

Sumter District Schools

# Wildwood Elementary School



## 2019-20 School Improvement Plan

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# Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[ no web address on file ]

## Demographics

**Principal: John Temple**

Start Date for this Principal: 7/1/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: B 2015-16: D 2014-15: D 2013-14: F
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

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

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

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

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

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

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

#### Provide the school's vision statement

Wildwood Elementary...Winner Within Every Student.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Doggett, Steve	Other	
Temple, John	Principal	
Magliocca, Linda	Guidance Counselor	
Dorsey, Ashley	Assistant Principal	
Badger, Eileen	Instructional Media	
Mannino, Meggen	Other	
Mannino, Paul	Teacher, K-12	
Reilly, Jean	Guidance Counselor	
Rotarius, Paige	Teacher, K-12	
Kinney, Jaimie	Assistant Principal	
Strait, Amy	Teacher, K-12	
Brown, Brittany	Teacher, K-12	
Quintero, Ashley	Teacher, K-12	
Lowe, Kotenia	Teacher, K-12	
Sanchez, Angela	Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	138	128	110	106	116	98	0	0	0	0	0	0	0	696
Attendance below 90 percent	26	21	11	12	12	9	0	0	0	0	0	0	0	91
One or more suspensions	1	10	15	11	13	16	0	0	0	0	0	0	0	66
Course failure in ELA or Math	17	24	15	5	4	14	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	8	29	25	0	0	0	0	0	0	0	62

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators		9	14	10	3	13	16	0	0	0	0	0	0	65

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		19	20	6	8	0	0	0	0	0	0	0	0	53
Students retained two or more times		0	0	1	3	2	1	0	0	0	0	0	0	7

**FTE units allocated to school (total number of teacher units)**

59

**Date this data was collected or last updated**

Friday 9/6/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	41	39	21	36	27	22	0	0	0	0	0	0	0	186
One or more suspensions	25	23	20	29	28	37	0	0	0	0	0	0	0	162
Course failure in ELA or Math	9	18	3	2	9	8	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	53	39	39	0	0	0	0	0	0	0	131

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	16	19	8	33	25	30	0	0	0	0	0	0	0	131

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	41	39	21	36	27	22	0	0	0	0	0	0	0	186
One or more suspensions	25	23	20	29	28	37	0	0	0	0	0	0	0	162
Course failure in ELA or Math	9	18	3	2	9	8	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	53	39	39	0	0	0	0	0	0	0	131

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	16	19	8	33	25	30	0	0	0	0	0	0	0	131

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	56%	57%	46%	59%	56%
ELA Learning Gains	52%	58%	58%	57%	57%	55%
ELA Lowest 25th Percentile	44%	51%	53%	51%	48%	48%
Math Achievement	54%	61%	63%	46%	62%	62%
Math Learning Gains	68%	68%	62%	48%	53%	59%
Math Lowest 25th Percentile	57%	55%	51%	43%	45%	47%
Science Achievement	48%	62%	53%	49%	65%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	138 (0)	128 (0)	110 (0)	106 (0)	116 (0)	98 (0)	696 (0)
Attendance below 90 percent	26 (41)	21 (39)	11 (21)	12 (36)	12 (27)	9 (22)	91 (186)
One or more suspensions	1 (25)	10 (23)	15 (20)	11 (29)	13 (28)	16 (37)	66 (162)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Course failure in ELA or Math	17 (9)	24 (18)	15 (3)	5 (2)	4 (9)	14 (8)	79 (49)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (53)	29 (39)	25 (39)	62 (131)

#### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	66%	-15%	58%	-7%
	2018	41%	67%	-26%	57%	-16%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	38%	62%	-24%	58%	-20%
	2018	54%	71%	-17%	56%	-2%
Same Grade Comparison		-16%				
Cohort Comparison		-3%				
05	2019	55%	65%	-10%	56%	-1%
	2018	43%	61%	-18%	55%	-12%
Same Grade Comparison		12%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	64%	-14%	62%	-12%
	2018	36%	67%	-31%	62%	-26%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	49%	72%	-23%	64%	-15%
	2018	57%	71%	-14%	62%	-5%
Same Grade Comparison		-8%				
Cohort Comparison		13%				
05	2019	61%	69%	-8%	60%	1%
	2018	41%	67%	-26%	61%	-20%
Same Grade Comparison		20%				
Cohort Comparison		4%				



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	66%	-19%	53%	-6%
	2018	49%	68%	-19%	55%	-6%
Same Grade Comparison		-2%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	52	43	35	48	40	32				
ELL	35	57		55	79						
BLK	34	46	42	40	60	55	28				
HSP	44	59	60	60	90	70	28				
MUL	70	50		75	73						
WHT	65	56		61	67		66				
FRL	48	56	49	49	64	57	45				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	42	48	27	43	38	17				
ELL	38			57							
BLK	26	46	50	29	40	29	36				
HSP	53	66	40	59	56		63				
MUL	59	58		45	50						
WHT	63	64	64	60	52	53	58				
FRL	45	57	53	44	47	41	49				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8

<b>ESSA Federal Index</b>	
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that performed the lowest, by school grade component, is ELA lowest 25th percentile. This is a 7% decrease from the previous year. Students entered performing below grade level.

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

The data component that showed the greatest decline from the prior year is ELA lowest 25th percentile with a 7% decline. Multiple teachers with less than three years experience, as well as new to our school.

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

The data component that had the biggest gap when compared to the state average is ELA lowest 25th percentile, with a -9% comparison. Students entered performing below grade level. Multiple new teachers with less than three years experience, as well as new to our school.

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

Math Learning gains showed the most improvement with a +20% comparison from last year. Provided full time paraprofessional to support lowest quartile students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Based on EWS data, areas of concern are attendance below 90% in primary grades.

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

1. Increase ELA achievement from 50% to 60%.
2. Increase ELA lowest 25th percentile from 44% to 55%.
3. Increase Math achievement from 54% to 65%.
4. Increase Science achievement from 48% to 60%.
5. Decrease the number of students who miss more than 10%.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Increase Achievement in English Language Arts
<b>Rationale</b>	ELA proficiency is below state average. There was also a decrease in ELA proficiency in grade 4.
<b>State the measureable outcome the school plans to achieve</b>	Increase ELA proficiency in Grades 3-5 from 50% to 60%. Increase ELA learning gains in grades 3-5 from 52% to 60%. Increase ELA lowest 25th percentile grades 4-5 from 44% to 55%.
<b>Person responsible for monitoring outcome</b>	Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers will use pre-, mid-, and post- I-Ready assessments; McGraw-Hill weekly tests, and STAR data to monitor progress towards goal with all students in grades K-5.  Fidelity of all programs will be monitored weekly by administration. I-Ready meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. I-Ready diagnostic provides teachers with a detailed, customized evaluation of every student. Diagnostic results help teachers better understand their students' individual needs. Teachers will submit lesson plans weekly into their OneNote notebook. Administration will monitor plans. Administration will conduct walk-throughs and provide feedback to teachers.
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers in grades K-1 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other literacy skills.</li> <li>2. Teachers will utilize the LFS instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text.</li> <li>3. Teachers will give explicit instruction on AVID Critical Reading Strategies and Academic Language Strategies to increase students' reading comprehension.</li> <li>4. Teachers will be provided professional development in Core Connections.</li> <li>5. ELA professional learning communities will meet biweekly to review standards, conduct data chats, and share best practices for instruction.</li> <li>6. District staff will conduct professional data communities with teachers in grades 4-5.</li> <li>7. Teachers will facilitate daily small group instruction using data</li> </ol>

from I-Ready for flexible grouping.

8. Utilize use of P.E. waiver for additional ELA instruction with reading coach.

9. Students who fall in the bottom quartile are paired with a 1:1 tutor to work on targeted reading skills.

10. Quarterly school-wide AR incentives.

11. Utilize MyOn reading program.

12. Fidelity to I-Ready reading program

13. Utilization of Literacy Coach

**Person Responsible** Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)

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<b>#2</b>	
<b>Title</b>	Increase Achievement in Math
<b>Rationale</b>	Math proficiency on FSA is below the district and state average.
<b>State the measureable outcome the school plans to achieve</b>	Increase math proficiency in grades 3-5 from 54% to 65%. Increase math learning gains in grades 3-5 from 68%-72%. Increase math bottom quartile learning gains grades 4-5 from 57% to 65%.
<b>Person responsible for monitoring outcome</b>	Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)
<b>Evidence-based Strategy</b>	Data will be collected throughout the year to determine progress towards math goal will include pre-, mid-, and post-I-Ready Assessments. Walkthroughs will be conducted by administration. Math plans will be monitored by administration. Administration and math resource teacher will monitor data from I-Ready.
<b>Rationale for Evidence-based Strategy</b>	I-Ready meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. I-Ready diagnostic provides teachers with a detailed, customized evaluation of every student. Diagnostic results help teacher better understand their students' individual needs. Teachers will submit lesson plans weekly into their OneNote notebook. Administration will monitor plans. Administration will conduct walk-throughs and provide feedback to teachers.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Math PLC biweekly to review standards and conduct data chats.</li> <li>2. PLC's with district staff.</li> <li>3. Administrative walkthroughs weekly in grades 3-5 to provide specific feedback to teachers.</li> <li>4. Small group instruction using data from I-Ready for flexible grouping.</li> <li>5. 1:1 tutoring for bottom quartile students.</li> <li>6. Math resource teacher will provide additional instruction, and model lessons for math instruction.</li> <li>7. Teachers will teach strategies and provide practice daily for fact fluency.</li> <li>8. Implementation of AVID WICOR strategies in grades K-5.</li> <li>9. Teach and assess vocabulary for each unit.</li> </ol>

10. Utilize math anchor charts during math block.
  11. Utilize CRA (concrete-representational-abstract) method for instruction.
  12. Utilize computer programs I-Ready, Khan Academy, Xtra Math, and IXL for skill practice.
  13. 21st Century STEAM After School Program.
  14. Utilize P.E. waiver to provide additional instruction.
- Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)
- 

**Person Responsible**



<b>#3</b>	
<b>Title</b>	Increase Achievement in Science
<b>Rationale</b>	Decrease in science proficiency.
<b>State the measureable outcome the school plans to achieve</b>	Increase science proficiency in 5th grade from 48% to 65%.
<b>Person responsible for monitoring outcome</b>	John Temple (john.temple@sumter.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on targeted science vocabulary. Administration will monitor results through scores provided by teachers.</p> <p>Teachers and administrators will monitor effectiveness through the results of the science vocabulary tests.</p> <p>Teachers will create STEM lesson plans and submit them to the STEAM administrator.</p>
<b>Rationale for Evidence-based Strategy</b>	Administrators will monitor for effectiveness using formative science assessments.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Standards-based common lesson plans for entire 5th grade.</li> <li>2. Weekly administrative walkthroughs during science block (with emphasis on 5th grade) to provide feedback to teachers.</li> <li>3. Biweekly PLC meetings among 5th grade science teachers and Mr. Temple.</li> <li>4. Professional development in science instruction.</li> <li>5. 5th grade Science Superstars Program to focus on content area vocabulary.</li> <li>6. District PLC meetings.</li> <li>7. Incorporation of science related texts during AR time.</li> <li>8. 60 Nonfiction Book Challenge for AR in 5th grade.</li> <li>9. Increase of science based "read alouds" during science block.</li> <li>10. Utilize AVID's Interactive Notebooks, WICOR strategies, and STAR Note-Taking strategies with Science content.</li> <li>11. Implementation of benchmark assessments for tested 5th grade</li> </ol>

science standards.

12. Increase use of Hands-On Science Investigation Activities.

13. Use of Study Island in grades 3-5 to promote standards proficiency.

14. School-wide STEM fair.

15. 21st Century STEAM after school program.

16. Participation in Lego League Jr. Grant.

17. Utilize MyOn for science related and informational text.

**Person  
Responsible**

John Temple (john.temple@sumter.k12.fl.us)

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<b>#4</b>	
<b>Title</b>	Decrease in School Disciplinary Incidents
<b>Rationale</b>	There is a need to decrease the school disciplinary incidents.
<b>State the measureable outcome the school plans to achieve</b>	Reduce the amount of long form referrals from 686 to 500 this school year. Reduce the number of students who have one or more Out of School Suspensions from 101 to less than 91.
<b>Person responsible for monitoring outcome</b>	John Temple (john.temple@sumter.k12.fl.us)
<b>Evidence-based Strategy</b>	Administrators and behavior resource teachers will monitor progress towards goal by collecting bus conduct forms, in-school suspension forms, and long forms on a monthly basis. Each month will be compared to the previous to determine an increase or decrease in discipline incidences.
<b>Rationale for Evidence-based Strategy</b>	Disciplinary data will be shared during faculty meetings and leadership pep rallies to determine whether there was a decrease in disciplinary incidents.
<b>Action Step</b>	
	<ol style="list-style-type: none"> <li>1. Behavior/Discipline coach and two guidance counselors to support students' social and emotional needs, as well as, provide behavior strategies that promote positive behaviors in and outside of school.</li> <li>2. PBS team to review data to reduce classroom disruptions due to poor behavior.</li> <li>3. Continue PBS store biweekly.</li> <li>4. Continue "Caught Ya Being Good" incentive (Facebook selfie and drawing for Sonny's lunch with administration)</li> <li>5. Increase utilization of Wildcat Cash.</li> </ol>
<b>Description</b>	<ol style="list-style-type: none"> <li>6. Character Education block built into master schedule.</li> <li>7. Quarterly PBS Incentives for students driven by student interest surveys.</li> <li>8. Implementation of the 7 Habits of Highly Effective Kids. (Leadership Pledge recited daily and Habit Focus morning announcement highlight)</li> <li>9. Leadership Pep Rallies every 6 weeks.</li> <li>10. Weekly dress down days tied to positive behavior.</li> <li>11. Increase in AVID's self advocacy strategies.</li> <li>12. Mentoring program, K-5 for targeted students.</li> </ol>

13. Continue implementation of the Sanford Harmony Program during Character Ed.

14. STOP (Scholastic Time Out Program)-Time out for students that do not need administration intervention

15. Bus Behavior Plan to encourage positive behavior during transportation.

**Person  
Responsible**

John Temple (john.temple@sumter.k12.fl.us)

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<b>#5</b>	
<b>Title</b>	Increase in Student Attendance
<b>Rationale</b>	By providing parents with a school wide Attendance Success Plan and support from an outside agency (YFA), parents will gain knowledge and assistance ensuring that students attend school regularly.
<b>State the measureable outcome the school plans to achieve</b>	Students and parents will work together to maintain satisfactory attendance (90% or more) throughout the entire school year.
<b>Person responsible for monitoring outcome</b>	Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)
<b>Evidence-based Strategy</b>	Teachers will meet with students and their family who become chronically absent and will provide them with more intensive interventions according to the success plan tier.  Fidelity of implementation of the Student Attendance Success Plan will be monitored through the case study meetings and Skyward attendance reports.
<b>Rationale for Evidence-based Strategy</b>	The assistant principals will keep track of parents that attend meetings by completing CST forms and other necessary documentation.
<b>Action Step</b>	
<b>Description</b>	<p>Implementation of the WWES Student Attendance Success Plan for Tiers 1-3:</p> <p>Tier 1 Steps:</p> <ol style="list-style-type: none"> <li>1. One attendance requirement for weekly dress down.</li> <li>2. Desserts for Days-Quarterly rewards party for students with less than five percent absences</li> <li>3. Attendance Education for parents during Open House event.</li> </ol> <p>Tier 2 Steps:</p> <ol style="list-style-type: none"> <li>1. Conference to develop Attendance Success Plan</li> <li>2. Attendance documented in student planner daily.</li> <li>3. Weekly Attendance Mentoring Meetings.</li> </ol> <p>Tier 3 Steps:</p> <ol style="list-style-type: none"> <li>1. Daily check in with Attendance Mentor</li> <li>2. YFA involvement</li> <li>3. Inter-agency response to barriers preventing attendance improvement.</li> </ol> <p>Utilization of automated system that notifies parents of absences.</p> <p>Attendance information sent home quarterly.</p> <p>Tardies and absences posted in front office.</p>

Implementation of Case Study Team to provide interventions.

**Person Responsible** Jaimie Kinney (jaimie.kinney@sumter.k12.fl.us)

**#6**

**Title** Increase in Parental Involvement

**Rationale** Parental involvement is crucial for overall student success.

**State the measureable outcome the school plans to achieve**

There will be an increase in parental involvement.

**Person responsible for monitoring outcome**

Jean Reilly (jean.reilly@sumter.k12.fl.us)

**Evidence-based Strategy**

Effectiveness of the strategy will be monitored through the Title 1 feedback forms that parents complete when attending events. They will be able to indicate whether the scheduling of events was helpful in their attendance.

**Rationale for Evidence-based Strategy**

Analyzing parent feedback forms will enable us to best their needs.

**Action Step**

1. Improving communication by using Facebook, sending flyer invites at least two weeks in advance with reminders, marquee, automated calls, emails, text messages, and newsletters.
2. Partnering with community organization to enhance evening events.
3. Thematic AR Family Nights
4. Creating and maintaining community and local business partnerships.
5. PTO support of school events.
6. Utilizing parent feedback forms.
7. Family engagement projects.
8. New student family orientation sessions.
9. Customized Open House events for every grade level presented by teachers.

**Description**

**Person Responsible**

Jean Reilly (jean.reilly@sumter.k12.fl.us)

<b>#7</b>	
<b>Title</b>	Increase in Student Technology
<b>Rationale</b>	With the availability of student technology increasing, student engagement and achievement will increase.
<b>State the measurable outcome the school plans to achieve</b>	Student use of laptops in Grades 1-5 will increase.
<b>Person responsible for monitoring outcome</b>	John Temple (john.temple@sumter.k12.fl.us)  Administrative will conduct walk-throughs and monitor teacher lesson plans.
<b>Evidence-based Strategy</b>	Administrators will look for evidence of student technology incorporated within lesson plans during walk-throughs.
<b>Rationale for Evidence-based Strategy</b>	Walk-through data will be utilized to determine the effectiveness of the 1:1 initiative.
<b>Action Step</b>	
	The implementation of 1:1 technology in grades 1-5 will increase student technology usage via their personal laptops.  Ipad usage in grade K.  District support with instructional implementation of Microsoft Office 365.
<b>Description</b>	I-Ready, IXL, Study Island, Khan Academy, Extra Math, MyOn, Office 365 Products.  OneNote Staff notebook created for teacher utilization.  Teachers will work collaboratively to include student use of technology in their content area lesson plans.  School technician assigned and handles all on site work orders when technology issues arise.  Staff digital weekly newsletter
<b>Person Responsible</b>	John Temple (john.temple@sumter.k12.fl.us)

**Additional Schoolwide Improvement Priorities** (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Please see attached Parent and Family Engagement Plan.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **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. The two school-based counselors target students based upon their needs to provide them with pull-out counseling sessions as well as monitor students' behaviors. Additionally, students have access to outside local agencies that provides counselors to come on campus and work with students on a regular basis.

The school also provides a mentoring/tutoring program with a local community group that pairs retired volunteers with students and teachers for academic as well as moral support in the classroom. The school's MTSS program is also infused within the academic programs to provide additional structure throughout the students day.

#### **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.

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.

#### **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. 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.

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

Implementation of the our school wide AVID (Advancement Via Individual Determination) site team plan helps our school advance college and career awareness each year. In addition, Wildwood Elementary constantly strives to build strong ties with community members and organizations. Administrators, coaches, and other members of the leadership team communicate closely with these community members through email, telephone calls and/or meetings. Once these partnerships are established, the ties are strengthened and maintained to maximize their impact on students. It is through these local and community partnerships that students are able to have incentive programs, enhanced literacy initiatives, and other valuable academic resources.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Increase Achievement in English Language Arts</b>				<b>\$800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0102 - Wildwood Elementary School			\$800.00
<i>Notes: AR Nights</i>						
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Increase Achievement in Math</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0102 - Wildwood Elementary School			\$0.00
<i>Notes: Math Family Night</i>						
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Increase Achievement in Science</b>				<b>\$800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0102 - Wildwood Elementary School			\$800.00
<i>Notes: Science Night</i>						
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Decrease in School Disciplinary Incidents</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Increase in Student Attendance</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Increase in Parental Involvement</b>				<b>\$1,965.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0102 - Wildwood Elementary School			\$1,965.00
<i>Notes: Parent Communication Folders Printing Costs for Parent Newsletters Postage for Parent Invitations and Reminders</i>						

7	III.A	<b>Areas of Focus: Increase in Student Technology</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$3,565.00</b>