crosby	Teacher
Genora Brutton	Parent
Robin Caruthers	Business/Community
Amanda Clements	Teacher
Marcus Douglas	Parent
Daisy Freeman	Parent
Shainnia Harris	Parent
Dallas Isham	Parent
Natesha Smith	Parent
Ash Ugur	Parent
Rebecca Batista	Parent
Arlene Mazzoni	Parent
David Anderson	Parent
Maria Rodriquez	Parent

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

School improvement plan and presentation was presented to the SAC. Members were informed of the data that was available at the time and the status of the school. Feedback was given on areas in need of support.

Development of this school improvement plan

School Advisory Council met as a unit to review and ask questions concerning the school improvement plan. As the year goes on the SAC committee will give input on data that is tracked as well as policies that are put in place. The SAC committee will also contribute points that need to be researched for the school.

Preparation of the school's annual budget and plan

Last year the SAC was involved in discussion on what the school was trying to do and the progress of this year it will continue with the potential of a SAC budget. The committee will be informed of where we are at in the process of change and what programs the district is working with the school to incorporate in the various classrooms.

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

At this time we do not have any funds reported to be used by the SAC committee.

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
Ugur, Aysegul	Instructional Coach
Vidal, Leigh-Ann	Teacher, K-12
Crenshaw, Liza	Teacher, K-12
Chesley, Loucile	Teacher, K-12
Burns, Amy	Teacher, K-12
Piano, Michael	Teacher, K-12
Haeser, Twila	Teacher, K-12
Sarabia, Patrisia	Teacher, K-12
Mannino, Meggen	Teacher, ESE
Walley, Pamela	Instructional Media
Shea, Melynda	Instructional Coach
Watson, Karen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major mandates of the team this year will be to ensure that Learning Focused Strategies, writing across the curriculum, and new Language Arts Florida Standards are being implemented school-wide, at every grade level (Skill of The Month, Extended Reading Passages, Core Connections, Flexible Grouping, Differentiation, Higher Order Thinking, and Literary Teams.) In addition, emphasis will be placed areas of need based on test data gathered by the school administration, coaches, and teachers. The school will also use PD360 to promote collaborative professional development this year. The team will utilize the district K-12 Reading Plan as its guide.

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

The school makes every effort to provide common planning time during the school day. The school also has a schedule for Professional Learning Communities (PLCs) where lesson study and collaborative planning take place. Periodically throughout the school year teachers are provided substitutes so that

they can have extended collaborative time. Teachers use a common district curriculum map and are encouraged to share lesson plans and classroom activities.

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

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring. Lisa Whitman and Allison Nave are our district contacts responsible for recruiting and retaining effective teachers.

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

The new teachers are paired with their peer by the mentors experience and/or grade level. The mentoring pair use the district peer mentoring guide with scheduled observations, assistance with conversation topics and information due to district. Resources within the school have been used to support the mentor to have extra time, when needed, to observe the peer teacher and give input into areas of need. Administration makes a concerted effort to check with the teachers on a regular basis to ensure new/transfer teachers are supported.

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

The school follows district curriculum maps and district adopted instructional materials. These maps are created in CPALMS which directly links to the Florida course descriptions. Teachers also have been trained to deconstruct the Florida Standards, pulling out the learning goals for their lessons. Both school and district administrators conduct frequent walk-throughs in all classes to ensure that Florida Standards are covered in multiple curricular areas. Ensuring that the standards being taught are in line with the district curriculum map.

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

The school uses a variety of data to provide differentiation, including programs (Successmaker, Discovery Education, Iready, Istation,) along with state and district assessments. This data is used to guide flexible grouping within classes. Resource teachers come to the classrooms at common times (flooding) to provide additional resources and differentiation for struggling learners. We have incorporated a new MTSS coordinator along with a behavior specialist to help teachers with the guiding of instruction as well as the behavior and frustration that students may struggle. Behavior intervention plans are written to support students and may include frequent breaks, incentives, or shorter assignments to name a few. With the guided help there is a plan to build the student resilience to the longer assignments and requirements of the Florida Standards.

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: Extended School Day

Minutes added to school year: 10,800

Incorporation of an extra hour of reading instruction to support all students. As a requirement of FS 1011.61 (1) (a). Using previewing of curriculum with all students along with other strategies. Also to use the I-ready and I-station with the intervention students to support their differentiated areas of need.

Strategy Rationale

Giving all students that need support in reading, extra time for teachers to differentiate instruction in order to target areas of concern. Instituting new programs to assist struggling students with areas of concern and support them.

District also implemented a new reading coach to support the school staff and assist guiding teachers in strategies to assist all students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Temple, John, john.temple@sumter.k12.fl.us

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

Monitoring students achievement levels during the school year will be achieved through DEA assessments, monthly program test used in the school day, SuccessMaker, as well as other programs that are used as they progress through the year.

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

Each spring, the schools in the county hold VPK and kindergarten "Round Ups." During this time, parents are assisted with completing required registration forms. Students also participate in a kindergarten readiness assessment along with speech and language screenings. VPK is offered at the school five days a week. During the VPK program, students are exposed to school procedures and a print rich environment that mirrors the kindergarten program. Additional resources are made available to parent, such as VPK social worker and Early Childhood Specialist. For the outgoing cohorts, the school coordinates time for the 5th grade teachers to meet with the 6th grade teachers for vertical articulation. The teachers use this time to discuss common goals and expectations. The 5th grade students also visit the feeder middle school in the spring of their 5th grade year.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reading: 48% (179) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015.
- G2.** Math: 47% (175) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015.
- G3.** Writing: 31% (116) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015.
- G4.** Science: 37% (41) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2015.
- G5.** Discipline: Decrease in school disciplinary incidents by 25% (278) from last year.
- G6.** Parent Involvement: Parent involvement will increase from 10% average attendance to 20% average attendance of parents participating in school sponsored events.

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. Reading: 48% (179) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015. 1a

G040196

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- McGraw Hill Wonders Series for instructional support.
- Intensive flexible grouping instruction during the day on every day of the week.
- AVID elementary for all 4th and 5th grade.
- Customized SuccessMaker Courses for students.
- Resource teachers to work with students.
- 150 minute literacy block.
- Use of i-Ready and iStation to provide personalized instruction for students areas of need.

Targeted Barriers to Achieving the Goal 3

- Students need additional focused instructional time.
- Students lack prior knowledge and prerequisite skills.
- Students need to increase reading stamina.

Plan to Monitor Progress Toward G1. 8

Teachers will use DEA, program test and SuccessMaker activities to monitor fidelity of strategy with all students grade 3-5.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Increase scores on district test and state assessment.

G2. Math: 47% (175) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015. 1a

G040197

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Implement AVID Elementary.
- Math Facts in a Flash
- Harcourt Go Math Common Core
- Customized courses through SuccessMaker
- Implement I-Ready
- Implementing spiraling curriculum homework

Targeted Barriers to Achieving the Goal 3

- Students lack fact fluency.
- Lack of organizational and goal setting skills.
- Students need more instructional time.

Plan to Monitor Progress Toward G2. 8

Post test gains from various programs used to monitor progress with grades 3-5, low and medium students using a team to go into the classroom.

Person Responsible

Schedule

Evidence of Completion

Gains showing on district test and FCAT 2014 Math.

G3. Writing: 31% (116) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015. 1a

G040198

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 60 added minutes to all literacy block
- Core Connection training and teacher walk throughs

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary in conjunction with changes to writing assessment.

Plan to Monitor Progress Toward G3. 8

After-school and lunch bunch writing support with teachers

Person Responsible

Schedule

Evidence of Completion

Increased scores on the Florida FCAT Writes 2014.

G4. Science: 37% (41) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2015. 1a

G040199

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Pearson Interactive Science
- Virtual Manipulative-Gizmo
- School wide science fair
- After School STEM Club

Targeted Barriers to Achieving the Goal 3

- Lack of science vocabulary knowledge
- lack if continuity of science instruction in grades 3-5
- Lack of background knowledge and prerequisite skills.

Plan to Monitor Progress Toward G4. 8

Students will gain vocabulary knowledge through exposure of STEM projects, hands on activities, and DEA mini science probes in addition to science class work.

Person Responsible

Schedule

Evidence of Completion

Increased science DEA and 2014 FCAT 2.0 scores.

G5. Discipline: Decrease in school disciplinary incidents by 25% (278) from last year. 1a

G040200

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Wildcat Bucks
- Caught you goods
- Behavioral staff support
- Incentives to increase time in class

Targeted Barriers to Achieving the Goal 3

- Consistency in implementing behavior plans

Plan to Monitor Progress Toward G5. 8

Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.

Person Responsible

Schedule

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

G6. Parent Involvement: Parent involvement will increase from 10% average attendance to 20% average attendance of parents participating in school sponsored events. 1a

G040201

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Community support
- PTO support of school events

Targeted Barriers to Achieving the Goal 3

- Parents showing up for events after school

Plan to Monitor Progress Toward G6. 8

Encouraging more families to participate in school sponsored events by combining events on set nights.

Person Responsible

Schedule

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

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. Reading: 48% (179) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015. **1**

 G040196

G1.B1 Students need additional focused instructional time. **2**

 B097149

G1.B1.S1 Use of pre/post test data to drive data chats along with other formative assessments. **4**

 S108364

Strategy Rationale

Constantly review data and monitor students progress or areas of need throughout the school year.

Action Step 1 **5**

Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Increase scores at the end of the year on Florida State Assessment.

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

Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Increased scores at the end of the year on Florida State Assessment.

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

Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Increased scores at the end of the year Florida State Assessment.

G1.B1.S2 Learning Focused Strategies-Catching Kids Up and Higher Order Thinking Skills 4

S108365

Strategy Rationale

Use of strategies to expand students thinking processes and understanding of the curriculum.

Action Step 1 5

Use of strategies through Learning Focused Strategies (LFS) for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning and discuss amongst themselves and with the teacher.

Person Responsible

Schedule

Evidence of Completion

Student product as well as grades will reflect the strategies used.

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

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Person Responsible

Sanci Skipper

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student product as well as grades will reflect the strategies used.

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

Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.

Person Responsible

Aysegul Ugur

Schedule


Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Student product as well as grades will reflect the strategies used.

G1.B1.S3 Small group instruction with reading resource teacher through pull-out from PE twice a week.

4

 S108366

Strategy Rationale

Intensive instruction with the resource teachers to target areas of need for students.

Action Step 1 5

Reading coach will working with small groups of students for intensive skill work.

Person Responsible

Schedule

Evidence of Completion

DEA scores and lesson plans will be used to monitor the program

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Reading coach will working with small groups of students for intensive skill work.

Person Responsible

Schedule

Evidence of Completion

DEA scores and lesson plans will be used to monitor the program

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Reading coach will working with small groups of students for intensive skill work.


Person Responsible

Schedule

Evidence of Completion

DEA scores and lesson plans will be used to monitor the program

G1.B1.S4 Accelerated reading goals school-wide. 4

 S108368

Strategy Rationale

Using the accelerated reading series the teachers are able to monitor students success daily/ weekly in comprehension and increase levels as students show progression.

Action Step 1 5

All students have set goals with the class as to what will be read that week. Teachers build the amount of books and the individual student levels required throughout the year.

Person Responsible

Pamela Walley

Schedule

Evidence of Completion

Student's scores on AR test that they take weekly and increased STAR score quarterly.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

All students have set goals with the class as to what will be read that week. Teachers build the amount of books and the individual student levels required throughout the year.

Person Responsible

Pamela Walley

Schedule

Evidence of Completion

Student's scores on AR test that they take weekly and increase STAR score quarterly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

All students have set goals with the class as to what will be read that week. Teachers build the amount of books and the individual student levels required throughout the year.

Person Responsible


Pamela Walley

Schedule

Evidence of Completion

Student's scores on AR test that they take weekly and grades in 9 weeks.

G1.B1.S5 Utilize the Reading Resource Teacher as a co-teacher for flexible grouping in grades 3-5. Working specifically with the students that need intensive help. 4

 S108369

Strategy Rationale

Added support and knowledge for the students as well as versatile methods to increase students comprehension of reading materials.

Action Step 1 5

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Monthly test will be given to monitor effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Person Responsible

Schedule

Evidence of Completion

Monthly test will be given to monitor effectiveness.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Person Responsible

Schedule


Evidence of Completion

Increased scores on the state assessment for 2015.

G1.B2 Students lack prior knowledge and prerequisite skills. 2

 B097150

G1.B2.S1 Use of SuccessMaker strategies to build prior knowledge. 4

 S108370

Strategy Rationale

Action Step 1 5

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Person Responsible

Aysegul Ugur

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Increased scores on program and district assessment.

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

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Person Responsible

Aysegul Ugur

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Increased scores on program and district assessment.

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

Use of SuccessMaker in various programs to build knowledge and help support remediation.

Person Responsible

Aysegul Ugur


Schedule

Daily, from 8/7/2014 to 5/27/2015


Evidence of Completion

Increased scores on end of year state assessment.

G1.B3 Students need to increase reading stamina. 2

 B097151

G1.B3.S1 Teachers are scaffolding reading support to build reading stamina as students progress through the year. With the use McGraw Hill Wonders reading series and intensive flexible grouping teachers are supporting student's needs. 4

 S108371

Strategy Rationale

To increase student comprehension of materials read.

Action Step 1 5

Flexible grouping through scaffolding of reading objectives with students grades 3 through 5.

Person Responsible

Schedule

Evidence of Completion

Monthly test to monitor progress

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will use program test and SuccessMaker activities to monitor fidelity with all students grade 3-5.

Person Responsible

Schedule

Evidence of Completion

Test scores from the monthly test will be used as evidence of success of the program.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will use program test and SuccessMaker activities to monitor fidelity with all students grade 3-5.

Person Responsible

Schedule


Evidence of Completion

Test scores from DEA and Florida State Assessment 2015.


G2. Math: 47% (175) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015. **1**

 G040197

G2.B1 Students lack fact fluency. **2**

 B097152

G2.B1.S1 Using district sponsored programs to increase focus on specific skills. **4**

 S108372

Strategy Rationale

District has invested money to support the students in areas of need.

Action Step 1 **5**

Use of I-Ready and SuccessMaker, flexible grouping and study island to improve math skills.

Person Responsible

Eileen Badger

Schedule

Evidence of Completion

Scores on DEA testing and Florida State Assessment in 2015.

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

Use of I-Ready, flexible grouping and study island to improve math skills.

Person Responsible

Schedule

Evidence of Completion

Scores on DEA testing and Florida State Assessment scores in 2015.

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

Use of I-Ready, flexible grouping and study island to improve math skills.

Person Responsible


Eileen Badger

Schedule


Evidence of Completion

Scores on DEA testing and Florida State Assessment scores in 2015.

G2.B2 Lack of organizational and goal setting skills. 2

 B097153

G2.B2.S1 Use of AVID strategies within the classrooms. 4

 S108373

Strategy Rationale

To help students to organize their work and set goals for themselves.

Action Step 1 5

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

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

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Person Responsible

Aysegul Ugur

Schedule

Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

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

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Person Responsible


Aysegul Ugur

Schedule


Evidence of Completion

Classroom grades and evidence through observations in the classrooms.

G2.B3 Students need more instructional time. 2

 B097154

G2.B3.S1 Small group instruction with remediation will be taught by the resource teacher in the 4th and 5th grade. 4

 S108374

Strategy Rationale

Support of the math resource teacher to give small groups intensive remediation on problem areas.

Action Step 1 5

The math resource teacher and ESE teacher will work in classes to build skill sets in small/flexible groups.

Person Responsible

Schedule

Evidence of Completion

Increased scores on DEA and Florida State Assessment.

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

The math resource teacher and ESE teacher will work in classes to build skill sets in small/flexible groups.

Person Responsible

Schedule

Evidence of Completion

Increased scores on DEA and Florida State Assessment.

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

The math resource teacher and ESE teacher will work in classes to build skill sets in small/flexible groups.


Person Responsible

Schedule

Evidence of Completion

Increased scores on DEA and Florida State Assessment.

G2.B3.S2 Use of I-Ready and SuccessMaker throughout school day with math instruction. 4

 S108376

Strategy Rationale

Differentiated work with technology to give students more practice in the areas of need.

Action Step 1 5

Use of I-Ready and Successmaker in small group instruction as well as in class daily.

Person Responsible

Schedule

Evidence of Completion

Increased target levels and grade level work.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Use of I-Ready and Successmaker in small group instruction as well as in class daily.

Person Responsible

Schedule

Evidence of Completion

Increased target levels and grade level work..

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Use of I-Ready and Successmaker in small group instruction as well as in class daily.


Person Responsible

Schedule

Evidence of Completion

Increased scores on Florida State Assessment 2015.

G2.B3.S3 Utilize math resource teacher for flexible grouping in grades 3-5 throughout the week. Focusing on specific skills and intensive work each meeting. 4

 S108377

Strategy Rationale

Working with students in the lowest quartile with ESE teacher to provided added support for the students.

Action Step 1 5

Flooding (flexible instruction) will be used daily through the math time for specific students.

Person Responsible

Schedule

Evidence of Completion

Post test that are given monthly

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Flooding (flexible instruction) will be used daily through the math time for specific students.

Person Responsible

Schedule

Evidence of Completion

Post test that are given monthly

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Flooding (flexible instruction) will be used daily through the math time for specific students.


Person Responsible

Schedule


Evidence of Completion

Increased scores on DEA


G3. Writing: 31% (116) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015. 1

 G040198

G3.B1 Lack of vocabulary in conjunction with changes to writing assessment. 2

 B097155

G3.B1.S1 Focus on vocabulary and grammar instruction in conjunction with the reading curriculum. 4

 S108379

Strategy Rationale

Writing and reading work together, as one builds so does the other.

Action Step 1 5

Use of "Catching Kids Up", Higher Order Thinking, and Core Connections writing prompts three times a nine weeks to build grammar and vocabulary usage in writings.

Person Responsible

Schedule

Evidence of Completion

Improved writings and scores increasing.

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

Use of "Catching Kids Up", Higher Order Thinking, and Core Connections writing prompts three times a nine weeks to build grammar and vocabulary usage in writings.

Person Responsible

Schedule

Evidence of Completion

Improved writings and scores increasing.

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

Use of "Catching Kids Up", Higher Order Thinking, and Core Connections writing prompts three times a nine weeks to build grammar and vocabulary usage in writings.


Person Responsible

Schedule


Evidence of Completion

Improved writings and scores increasing.


G4. Science: 37% (41) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2015. **1**

 G040199

G4.B1 Lack of science vocabulary knowledge **2**

 B097156

G4.B1.S1 Use of mini DEA science probs **4**

 S108381

Strategy Rationale

Constantly monitor the progress of the students and remediate where students are lacking understanding.

Action Step 1 **5**

Use of science unit vocabulary assessments to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge.

Person Responsible

Schedule

Evidence of Completion

Increased test scores.

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

Use of science unit vocabulary assessments to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge.

Person Responsible

Schedule

Evidence of Completion

Increased DEA test scores.

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

Use of science unit vocabulary assessments to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge.

Person Responsible

Schedule

Evidence of Completion

Increased Florida State Assessment scores.

G4.B2 lack if continuity of science instruction in grades 3-5 2

 B097157

G4.B2.S1 90 mins a day schedule will be used in 5th grade to allow additional time for inquire and study in science. 4

 S108383

Strategy Rationale

To allow for coverage of materials and promote higher order thinking.

Action Step 1 5

Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.

Person Responsible

Schedule

Evidence of Completion

Evidence will be shown through increases in test scores for district and state.

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

Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.

Person Responsible

Schedule

Evidence of Completion

Increased scores in DEA testing.

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

Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.

Person Responsible

Schedule

Evidence of Completion

Increased scores on Florida State Assessment 2015.

G4.B3 Lack of background knowledge and prerequisite skills. 2

B097158

G4.B3.S1 Increase science investigation activities through STEM Club. 4

S108384

Strategy Rationale

Give students the ability to get background/hands on experience.

Action Step 1 5

Use of various programs in the science classes, students will do more inquiry/high order thinking activities.

Person Responsible

Schedule

Evidence of Completion

Higher test scores on DEA, county assessments and 5th grade Florida State Assessment.

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

Use of various programs in the science classes, students will do more inquiry/high order thinking activities.

Person Responsible

Schedule

Evidence of Completion

Higher test scores on DEA, county assessments and 5th grade Florida State Assessment.

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

Use of various programs in the science classes, students will do more inquiry/high order thinking activities.


Person Responsible

Schedule

Evidence of Completion

Higher test scores on DEA, county assessments and 5th grade Florida State Assessment.

G4.B3.S2 5th grade teachers working with the district teams to create lesson units. 4

 S108385

Strategy Rationale

Build lessons based on standards and district wide.

Action Step 1 5

Fifth grade teachers will meet with district staff to create units of study.

Person Responsible

Schedule

Evidence of Completion

Evidence will show in the teachers lesson plans and students products.

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Fifth grade teachers will meet with district staff to create units of study.

Person Responsible

Schedule

Evidence of Completion

Increased grades on DEA testing.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Fifth grade teachers will meet with district staff to create units of study.


Person Responsible

Schedule


Evidence of Completion

Increased scores on Florida State Assessment.


G5. Discipline: Decrease in school disciplinary incidents by 25% (278) from last year. 1

 G040200

G5.B1 Consistency in implementing behavior plans 2

 B097159

G5.B1.S1 Implement incentives for good behavior. 4

 S108386

Strategy Rationale

If students are not out of class due to behavior they will be allowed to earn privileges.

Action Step 1 5

Students that have no referrals along with other criteria are able to earn privileges, i.e. no uniform days.

Person Responsible

Schedule

Evidence of Completion

Decrease in referrals for the students.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Students that have no referrals along with other criteria are able to earn privileges, i.e. no uniform days.

Person Responsible

Schedule

Evidence of Completion

Decrease in referrals for the students.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Students that have no referrals along with other criteria are able to earn privileges, i.e. no uniform days.

Person Responsible


Schedule

Evidence of Completion

Decrease in referrals for the students.

G5.B1.S2 Continue CHAMPS Positive behavior support reward system 4

Strategy Rationale

 S108387

To maintain a consistent behavior support program.

Action Step 1 5

Use of the CHAMPS positive behavior reward system throughout the campus with all teachers.

Person Responsible

Schedule

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.

Person Responsible

Schedule

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.


Person Responsible

Schedule

Evidence of Completion

Decrease in number of behavior referrals throughout the year.

G5.B1.S3 Continue behavior leadership team meetings monthly 4

 S108388

Strategy Rationale

To monitor the issues on campus to help support the teachers and keep all abreast of the amount of referrals going through the office.

Action Step 1 5

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Person Responsible

Schedule

Evidence of Completion

Agenda, minutes, and behavior referrals.

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Person Responsible

Schedule

Evidence of Completion

Agenda, minutes, and behavior referrals.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Person Responsible

Schedule

Evidence of Completion

Decrease in amount of behavioral referrals.

G6. Parent Involvement: Parent involvement will increase from 10% average attendance to 20% average attendance of parents participating in school sponsored events. 1

G040201

G6.B1 Parents showing up for events after school 2

B097160

G6.B1.S1 Combining nights to limit amount of time parents have to come out. 4

S108392

Strategy Rationale

Able to combine resources and provide for the family so that families will come.

Action Step 1 5

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person Responsible

Schedule

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Action Step 2 5

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person Responsible

Schedule

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person Responsible

Schedule

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.

Person Responsible

Schedule

Evidence of Completion

Increased amounts of parents showing up for events that are sponsored by the school.

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
G1.B1.S1.A1	Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.	Ugur, Aysegul	Increase scores at the end of the year on Florida State Assessment.	one-time	
G1.B1.S2.A1	Use of strategies through Learning Focused Strategies (LFS) for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning and discuss		Student product as well as grades will reflect the strategies used.	weekly	

Sumter - 0102 - Wildwood Elementary School - 2014-15 SIP

Wildwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	amongst themselves and with the teacher.				
G1.B1.S3.A1	Reading coach will working with small groups of students for intensive skill work.		DEA scores and lesson plans will be used to monitor the program	one-time	
G1.B1.S4.A1	All students have set goals with the class as to what will be read that week. Teachers build the amount of books and the individual student levels required throughout the year.	Walley, Pamela	Student's scores on AR test that they take weekly and increased STAR score quarterly.	weekly	
G1.B1.S5.A1	Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.	Ugur, Aysegul	Monthly test will be given to monitor effectiveness.	weekly	
G1.B2.S1.A1	Use of SuccessMaker in various programs to build knowledge and help support remediation.	Ugur, Aysegul	8/7/2014	Increased scores on program and district assessment.	5/27/2015 daily
G1.B3.S1.A1	Flexible grouping through scaffolding of reading objectives with students grades 3 through 5.		Monthly test to monitor progress	weekly	
G2.B1.S1.A1	Use of I-Ready and SuccessMaker, flexible grouping and study island to improve math skills.	Badger, Eileen	Scores on DEA testing and Florida State Assessment in 2015.	weekly	
G2.B2.S1.A1	Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.	Ugur, Aysegul	Classroom grades and evidence through observations in the classrooms.	daily	
G2.B3.S1.A1	The math resource teacher and ESE teacher will work in classes to build skill sets in small/flexible groups.		Increased scores on DEA and Florida State Assessment.	weekly	
G2.B3.S2.A1	Use of I-Ready and Successmaker in small group instruction as well as in class daily.		Increased target levels and grade level work.	daily	
G2.B3.S3.A1	Flooding (flexible instruction) will be used daily through the math time for specific students.		Post test that are given monthly	weekly	
G3.B1.S1.A1	Use of "Catching Kids Up", Higher Order Thinking, and Core Connections writing prompts three times a nine weeks to build grammar and vocabulary usage in writings.		Improved writings and scores increasing.	weekly	
G4.B1.S1.A1	Use of science unit vocabulary assessments to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge.		Increased test scores.	monthly	
G4.B2.S1.A1	Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.		Evidence will be shown through increases in test scores for district and state.	daily	
G4.B3.S1.A1	Use of various programs in the science classes, students will do more inquiry/high order thinking activities.		Higher test scores on DEA, county assessments and	weekly	

Sumter - 0102 - Wildwood Elementary School - 2014-15 SIP

Wildwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			5th grade Florida State Assessment.		
G4.B3.S2.A1	Fifth grade teachers will meet with district staff to create units of study.		Evidence will show in the teachers lesson plans and students products.	one-time	
G5.B1.S1.A1	Students that have no referrals along with other criteria are able to earn privileges, i.e. no uniform days.		Decrease in referrals for the students.	biweekly	
G5.B1.S2.A1	Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.		Decrease in number of behavior referrals throughout the year.	one-time	
G5.B1.S3.A1	The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.		Agenda, minutes, and behavior referrals.	monthly	
G6.B1.S1.A1	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.		Increased amounts of parents showing up for events that are sponsored by the school.	monthly	
G6.B1.S1.A2	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.		Increased amounts of parents showing up for events that are sponsored by the school.	monthly	
G1.MA1	Teachers will use DEA, program test and SuccessMaker activities to monitor fidelity of strategy with all students grade 3-5.	Ugur, Aysegul	Increase scores on district test and state assessment.	daily	
G1.B1.S1.MA1	Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.	Ugur, Aysegul	Increased scores at the end of the year Florida State Assessment.	monthly	
G1.B1.S1.MA1	Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.	Ugur, Aysegul	Increased scores at the end of the year on Florida State Assessment.	monthly	
G1.B2.S1.MA1	Use of SuccessMaker in various programs to build knowledge and help support remediation.	Ugur, Aysegul	8/7/2014	Increased scores on end of year state assessment.	5/27/2015 daily
G1.B2.S1.MA1	Use of SuccessMaker in various programs to build knowledge and help support remediation.	Ugur, Aysegul	8/7/2014	Increased scores on program and district assessment.	5/27/2015 daily
G1.B3.S1.MA1	Teachers will use program test and SuccessMaker activities to monitor fidelity with all students grade 3-5.		Test scores from DEA and Florida	weekly	

Sumter - 0102 - Wildwood Elementary School - 2014-15 SIP

Wildwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			State Assessment 2015.		
G1.B3.S1.MA1	Teachers will use program test and SuccessMaker activities to monitor fidelity with all students grade 3-5.		Test scores from the monthly test will be used as evidence of success of the program.	weekly	
G1.B1.S2.MA1	Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.	Ugur, Aysegul	8/7/2014	Student product as well as grades will reflect the strategies used.	5/27/2015 weekly
G1.B1.S2.MA1	Use of strategies through Learning Focused Strategies (LFS) trainings for whole staff using Catching Kids Up and Higher Order Thinking Skills (HOTS). Teachers will use strategies in order to build a foundation for students to build on as well as to teach them to think about the topic and formulate different questions on aspects of what they are learning.	Skipper, Sanci	8/7/2014	Student product as well as grades will reflect the strategies used.	5/27/2015 weekly
G1.B1.S3.MA1	Reading coach will working with small groups of students for intensive skill work.		DEA scores and lesson plans will be used to monitor the program	one-time	
G1.B1.S3.MA1	Reading coach will working with small groups of students for intensive skill work.		DEA scores and lesson plans will be used to monitor the program	one-time	
G1.B1.S4.MA1	All students have set goals with the class as to what will be read that week. Teachers build the amount of books and the individual student levels required throughout the year.	Walley, Pamela	Student's scores on AR test that they take weekly and grades in 9 weeks.	weekly	
G1.B1.S4.MA1	All students have set goals with the class as to what will be read that week. Teachers build the amount of books and the individual student levels required throughout the year.	Walley, Pamela	Student's scores on AR test that they take weekly and increase STAR score quarterly.	weekly	
G1.B1.S5.MA1	Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.		Increased scores on the state assessment for 2015.	weekly	
G1.B1.S5.MA1	Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.		Monthly test will be given to monitor effectiveness.	one-time	
G2.MA1	Post test gains from various programs used to monitor progress with grades 3-5, low and medium students using a team to go into the classroom.		Gains showing on district test and FCAT 2014 Math.	once	
G2.B1.S1.MA1	Use of I-Ready, flexible grouping and study island to improve math skills.	Badger, Eileen	Scores on DEA testing and	weekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Florida State Assessment scores in 2015.		
G2.B1.S1.MA1	Use of I-Ready, flexible grouping and study island to improve math skills.		Scores on DEA testing and Florida State Assessment scores in 2015.	one-time	
G2.B2.S1.MA1	Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.	Ugur, Aysegul	Classroom grades and evidence through observations in the classrooms.	daily	
G2.B2.S1.MA1	Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.	Ugur, Aysegul	Classroom grades and evidence through observations in the classrooms.	weekly	
G2.B3.S1.MA1	The math resource teacher and ESE teacher will work in classes to build skill sets in small/flexible groups.		Increased scores on DEA and Florida State Assessment.	weekly	
G2.B3.S1.MA1	The math resource teacher and ESE teacher will work in classes to build skill sets in small/flexible groups.		Increased scores on DEA and Florida State Assessment.	weekly	
G2.B3.S2.MA1	Use of I-Ready and Successmaker in small group instruction as well as in class daily.		Increased scores on Florida State Assessment 2015.	one-time	
G2.B3.S2.MA1	Use of I-Ready and Successmaker in small group instruction as well as in class daily.		Increased target levels and grade level work..	daily	
G2.B3.S3.MA1	Flooding (flexible instruction) will be used daily through the math time for specific students.		Increased scores on DEA	one-time	
G2.B3.S3.MA1	Flooding (flexible instruction) will be used daily through the math time for specific students.		Post test that are given monthly	weekly	
G3.MA1	After-school and lunch bunch writing support with teachers		Increased scores on the Florida FCAT Writes 2014.	once	
G3.B1.S1.MA1	Use of "Catching Kids Up", Higher Order Thinking, and Core Connections writing prompts three times a nine weeks to build grammar and vocabulary usage in writings.		Improved writings and scores increasing.	weekly	
G3.B1.S1.MA1	Use of "Catching Kids Up", Higher Order Thinking, and Core Connections writing prompts three times a nine weeks to build grammar and vocabulary usage in writings.		Improved writings and scores increasing.	weekly	
G4.MA1	Students will gain vocabulary knowledge through exposure of STEM projects, hands on activities, and DEA mini science probes in addition to science class work.		Increased science DEA and 2014 FCAT 2.0 scores.	once	
G4.B1.S1.MA1	Use of science unit vocabulary assessments to monitor what the students know in order to scaffold the		Increased Florida State Assessment scores.	monthly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lessons to increase vocabulary knowledge.				
G4.B1.S1.MA1	Use of science unit vocabulary assessments to monitor what the students know in order to scaffold the lessons to increase vocabulary knowledge.		Increased DEA test scores.	one-time	
G4.B2.S1.MA1	Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.		Increased scores on Florida State Assessment 2015.	daily	
G4.B2.S1.MA1	Students will be on a block schedule in 5th grade to allow for more time for inquire and study in science to allow for coverage of material.		Increased scores in DEA testing.	daily	
G4.B3.S1.MA1	Use of various programs in the science classes, students will do more inquiry/high order thinking activities.		Higher test scores on DEA, county assessments and 5th grade Florida State Assessment.	weekly	
G4.B3.S1.MA1	Use of various programs in the science classes, students will do more inquiry/high order thinking activities.		Higher test scores on DEA, county assessments and 5th grade Florida State Assessment.	weekly	
G4.B3.S2.MA1	Fifth grade teachers will meet with district staff to create units of study.		Increased scores on Florida State Assessment.	semiannually	
G4.B3.S2.MA1	Fifth grade teachers will meet with district staff to create units of study.		Increased grades on DEA testing.	semiannually	
G5.MA1	Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.		Decrease in number of behavior referrals throughout the year.	once	
G5.B1.S1.MA1	Students that have no referrals along with other criteria are able to earn privileges, i.e. no uniform days.		Decrease in referrals for the students.	biweekly	
G5.B1.S1.MA1	Students that have no referrals along with other criteria are able to earn privileges, i.e. no uniform days.		Decrease in referrals for the students.	one-time	
G5.B1.S2.MA1	Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.		Decrease in number of behavior referrals throughout the year.	daily	
G5.B1.S2.MA1	Use of the CHAMPs positive behavior reward system throughout the campus with all teachers.		Decrease in number of behavior referrals throughout the year.	daily	
G5.B1.S3.MA1	The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.		Decrease in amount of behavioral referrals.	monthly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S3.MA1	The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.		Agenda, minutes, and behavior referrals.	monthly	
G6.MA1	Encouraging more families to participate in school sponsored events by combining events on set nights.		Increased amounts of parents showing up for events that are sponsored by the school.	monthly	
G6.B1.S1.MA1	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.		Increased amounts of parents showing up for events that are sponsored by the school.	monthly	
G6.B1.S1.MA1	Combining some events on set nights so that parents do not have to make multiple trips to the school in the same week. Also providing donated food on set dates to help support the families.		Increased amounts of parents showing up for events that are sponsored by the school.	monthly	

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.

G1. Reading: 48% (179) students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015.

G1.B1 Students need additional focused instructional time.

G1.B1.S1 Use of pre/post test data to drive data chats along with other formative assessments.

PD Opportunity 1

Students will take formative assessment every 4.5 weeks with each unit they study through flooding (intensive remediation). The results along with DEA testing will be looked at and discussed concerning changes that may be needed with each teacher.

Facilitator

Reading Coaching

Participants

All reading teachers.

Schedule

G1.B1.S5 Utilize the Reading Resource Teacher as a co-teacher for flexible grouping in grades 3-5. Working specifically with the students that need intensive help.

PD Opportunity 1

Reading resource teacher/reading coach will work with teachers grades 3-5, daily with select students.

Facilitator

Reading coach and administration.

Participants

Select teachers participating in program.

Schedule

G2. Math: 47% (175) of students in grades 3-5 will score a proficient level score on the Florida State Assessment in 2015.

G2.B2 Lack of organizational and goal setting skills.

G2.B2.S1 Use of AVID strategies within the classrooms.

PD Opportunity 1

Using AVID elementary in all fourth and fifth grade class rooms to build organization and goal setting skills.

Facilitator

AVID coordinator and district staff

Participants

Select teachers involved in AVID

Schedule

G4. Science: 37% (41) of students in grade 5 will score a proficient level score on the Florida State Assessment in 2015.

G4.B3 Lack of background knowledge and prerequisite skills.

G4.B3.S2 5th grade teachers working with the district teams to create lesson units.

PD Opportunity 1

Fifth grade teachers will meet with district staff to create units of study.

Facilitator

District staff

Participants

5th grade science teachers.

Schedule

G5. Discipline: Decrease in school disciplinary incidents by 25% (278) from last year.

G5.B1 Consistency in implementing behavior plans

G5.B1.S2 Continue CHAMPS Positive behavior support reward system

PD Opportunity 1

Use of the CHAMPS positive behavior reward system throughout the campus with all teachers.

Facilitator

Assistant Principals

Participants

New and select teachers needing a refresher.

Schedule

G5.B1.S3 Continue behavior leadership team meetings monthly

PD Opportunity 1

The Behavior Leadership Team will meet bi-weekly to review and discuss behavior data, discuss incentives and effective strategies to improve behavior.

Facilitator

Assistant Principal

Participants

Select teachers on the team to take back to grade levels.

Schedule