Sumter District Schools

WILDWOOD ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Brittany Brown

Position Title
Principal

Job Duties and Responsibilities

- Admin/Leadership Team
- Master Schedule
- Campus Maps
- School Budgets
- Pre-Planning Schedule
- Culture Calendar

- New Teacher Evaluations
- New Non-Instructional Evaluations
- Office Staff: Oversee
- Staff Notebook-OneNote & TEAMS
- Roar and Soar-Weekly Debrief
- Weekly Walkthroughs
- Staff Scheduling
- PLC-Structure and Schedule
- Leadership Team Evaluations
- Custodial
- Safety & Safety Team (oversee)
- SIP Plan Process (oversee)
- PK-3 Curriculum & Instruction (oversee)
- Office Staff
- PBS (oversee)
- PK-3 Discipline (oversee)
- Tech Invoices
- Culture Plan

Leadership Team Member #2

Employee's Name
Meggen Mannino

Position Title
Assistant Principal Intern

Job Duties and Responsibilities

- 2nd/3rd Grade Point of Contact
- Attendance
- TAT Chair
- Staff Handbook
- 2-3 Discipline, Bullying, Bus, TOV etc.
- AM Breakfast Duty/PM Cafeteria Duty
- School Improvement Plan Process
- Textbooks
- School Related Employee of the Year Process
- School Pictures
- iReady Testing (oversee) BOY, MOY, EOY
- Title I/PAC (oversee)

- Climate Survey
- Educator Certification
- School Advisory Council (Recruitment/Agendas)
- Monthly School Newsletter (Title I)
- GLC Meeting Agendas & Notes
- District K-12 Walkthrough Coordination
- 2-3 Instructional Evaluations
- School Safety (CIRT, Drills, Meetings, etc.)
- Weekly Walkthroughs
- Lunch Duty
- New Teacher Mentoring Program
- Non-Instructional Evaluations
- Early Room Schedule for Self-Contained Classes
- Community Support Contact-Fall
- Roster Verification

Leadership Team Member #3

Employee's Name
Tara Wells

Position Title
Assistant Principal Intern

Job Duties and Responsibilities

- PK, K, 1st Grade Point of Contact
- PBIS
- TAT Co-Chair
- Student Handbook
- VPK, K, 1 Discipline, Bullying, Bus, TOV etc.
- AM/PM Bus Duty
- School Improvement Plan Process (Lead)-CIMS & Presentation Design
- Teacher of the Year Process
- AVID
- Weekly Staff Newsletter
- State Testing (oversee) STAR & FAST
- School Website/Social Media (oversee)
- Staff Calendar-Office 365
- Monthly Parent Calendar (Canva)
- Leadership/Admin Meeting Agendas & Notes

- Professional Development Council
- MTSS
- PK, K, 1 Instructional Evaluations
- Weekly Walkthroughs
- Safety Team Member
- Lunch Duty
- Non-Instructional Evaluations
- Community Support Contact-Spring
- Morning/Afternoon Duties Schedule
- Meet the Teacher
- Student of the Month Program

Leadership Team Member #4

Employee's Name
Amanda Lipham

Position Title
Math Coach

Job Duties and Responsibilities

- Testing Coordinator
- Math Interventionist
- Family Math Night
- Math Professional Learning
- SIP Presenter
- Safety Team Member
- Lunch Duty
- Inventory/Check-in/Check-out of ELA Resources
- School-wide Math Data Tracking

Leadership Team Member #5

Employee's Name
Jasmyn Harrison

Position Title
Reading Coach

Job Duties and Responsibilities

- PK-3 ELA
- Literacy Week w/Badger

- Family Literacy Night
- ELA Professional Learning/Coaching
- ELA Interventionist
- SIP Presenter
- Safety Team Member
- Lunch Duty
- Inventory/Check-in/Check-out of ELA Resources
- Literacy Talk Newsletter
- Reading Portfolio Point of Contact
- Literacy Walkthroughs (monthly) PK-3 (schedule w/admin)
- Literacy/Best Practices Showcase
- School-wide ELA Data Tracking

Leadership Team Member #6

Employee's Name
Paul Mannino

Position Title
MTSS Coordinator

Job Duties and Responsibilities

- MTSS Case Facilitator
- Student Interventions
- PBIS Data Analysis
- Safety Team Member
- Lunch Duty
- Volunteer Coordinator
- Tutors for Kids Contact
- FBA Team Leader
- Title I Coordinator

Leadership Team Member #7

Employee's Name
Lisa Alexander

Position Title
School Counselor

Job Duties and Responsibilities

- ESOL Contact

- Families in Transition Contact
- Counseling Services
- Big Brothers Big Sisters Point of Contact
- Threat Assessment Team Member (TAT)
- Character Education
- 504 Plans
- Safety Team Member

Leadership Team Member #8

Employee's Name
Eileen Badger

Position Title
Instructional Media

Job Duties and Responsibilities

- AR Coordinator
- Book Fairs
- School Media Page
- 3rd Grade Math-777 Challenge
- Morning Announcements
- 3rd Grade ELA-AR Incentives
- Literacy Week w/Harrison
- All Library Duties
- Safety Team Member

C. Stakeholder Involvement and Monitoring

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

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

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

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**64.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	78	90	73	67						308
One or more suspensions	12	10	9	11						42
Course failure in English Language Arts (ELA)	26	19	13	10						68
Course failure in Math	13	6	8	5						32
Level 1 on statewide ELA assessment	39	52	38	19						148
Level 1 on statewide Math assessment	37	19	26	12						94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	39	52	38	19						148
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	37	19	26	12						94

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	47	33	33	4						117

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	11	13	17	3						44
Students retained two or more times	0	0	2	3						5

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	88	71	77	59	46	54				395
One or more suspensions	90	12	6	16	18	30				172
Course failure in ELA	17	11	13	11	11	10				73
Course failure in Math	8	7	4	8	12	7				46
Level 1 on statewide ELA assessment	14	22	35	39	31	36				177
Level 1 on statewide Math assessment	53	35	46	34	34	66				268
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	33	31	29	19	2	11				125

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	73	61	57	50	55	53	56	63	56
ELA Grade 3 Achievement **	73	65	58	53	55	53			
ELA Learning Gains	89	63	60				56		
ELA Learning Gains Lowest 25%		59	57				58		
Math Achievement *	84	62	62	49	57	59	55		
Math Learning Gains	89	60	62				56		
Math Learning Gains Lowest 25%		51	52				43		
Science Achievement *	59	57		25	49	54	52	66	50
Social Studies Achievement *							64	64	
Graduation Rate							65	50	
Middle School Acceleration							49	52	
College and Career Readiness									80
ELP Progress	58	48	61	54	53	59	64		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	78%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	466
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
78%	48%	55%	43%		52%	51%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	59%	No		
English Language Learners	58%	No		
Black/African American Students	73%	No		
Hispanic Students	69%	No		
White Students	86%	No		
Economically Disadvantaged Students	80%	No		
	2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	2	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	54%	No		
Black/African American Students	32%	Yes	1	
Hispanic Students	54%	No		
Multiracial Students	52%	No		
White Students	53%	No		
Economically Disadvantaged Students	47%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	1	
English Language Learners	54%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students	53%	No		
Multiracial Students	63%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	51%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	73%	73%	89%		84%	89%							58%
Students With Disabilities	60%	60%			56%								
English Language Learners													58%
Black/African American Students	68%	68%			84%								
Hispanic Students	66%	66%			86%								57%
White Students	87%	87%			84%								
Economically Disadvantaged Students	73%	73%	100%		83%	100%							50%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	50%	53%			49%			25%					54%
Students With Disabilities	19%	19%			24%			6%					
English Language Learners	37%				61%								63%
Black/African American Students	38%	38%			39%			13%					
Hispanic Students	55%	59%			58%			35%					63%
Multiracial Students	52%				52%								
White Students	58%	63%			54%			35%					
Economically Disadvantaged Students	48%	52%			46%			20%					67%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	56%		56%	58%	54%	56%	43%	52%					64%
English Language Learners	38%		55%		56%	58%							64%
Students With Disabilities	30%		47%	52%	29%	34%	22%	33%					
Native American Students													
Asian Students													
Black/African American Students	48%		56%	50%	44%	53%	47%	42%					
Hispanic Students	49%		66%		51%	63%	40%	38%					67%
Multiracial Students	63%				63%								
Pacific Islander Students													
White Students	65%		53%	61%	65%	55%	42%	69%					
Economically Disadvantaged Students	53%		53%	57%	50%	55%	45%	45%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	67%	65%	2%	55%	12%
Math	3	76%	71%	5%	60%	16%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Third-grade ELA and Math data showed the greatest improvement. ELA Level 5 scores improved from 6.2% in 2022-2023 to 12.9% in 23-24. ELA Level 4 scores improved from 20.4% percent in 2022-2023 to 25% in 23-24. ELA Level I scores decreased from 23.8% in 2022-2023 to 7.8% in 23-24.

Math Level 5 scores improved from 6% in 2022-2023 to 14.7% in 23-24. Math Level 4 scores improved from 18.8% percent in 2022-2023 to 37.9% in 23-24. Math Level I scores decreased from 29.1% in20 22-2023 to 6.9% in 23-24.

New Actions: The third-grade team has collaborated through PLCs and an extensive data review process to identify struggling learners, provide remediated instruction, refine instructional best practices, and provide high-quality, researched-based Tier I instruction. Additionally, an after-school tutoring program was implemented during the 2023-2024 school year that yielded high gains in student achievement.

Lowest Performance

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

Second-grade ELA data demonstrated the lowest performance on the 2023-2024 End-of-Year assessment data. 36% of second-grade students scored at Mid/Above Grade Level on the EOY iReady ELA Assessment. Upon closer examination of the second-grade ELA data, 7% of students scored two grade levels below expectations, and 34% of students scored one grade level below expectations.

A secondary data component demonstrating low performance on the 2023-2024 End-of-Year assessment is Kindergarten ELA. 46% of kindergarten students scored at Mid/Above Grade Level on the EOY iReady ELA Assessment. 23% of kindergarten students scored one grade level below expectations.

Contributing Factors: There are several contributing factors to low performance on the second-grade EOY ELA assessment. The first factor is low Beginning-of-Year performance. On the BOY assessment, 56% of students scored one year below grade level expectations, and 22% of students scored two grade levels below expectations. Additionally, the second-grade team experienced a high turn-over from the previous school year with only three of eight returning teachers.

Greatest Decline

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

When comparing grade-level assessment data, second-grade ELA scores showed the greatest decline from the 2022-2023 school year. 36% of second-grade students scored at Mid/Above Grade Level on the EOY iReady ELA Assessment. In the 2022-2023 school year, 47% of second-grade students scored at Mid/Above Grade Level on the EOY iReady ELA Assessment. This is a decrease of 11% when compared to second-grade students from the previous year.

Contributing Factors: When comparing trend data from the 2022-2023 school year, this cohort of students students showed a slight improvement from their first-grade scores. As second-graders, 36% of students scored at Mid/Above Grade Level, and as first-graders, 34% of students scored at Mid/Above Grade Level. Looking back an additional year, 63% of students scored at Mid/Above Grade Level during their Kindergarten year. The decline in scores from kindergarten (2021-2022) to first-grade (2022-2023) was attributed to a predominately inexperienced first-grade teacher team.

Greatest Gap

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.

WWES third-grade students performed above district and state averages in ELA and Math during the 2023-2024 school year. **There is no gap in 3rd grade between school and state averages.**

EWS Areas of Concern

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

Based on the 2023-2024 EWS data, two areas of concern are:

1. High number of second-grade retentions (17). This results from 13 ELA course failures and 8 math failures.
2. High number of kindergarten course failures (26 ELA and 13 Math).

Highest Priorities

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

The highest priorities for school improvement for the upcoming school year are:

1. Third-grade ELA and Math Proficiency

2. Second-grade ELA and Math Proficiency

3. Attendance: A focus area will be the second-grade cohort, which had the highest absentee rate during the 2023-2024 school year.

4. SWD subgroup ELA and Math proficiency

5. Number of students having one or more days of suspension

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Increase achievement in ELA at all grade levels.

Rationale for Identification: Grade-levels of highest concern were determined through an examination of 2023-2024 ELA Assessment Data. The focus grade levels for improvement in the 2024-2025 school year are second-grade and kindergarten.

- Second-grade ELA proficiency showed the lowest performance on the 2023-2024 assessment data with 36% of students meeting proficiency.
- Kindergarten ELA proficiency showed a concerning level of performance on the 2023-2024 assessment data with 46% of students meeting proficiency.

Impact on Student Learning: K-3 ELA achievement impacts student learning across all content areas and is a predictor of future academic success and post-secondary learning opportunities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase kindergarten through third-grade ELA proficiency:

- Kindergarten will increase proficiency from 46% to 62% in 2024-2025.
- First-grade will increase proficiency from 52% to 62% in 2024-2025.
- Second-grade will increase proficiency from 36% to 62% in 2024-2025.
- Third-grade will increase proficiency from 73% to 78% in 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA achievement will be monitored by teachers, coaches, and the administrative team

throughout the school year. Monitoring activities include:

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

Person responsible for monitoring outcome
Tara Wells (tara.wells@sumter.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Teachers will provide explicit instruction based on targeted skills of need identified by curriculum, district, and state progress monitoring assessments. Instruction will be planned during collaborative PLCs with the assistance of the intervention team. Instructional practices will be documented in lesson plans and supported by the reading coach and mentor teachers. Explicit instruction will be monitored by administration through lesson plan review and classroom walkthroughs.

Rationale:
Explicit instruction as an intervention provides students the foundational literacy skills and knowledge necessary for mastering grade-level content. i-Ready ELA Instruction This literacy program is based in the Science of Reading research and provides systematic, explicit instruction and clarity on the concrete steps necessary for progression across increasingly complex skills and strategies. This program supports teachers and school leaders in making decisions backed by data, provides knowledge-building text sets, and presents students with lessons scaffolded toward grade-level proficiency.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Weekly Administrative Walkthroughs

Person Monitoring: **By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us) Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administrative team will conduct weekly walkthroughs to check the fidelity of teacher lesson plans and use of explicit instruction.

Action Step #2
PLC Support

Person Monitoring: **By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us) Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists will work with teachers during PLCs to guide and inform instruction.

Action Step #3
Targeted Small Group Instruction

Person Monitoring: **By When/Frequency:**
tara.wells@sumter.k12.fl.us Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists will work with targeted small groups based on data analysis and focus on increasing student performance by providing student support and improving instructional delivery.

Action Step #4
Scaffolding for Students with Disabilities

Person Monitoring: **By When/Frequency:**
tara.wells@sumter.k12.fl.us Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide the scaffolding required to allow SWD students to show progress toward standards mastery in ELA and provide explicit instruction in small group during the ELA block and intervention. Counseling services, health resources, and mentoring will be provided to at-risk students to support their ELA achievement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Increase achievement in Math at all grade levels.

Rationale for Identification: Grade-levels of highest concern were determined through an examination of 2023-2024 Math Assessment Data. The focus grade level for improvement in the 2024-2025 school year is second-grade.
- Second-grade Math proficiency showed the lowest performance on the 2023-2024 assessment data with 36% of students meeting proficiency.

Impact on Student Learning: K-3 math skills form the basis for more advanced mathematical concepts and problem-solving in later grades. Success in elementary math builds confidence and sets the stage for future academic success in subjects like algebra, geometry, and calculus.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase kindergarten through third-grade Math proficiency:
- Kindergarten will increase proficiency from 53% to 62% in 2024-2025.
- First-grade will increase proficiency from 49% to 62% in 2024-2025.
- Second-grade will increase proficiency from 36% to 62% in 2024-2025.
- Third-grade will increase proficiency from 84% to 89% in 2024-2025.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Math achievement will be monitored by teachers, coaches, and the administrative team throughout the school year. Monitoring activities include:
- Teachers will use iReady beginning and mid-year diagnostic assessments, Savvas weekly and module assessments, and STAR state assessments to monitor progress toward goals.
- Administration will conduct data chats with individual teachers to identify trends and provide ongoing support.
- Teachers will utilize data chats with students after diagnostic and progress monitoring assessments to create SMART goals.
- The intervention team will closely monitor data through bi-weekly leadership meetings and will meet with teachers during PLCs for collaborative planning of classroom strategies and curriculum implementation. These PLCs will be intently focused on data
- IXL will be used to monitor progress toward standards mastery and progress toward goals.

Person responsible for monitoring outcome
Tara Wells (tara.wells@sumter.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Explicit instruction as an intervention provides students the foundational skills and math concept knowledge necessary for mastering grade-level content. i-Ready Mathematics Instruction i-Ready received high ratings in reading and mathematics from the National Center on Intensive Intervention (NCII) in all three categories that NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention. Teachers and school leaders will use the i-Ready Math Program to identify students who may be at risk of poor academic outcomes, monitor students' academic progress, and serve as an academic intervention program that addresses students' specific needs. Savvas Math Curriculum enVision® Mathematics meets ESSA's Level 2 Moderate evidence criteria. Overall, schools using enVision® Mathematics at grades K-5 significantly outperformed control schools. The enVision Mathematics schools' state math proficiency scores were 4.4 percentage points higher than control schools'.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Administrative Walkthroughs

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

PLC Support

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists will work with teachers during PLCs to guide and inform instruction.

Action Step #3
Targeted Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists will work with targeted small groups based on data analysis and focus on increasing student performance by providing student support and improving instructional delivery.

Action Step #4
Scaffolding for Students with Disabilities

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide the scaffolding required to allow SWD students to show progress toward standards mastery in Math and provide explicit instruction in small group during the Math block and intervention. Counseling services, health resources, and mentoring will be provided to at-risk students to support their ELA achievement.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Increase achievement in ELA for all kindergarten students.

Rationale for Identification: Areas of highest concern were determined through an examination of 2023-2024 Kindergarten ELA Assessment Data.
- Kindergarten ELA proficiency showed a concerning level of performance on the 2023-2024 assessment data with 46% of students meeting proficiency.

Impact on Student Learning: Early literacy skills, such as letter recognition, phonemic awareness, and vocabulary, are the building blocks for reading and writing. Strong literacy skills developed in kindergarten lead to more advanced comprehension and communication abilities in later grades.

Additionally, early literacy proficiency can help reduce achievement gaps that often arise due to factors like socioeconomic status, language barriers, and limited access to books and literacy-rich environments. High-quality kindergarten literacy instruction can set all children up for success.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

All kindergarten through second-grade teachers will provide explicit vocabulary instruction. Key components of this vocabulary instruction include the following:
- Creation of grade-level specific high-frequency word lists
- Pre-Teaching
- Contextualized Word Learning
- Interactive Discussions (Before, During, and After Reading)
- Collaborative Post-Reading Activities (Carousel, Four Corners, Would You Rather, Jigsaw, Word Webs, Concept Maps)
- Repetition and Reinforcement

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

All third-grade teachers will provide explicit vocabulary instruction. Key components of this vocabulary instruction include the following:
- Creation of grade-level specific high-frequency word lists
- Pre-Teaching
- Contextualized Word Learning
- Interactive Discussions (Before, During, and After Reading)
- Collaborative Post-Reading Activities (Carousel, Four Corners, Would You Rather, Jigsaw, Word Webs, Concept Maps)
- Repetition and Reinforcement

Grades K-2: Measurable Outcome(s)

Increase kindergarten through second-grade ELA proficiency in the Vocabulary Domain:
- Kindergarten increase from 36% in 2023-2024 to 62% in 2024-2025.
- First-grade increase from 38% in 2023-2024 to 62% in 2024-2025.
- Second-grade increase from 34% in 2023-2024 to 62% in 2024-2025.

Grades 3-5: Measurable Outcome(s)

Increase third-grade ELA proficiency in the Vocabulary Domain:
- Third-grade increase from 44% in 2023-2024 to 62% in 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

ELA Vocabulary achievement will be monitored by teachers, coaches, and the administrative team throughout the school year. Monitoring activities include:

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

Person responsible for monitoring outcome

Tara Wells (tara.wells@sumter.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will provide explicit vocabulary instruction based on targeted needs identified by curriculum, district, and state progress monitoring assessments. Instruction will be planned during collaborative PLCs with the assistance of the intervention team. Instructional practices will be documented in lesson plans and supported by the reading coach and mentor teachers. Explicit vocabulary instruction will be monitored by administration through lesson plan review and classroom walkthroughs.

Rationale:

Vocabulary knowledge is directly linked to reading comprehension. When students understand the words they encounter in texts, they can better grasp the overall meaning. Explicit vocabulary instruction ensures that students learn important words before they encounter them in reading, improving their ability to comprehend and engage with complex texts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Administrative Walkthroughs

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will conduct weekly walkthroughs to check the fidelity of teacher lesson plans and use of explicit vocabulary instruction.

Action Step #2
PLC Support

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists will work with teachers during PLCs to guide and inform explicit vocabulary instruction.

Action Step #3
Targeted Small Group Instruction

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Interventionists will work with targeted small groups based on data analysis and focus on increasing student performance by providing student support and improving instructional delivery.

Action Step #4
Scaffolding for Students with Disabilities

Person Monitoring:	**By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide the scaffolding required to allow SWD students to show progress toward standards mastery in vocabulary acquisition and provide explicit instruction in small group during the ELA block and intervention.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus: Decrease the number of school disciplinary incidents. The number of students with one or more days of suspension will decrease from the 2023-2024 school year.

Rationale for Identification: There were 52 students with one or more days of suspension during the 2023-2024 school year. Grade-level totals are listed below:
- Kindergarten: 12
- First-Grade: 10
- Second-Grade: 9
- Third-Grade: 11

Impact on Student Learning: Disciplinary suspensions in K-3 can have significant and often detrimental effects on young students' learning and overall development. When students are suspended, they miss critical instructional time, leading to gaps in their learning. For K-3 students, where foundational skills in literacy, numeracy, and social behavior are developed, any lost time can hinder their academic progress, causing them to fall behind peers in essential areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2024-2025 school year, the number of students with one or more days of suspension will reduce from 52 to less than 30.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team and MTSS Coordinator will monitor the progress toward this goal by collecting and analyzing the following data:
- Time Out Forms
- Long Forms
- ABC Data

Person responsible for monitoring outcome
Tara Wells (tara.wells@sumter.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Fidelity to the PBIS Program: The PBIS Program will be implemented to provide Tier I supports throughout the Wildwood Elementary Campus. The PBS program will be evident in all classrooms, cafeteria, PE, and Music.

Rationale:
The PBIS Program provides a research-based structure to implement school-wide positive behavior support, clear expectations across all areas, teacher training, and recognition and celebration of both staff and students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
School-Wide Discipline Plan

Person Monitoring: **By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)   Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Consistent, school-wide implementation of the Wildwood Elementary School Discipline Plan

Action Step #2
Monthly PBS Monitoring

Person Monitoring: **By When/Frequency:**
Tara Wells   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monthly PBIS Meetings to review school-wide discipline data and target identified student skills. Identify students and teachers in need of additional support and design coaching plans to increase behavioral success.

Action Step #3
R.O.A.R. Rallies

Person Monitoring: **By When/Frequency:**
Tara Wells (tara.wells@sumter.k12.fl.us)   Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Regularly scheduled R.O.A.R. Rallies will be held to celebrate success toward school-wide expectations (Respectful, On Task, Always Safe, Responsible). Rallies are an opportunity to review discipline data and progress toward goals with all students.

Action Step #4
School-Wide Class Dojo Implementation

Person Monitoring:
Tara Wells (tara.wells@sumter.k12.fl.us)

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
100% of teachers will use the Class Dojo program to monitor and reward student behaviors. Teachers will develop classroom-specific plans to incorporate Dojo points and Wildcat Cash to celebrate and encourage positive student behaviors.

Action Step #5
PBIS Incentives & Wildcat Prime

Person Monitoring:
Tara Wells (tara.wells@sumter.k12.fl.us

By When/Frequency:
Monthly/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Quarterly PBS Incentives and monthly PBIS school store (Wildcat Prime) allows students to spend Wildcat Cash earned by exhibiting positive behavior.

Action Step #6
Student of the Month

Person Monitoring:
Tara Wells

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
One student from each homeroom class will be selected each month based on a pre-determined list of character traits. Students will be presented with a certificate by administration during their lunch period. Students will be invited to a special lunch on the stage with administration and one guest.

Action Step #7
Counseling Services, Health Resources, and Mentoring

Person Monitoring:
Tara Wells

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
District and school staff members will provide regular counseling services, health resources, and mentoring to at-risk students. Students will be identified through the MTSS process and assigned supports to meet their individual needs.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

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

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Wildwood Elementary School (WWES) believes that when schools and families work together, children achieve. Our school and District collaborates with families to share resources, get input on curriculum, and engage families and local stakeholders in the decision-making process. Through our SAC committee, District Parent Advisory Committee (which meets both in the fall and spring), our PBIS team, and our PTO, parents and community members play an active role in our school culture.

It is our belief that the education of our children is a shared responsibility. The District and school utilize a Title I survey and Comprehensive Needs Assessment in the spring to gather parent and staff input. Our school is committed to establishing programs and practices that are attuned to the experiences and expectations of our community. Information is provided to families in the major languages of the school. Parents of multilingual children with disabilities are included in the participation and collaboration opportunities. The school provides a monthly newsletter with curriculum tips, upcoming events, and available resources. This newsletter is sent home in paper form with students monthly and posted on the school Facebook page. Parent involvement activities are scheduled throughout the year as a way to encourage parents to be involved. Our school utilizes Parent Square to communicate efficiently with parents about events/important information. Conference nights are scheduled during the year to allow parents the opportunity to come on campus and be informed of their child's progress. The school utilizes Parent Communication folders to send important information home with students. The District provides Adult Education opportunities as well as coordinating the Pre-K program provided for students on site.

The PFEP Plan is available at https://www.sumter.k12.fl.us/Page/6546.

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

Wildwood Elementary will continue to place a strong emphasis on the importance of standards based instructions. Areas of Focus for the 2024-2025 include raising kindergarten ELA and Math proficiency, second-grade ELA and Math proficiency, and lowering the number of student disciplinary incidents resulting in suspension. Administration will, alongside school interventionists, support teachers in both planning and instruction. The Leadership Team performs a comprehensive needs assessment to identify any challenges or barriers in the progress towards the SIP goals. Administration will conduct frequent walkthroughs to check for fidelity and provide teacher feedback and support. The expectation is that teachers are providing bell to bell standards-based instruction using engaging, high-yield instructional strategies. The leadership team will model such strategies during faculty meetings/PLC's, and will also provide support to teachers in implementing the strategies in their classrooms. Data chats are extremely important, and will be held consistently throughout the year. Administration will conduct data chats with the leadership team, and the leadership team will work with teachers during PLC's to review data for ELA and Math. Plans for instruction will be developed based on data. WWES utilizes i-Ready, IXL, AR, myON, Generation Genius, and STAR throughout the ELA and Math block to strengthen student skills as well as collect data towards students' progress.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

To effectively support students beyond academic subjects, Wildwood Elementary School has adopted a comprehensive approach that integrates counseling, mental health services, specialized support, mentoring, and other strategies.

Counseling Services

- **Dedicated Counseling Staff**: WWES employs a school counselor who is trained to address a variety of student needs, including academic concerns, social-emotional issues, and behavioral support.
- **Individual and Group Counseling**: WWES offers both one-on-one and group counseling sessions to meet varying student needs, such as anxiety, peer relationships, and stress management.
- **Regular Check-Ins**: WWES implements scheduled check-ins with students to monitor their well-being and address any emerging issues proactively.

School-Based Mental Health Services

- **Mental Health Professionals**: WWES staff members collaborate with district-level mental health professionals, such as psychologists and licensed clinical social workers, to provide on-site support.
- **Crisis Intervention**: The WWES Core 4 Crisis Intervention Team provides immediate support during emergencies, including a clear protocol for contacting mental health services.

Specialized Support Services

- **Individualized Education Plans (IEPs)**: IEPs, with tailored accommodations and supports, are created and implemented for students with specific learning needs or disabilities.
- **Academic Support Programs**: WWES teachers offer tutoring and academic coaching to help students who need additional support outside regular classroom instruction.

Mentoring Services

- **Adult Mentoring**: WWES connects students with adult mentors from the community who can offer advice, personal support, and guidance. We currently partner with the Big Brothers Big Sisters Program and the Tutors for Kids Program.

Other Strategies
- **Extracurricular Activities**: WWES offers extracurricular activities (WWES 4H Club, Musical, and Lego Club) that help students develop skills such as teamwork, leadership, and creativity.
- **Social-Emotional Learning (SEL)**: WWES teachers integrate SEL programs into the curriculum to help students develop self-awareness, empathy, and relationship skills.
- **Parental Involvement**: WWES parents are engaged through workshops and communication to support their children's development outside of academics. Communication is provided through Parent Square, Class Dojo, Skyward, phone calls, and emails. Parent University sessions will be offered throughout the school year to support families and enhance student success.
- **Career Exploration**: WWES provides career exploration opportunities through the AVID Program to help students understand different career paths and develop relevant skills.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

At WWES, we implement the AVID Elementary program to effectively prepare students for postsecondary education and future careers.

Cultivating a College-Going Culture
- **Early Exposure to Postsecondary Education**: We introduce students to the importance of college and career readiness from a young age, helping them understand how higher education connects to future career opportunities.

Developing Critical Skills
- **Organizational Skills**: Students learn essential organizational techniques, such as binder management, goal-setting, and time management, which are crucial for academic success and future careers.
- **Study and Research Skills**: We focus on teaching effective study habits, note-taking strategies, and research skills, preparing students for the challenges of higher education and independent learning.

Fostering a Growth Mindset

- **Goal Setting and Reflection**: Students are encouraged to set personal and academic goals and reflect on their progress, helping them understand the value of persistence and effort.
- **Resilience Building**: We teach strategies for overcoming challenges and setbacks, preparing students for both academic and career resilience.

Parental and Community Involvement
- **Family Engagement**: We engage families through Parent University Workshops and resources that help them support their children's aspirations and educational goals.

By integrating these strategies, WWES ensures that our students are well-prepared for higher education and future careers, developing a strong foundation for lifelong success.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

School-Wide Expectations

Our School wide expectations will be displayed in ALL classrooms and common areas. The expectations will act as school wide and classroom rules. **Students will all learn one set of rules.**

R – Respectful
O – On Task
A – Always Safe
R – Responsible

Parent Communication
- All classroom teachers will contact parents for positive and negative behaviors.
- Within the first month of school, 100% of parents will be contacted to receive positive communication about their child.
- Regular parent communication is an expectation. The Communication Sheet/Parent Square is the first line of communication, but does NOT substitute for notifying parents of misbehavior.
- Any behavior that warrants a trip to Time-Out, also warrants a phone call home.

Behavior Flow Chart
- Teachers will refer to the Behavior Flow Chart to determine appropriate steps/suggestions for interventions.
- If ANY students visits Time-Out three or more times within a week (or more than five times in three weeks) for the same repeated behavior, the student will be written up on a long form and the office/administration will be contacted.

- These students will also be referred to MTSS for Behavior and TAT/MH Team.

Interventions

1. Re-teach appropriate behavior.

2. Re-teach and Reflect-Quiet conference one-on-one.

3. 15-minute reset in another classroom.

4. Time Out Form-Parent contact made by teacher (same day as offense). 30-minute reset in STOP room.

This process will continue for all teacher/staff managed behaviors. Once a student reaches their third teacher/staff behavior offense, a long form will be entered for that offense. Long forms will not be processed without the appropriate documentation of previous interventions.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

PLC Meetings (Bi-Weekly)

- Teachers will collect various forms of data, such as student assessments, grades, attendance records, behavioral data, and student/parent/admin feedback.
- Teachers will work collaboratively to pinpoint specific areas of concern or focus including gaps in student understanding, disparities in performance, and/or areas where students are excelling.
- Based on the data analysis, teachers will collaboratively set clear, actionable SMART goals for improving student outcomes.
- Teachers will develop detailed action plans that outline specific steps, responsibilities, and timelines for implementing strategies.
- Teachers will share successful teaching strategies, lesson plans, and resources that have worked well for individual teachers. Additionally, they will create or share resources collaboratively, such as instructional materials, assessment tools, or student activities, to ensure consistency and support across the team.

Professional Learning Meetings (Monthly)

- Focused on supporting teachers in the implementation of explicit vocabulary instruction as well as collaborative learning activities (Carousel, Four Corners, Would You Rather, Jigsaw), Two-Column Note-taking, which are outlined in the 2024-2025 AVID Implementation Plan.

New Teacher Mentoring Program
- Weekly support meetings with new teachers and mentors
- Classroom observations and feedback
- Ongoing support from the Sumter County PEC Program

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

Transitioning students from Pre-K/Early Childhood to Kindergarten is a critical period that sets the stage for their future academic success and social-emotional development.

- **Orientation Sessions**: WWES hosts Meet the Teacher, Open House, and Parent University sessions for kindergarten families. Families are provided information about the kindergarten curriculum, daily routines, and school policies.
- **Classroom Visits**: In the spring, PK/EC students visit kindergarten classrooms to meet the teachers and explore the classroom environments.
- **Kindergarten Jumpstart:** Two-week program that familiarizes new kindergarten students with the school campus, procedures, and classroom routines.
- **Curriculum Alignment**: PK and kindergarten curricula are aligned to help ease the transition. This includes gradual progression in skills and content.
- **Consistent Routines**: PK/EC teachers establish routines that mirror those in kindergarten.
- **Assessment Data**: School administrators use assessment data from PK to inform kindergarten teachers about each student's readiness and areas of need.
- **Individualized Plans**: The WWES team develops individualized transition plans for students who may need additional support, such as those with special needs or those who are English language learners.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

At Wildwood Elementary School, our instructional team is committed to enhancing K-3 explicit vocabulary instruction. Our process for reviewing the use of resources includes the following steps:

1. **Assessing Resources**: We inventory and evaluate current vocabulary instruction materials, gathering teacher feedback to identify their effectiveness and any gaps.
2. **Identifying Needs**: We align resources with curriculum objectives and assess student vocabulary needs to ensure they meet our educational goals.
3. **Reviewing Effectiveness**: We use evidence-based practices to ensure our resources are accurate, engaging, and inclusive. Teacher feedback helps us refine our approach.
4. **Exploring New Tools**: We research and pilot new vocabulary resources, including digital tools, to find effective options for our classrooms.
5. **Providing Professional Development**: We offer training and ongoing support for teachers to effectively use vocabulary instruction resources and strategies.
6. **Monitoring Impact**: We assess the impact of our resources on student learning through regular evaluations and data analysis, making adjustments as needed.

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Specific Focus Area: Explicit Vocabulary Instruction (K-3)
WWES was identified as a RAISE due due to the low number of students meeting ELA proficiency. In a review of kindergarten and school-wide data, vocabulary was identified as the lowest ELA domain in 2023-2024 ELA assessment data. The plan below was designed to address this need.

Rationale
Kindergarten through third-grade ELA proficiency showed a concerning level of performance in the **Vocabulary Domain** on the 2023-2024 End-Of-Year iReady assessment data. Vocabulary Domain results are detailed below:
- Kindergarten: 46% of students meeting proficiency
- First-grade: 38% of students meeting proficiency
- Second-grade: 34% of students meeting proficiency
- Third-grade: 44% of students meeting proficiency

Plan to Address the Need

Key components of explicit vocabulary instruction will be monitored for weekly Administrative walk-throughs:

- Creation of grade-level specific high-frequency word lists
- Pre-Teaching
- Contextualized Word Learning
- Interactive Discussions (Before, During, and After Reading)
- Collaborative Post-Reading Activities (Carousel, Four Corners, Would You Rather, Jigsaw, Word Webs, Concept Maps)
- Repetition and Reinforcement

ELA Vocabulary achievement will be monitored by teachers, coaches, and the administrative team throughout the school year. Monitoring activities include:

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

HMH Into Reading (K-5) - Demonstrates a Rationale

HMH Into Reading is a comprehensive English language arts solution grounded in science-based reading methods that have proven how students acquire reading skills. *HMH Into Reading* provides comprehensive, explicit, and systematic instruction in foundational literacy skills, aligned with a sequence that provides students with a foundation to become confident, independent readers and writers. *HMH Into Reading* provides explicit instructional foundations in the following categories:

· Phonemic and Phonological Awareness
· Phonics and Word Analysis
· Fluency
· Language Comprehension
· Vocabulary
· Reading Comprehension

·   Writing

HMH Into Reading is founded in meeting the needs of all students in diverse classrooms. Opportunities for differentiation are built into the curriculum in the following ways:

·   Explicit instruction and practice on foundational reading skills

·   Targeted, whole-class reading or writing instruction in a teacher-led lesson

·   Small group instruction

·   A variety of interactive and independent reading and writing activities

HMH Into Reading:

·   Maximizes growth through data-driven differentiation and targeted scaffolds;

·   Develops learners with positive habits of reading, writing, and thinking behavior to foster agency;

·   Fosters a learning culture with a focus on collaboration, peer interaction, and articulation of views;

·   Unburdens teachers to focus on the delivery of powerful instruction through simple, intuitive simple, intuitive program designs;

·   Whole group learning (direct instruction and modeling); and

·   Small group learning (collaboration and guided practice).

i-Ready will be used as a Tier 2 intervention.
ESSA Level 2 (Moderate)

All students take the i-Ready Diagnostic which produces:

·   Next Steps

·   Instructional Grouping Reports

The *i-Ready Diagnostic* provides actionable insights, enable differentiated and personalized instruction. Students receive a tailor-made, digital learning path to which teachers can assign specific lesson as necessary. Every student excels with an empowered teacher and the right instructional tools. *i-Ready Assessment* sets high expectations for all students. Tools like the *i-Ready Dyslexia Screener* and *i-Ready Literacy Tasks,* teachers can easily identify individual student learning needs and chart a customized pathway toward proficiency. *i-Ready Assessment* includes a wide range of accessibility features to maximize usability for students.

i-Ready Personalized Learning for Grades K-8 produces greater learning gains, data-driven instruction, and motivating lessons for students.

i-Ready Reading is an online program that helps students of all ages become thoughtful, analytical readers. Grounded in bet practice, it engages students as they build new skills and learn to access rigorous texts. It's personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student.

i-Ready Reading includes:

· Lessons that teach foundational skills such as phonological awareness, high-frequency words, and phonics to help students understand their connections to reading;

· Vocabulary lessons at earlier grade levels that teach words researchers have identified as the most essential to reading success;

· Instruction for Grade 3 and above that helps build word learning strategies that maximize vocabulary acquisition; and

· Reading comprehension instruction that is designed to motivate learners of all ages as they grow accustomed to reading independently.

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VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00