

## FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

---

**School Name:** WILDWOOD ELEMENTARY SCHOOL

**District Name:** Sumter

**Principal:** Dana Williams

**SAC Chair:** Jennifer Jesski

**Superintendent:** Rick Shirley

**Date of School Board Approval:**

**Last Modified on:** 10-05-2009



**Dr. Eric J. Smith,**  
Commissioner  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida 32399

**Dr. Frances Haithcock,**  
Chancellor  
K-12 Public Schools  
Florida Department of  
Education  
325 West Gaines Street  
Tallahassee, Florida 32399

---

### VISION and MISSION STATEMENTS

Vision:

School: Where Everyone Succeeds

District: Preparing the Next Generation Today

Mission:

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.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

The Sumter County School Board created Wildwood Elementary School on July 1, 2007. The campus existed from 1977 to 2007 as North Sumter Intermediate School. Beginning with the 2007-2008 school year, Wildwood Elementary School became a kindergarten through fifth grade campus when grades kindergarten through third grades moved to the new school site. In the summer of 2009 four Pre-k units were added to the campus. There are 52 classrooms, three computer labs, seven resource rooms, a media center, and physical education and playground areas.

Due to the small-town setting, the school is the focus of the community. The school encourages cooperation among the home, school, local businesses, and the community to achieve a close working relationship for the

benefit of the students, teachers and parents. Parents and other community volunteers donate several thousand hours each year.

#### Unique School Strengths for Next Year

Offer SES (Supplemental Educational Services) tutorial instruction for reading, writing and/or math.

Offer an after school instructional program through the 21st CCLC Grant, four days per week, with transportation and snacks provided.

Schedule additional lab time for all fourth and fifth grade students in SuccessMaker Science.

Utilize the new Math Resource Teacher for teacher support, professional learning communities, co-teaching and student remediation.

Utilize the Reading Coach for teacher support, professional learning communities, co-teaching and student remediation.

Teacher dedication; working after hours and weekends as evidenced by meeting AYP and going from a "C" school to an "A" school.

Addition of a RtI Case Facilitator.

Addition of a behavior assistant to work in conjunction with the district Behavior Specialist and RtI Case Facilitator for behavior modification.

Administrators are assigned specific grade levels for data analysis, progress monitoring, and behavior management.

Challenging student and staff incentive programs for reading, math, science and writing.

Continue instruction using Learning Focused Solutions in math, vocabulary, science, and writing.

Continue instruction in writing utilizing the "Writers in Control" program.

Implementation of GIZMO, a computer based math program, from Explore Learning that will be used at school and at home.

Implementation of the CHAMPS behavior program, utilizing a proactive and positive approach to classroom and schoolwide discipline.

Highly qualified teaching staff (96%).

Continuous professional development based on specific school needs.

Utilization of three computer labs with lab managers that allow grades two through five to visit the lab 30 minutes daily.

Minimum of five computers in every classroom.

Offer a schoolwide character education program monthly.

Monthly learning communities held for all grade levels.

Student Recognition Nights held four times per school year.

#### Unique School Weaknesses for Next Year

Rosters from all parent involvement activities for the 2008-09 school year indicate our participation rate, based on our student population, is 8-13% per event.

Report and provide information on the composition of the student population at the school, district and state levels.

School Profile Demographics:

Percent of students 2008-09 2007-08 2006-07

Absent 21 days or more 13% 15% 2%

Major disciplinary reports 1 0 .5

Mobility Rate 35% 31% 22%

Racial/Ethnic Group Number of Students

Enrolled in October School % District % State %

Female Male 2007-08 2006-07 2007-08 2006-07 2007-08 2006-07

WHITE 180 208 49.1 50.0 70.6 70.3 45.9 46.8

BLACK 161 169 41.7 42.9 15.2 16.6 23.1 23.1

HISPANIC 17 31 6.1 5.6 10.9 10.5 24.7 24.2

ASIAN 1 1 0.3 0.8 1.1 0.9 2.4 2.3

AM.INDIAN 1 0 0.1 0.2 0.2 0.3 0.3

MULTIRACIAL 13 9 2.8 0.8 2.0 1.6 3.6 3.3

DISABLED 37 105 18.0 23.0 14.2 14.8 14.4 14.7

ECON.DIS. 304 315 78.3 79.0 53.0 53.0 45.9 45.4

LEP 11 23 4.3 4.8 6.3 6.2 11.9 11.8

MIGRANT 1 4 0.6 0.8 2.0 3.0 0.5 0.7

FEMALE 326 47.2 50.0 48.8 48.8 48.7 48.6

MALE 418 52.8 50.0 51.2 51.3 51.3 51.4

TOTAL 791 100.0 100.0 100.0 100.0 100.0 100

Student Attendance Rates

The student attendance rate at Wildwood Elementary School for students absent 21 days or more declined from 2007-08 (15%) to 2008-09 (13%) by 2%.

Student Mobility

The student mobility rate at Wildwood Elementary School increased from 32% in the 2007-08 school year to 35% in the 2008-09 school year.

Student Suspension Rates

In 2008-09 school year at Wildwood Elementary School there were 121 suspensions or 15.9% of the student body. In the 2007-08 school year there were 120 suspensions or 15.1% of the student body. This is an increase of .8%.

Student Retention Rates

The student retention rate at Wildwood Elementary School from 2007-08 school year was 9%. The retention rate for the 2008-09 school year was 6.7%. This indicates a 2.3% decrease in student retentions.

Class Size

At Wildwood Elementary School classrooms from pre-kindergarten through third grade have 18 or less students and grades four and five have 22 students or less.

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Once per month a schoolwide Character Education program is held for all grade levels through Oxford Assembly of God.

Every Wednesday (WOC Wednesday) participating students are picked up and transported to Oxford

Assembly of God for an after-school program.

An annual school supply drive is held for our students. It is sponsored by several local businesses, Rotary Club, area churches and Parrot Head Club.

After school instruction for grades two through five sponsored through the 21st Century CCLC Encore Program (Community Learning Centers).

University of Florida Institute of Food and Agriculture Sciences (IFAS).

A \$1,000.00 grant is received from the Florida Association of Water Quality (FAWQC).

Several times throughout the year school supplies and incentive supplies are donations from Wal-Mart in the Villages.

A Southwest Florida Water Management District grant is received by several of our teachers annually.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Dana Williams	Educational Media Specialist School Principal Educational Leadership Elem. Ed. 1-6 ESOL K-12	3	5	05-06, NSPS, AYP met, grade N/A 06-07, NSPS, AYP met, grade N/A 06-07, NSIS, AYP not met, grade C 07-08, WWES, AYP not met, grade C 08-09, WWES, AYP met, grade A
Assis Principal	Steve Doggett	Educational Leadership Health K-12 PE K-12	2	4	06-07, WWES, AYP not met, grade C 07-08, WWES, AYP not met, grade C 08-09, WWES, AYP met, grade A
Assis Principal	Mary Sue Cehi	Educational Leadership Elem. Ed. 1-6	1	2	07-08, BES, AYP met, grade A 08-09, WWES, AYP met, grade A

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading Coach	Margaret Warden	Masters Degree Reading Elementary Ed. ESOL K-12	8		07-08, WWES, AYP not met, grade C 08-09, WWES, AYP met, grade A

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Online Application	Director of Human Resources	Ongoing	As vacancies occur
Teachers to Teachers	Director of Human Resources	Ongoing	As vacancies occur
Troops to Teachers	Director of Human Resource	Ongoing	As vacancies occur
Certification Checks Prior to Hiring	Principal	Ongoing	As vacancies occur
In-Field/Highly Qualified Checks	Principal	Yearly	As vacancies occur

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Paul Mannino	Masters Ed. Leadership Elem. Ed. Art K-12	ESE	Certification test
Jennifer Cowart	Middle Grade Intergrade Educational Leadership Elem. Ed. K-6	2nd grade	Pending Out-of-State HOUSE Plan

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
52	0	15.3	38.4	46.2	30.7	96	10	15.3	65

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

Note: For Title I schools only

DESCRIPTION OF HOW THE SCHOOL WILL COORDINATE THE SCHOOL-WIDE PLAN WITH THE EFFECTIVE SCHOOL PROGRAM:

This project is written to improve student achievement, promote high expectations for students and teachers, utilize strong leadership, involve parents and community, and foster positive self-esteem and responsibility in students.

Each year, Wildwood Elementary School addresses the state mandated goals in Florida's School Improvement and Accountability System (A++ Plan) and then sets priorities for the school year. Strategies are developed and implemented to meet the goals.

The School Improvement Plan incorporates the Title I school-wide concept and meshes all other activities for total school improvement. Grant monies, staff development funds, and other fund sources will be utilized to implement the plan's components.

The continual process of monitoring the school-wide project will be accomplished through grade level, faculty, School Advisory Council, School Improvement, Title I planning meetings, and District Assistance Team.

The Planning Committee will meet as needed. They will continually solicit feedback, and monitoring will be ongoing. The district Title I coordinator will assist the school in its efforts to implement and monitor the program. Efforts will be correlated with the School Improvement Plan, and strategies to implement the Title I Project will be incorporated into the plan. After a review of needs assessment data, a determination will be made as to adjustments that need to be made and the direction for next year's plan.

Title I, Part C- Migrant

The migrant program is coordinated by the district. Each year, migrant eligibility status is reviewed for all students to determine continuing eligibility for migrant services. The migrant home-school liason works with school staff to assist in providing academic support services for all migrant students, including newly identified.

Title I, Part D

Neglected, Delinquent and At-Risk Students:

State agencies are awarded grants that can be given to Local Education Agencies to provide programs that serve children and youth who are in locally operated correctional facilities or are attending community day programs for delinquent children.

Title II

Increasing Academic Improvement By Improving Teacher and Principal Quality:

- . Pre-planning training days
- . On-going professional development
- . State testing to be certified (highly qualified) to teach

Title III

Language Instruction for Limited English Proficient and Immigrant Students:

- . Compliance of ESOL teacher program
- . ESOL proficient test available after 120 hours of instruction
- . Traveling ESOL paraprofessional to assist students

Title X- Homeless

A form for Student Residency Information is included in each student enrollment packet. If any of the questions are answered yes, the "Homeless" Student Liason is called to speak with the parents. The Feasibility Form is completed and parents are notified of the availability of school supplies, uniforms and any

additional help needed. These students automatically qualify for free lunch. Homeless students are not segregated and barriers to their education are eliminated.

#### Supplemental Academic Instruction (SAI)

No funding received during the first round of planning.

#### Violence Prevention Programs

It is the policy of the Sumter County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

To support our character education program, we display the monthly character education theme throughout the school and our counselors offer small group counseling to enhance positive character traits.

#### Nutrition Programs

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

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

##### RESOURCES OTHER THAN TITLE I:

Other funding and human resources will be utilized to implement the Wildwood Elementary School Improvement program such as:

- School Improvement Funds
- ESOL funds
- Title II Grants
- 21st CCLC Grant
- Business/Organization Grants
- General Funds
- Reading Grants
- Volunteers and Community Involvement
- Science Grants

The components of the school-wide program will also be implemented by using lowered pupil-teacher ratios, computer labs, instructional paraprofessionals, computer technology, and instructional materials and supplies.

#### Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

RTI Case Facilitator - Paula Crenshaw  
 Principal - Dana Williams  
 Assistant Principal - Mary Sue Cehi  
 RTI Case Manager - Sandra Hensley  
 Classroom teachers as appropriate  
 Assistant Principal - Steve Doggett  
 Guidance Counselor - Karon Gray  
 ESE Inclusion - Faith Johnson  
 Teacher - Jennifer Jesski  
 Teacher - Stacey George  
 School Psychologist - Carmen Reid

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The school-based RtI Leadership Team meets with the general education teachers who have children in the RtI process to review intervention implementation, effectiveness and data collection. The RtI Leadership team collects progress monitoring data from the general education teachers and meets to review school wide and classroom academic and behavioral data. The team uses current data and problem solving to implement needed academic or behavioral changes at the school level.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

Members of the RtI team participate in the development and implementation of the school improvement plan. The RtI team reviews data and makes recommendations for programs and resources needed at the school to assist students with behavioral and academic needs.

#### RTI Implementation

Describe the data management system used to summarize tiered data.

The school data management system, TERMS, is utilized to access student data. Data can be reported by gender, race, and type of referral. Schools also have access to DATA STAR, a data management program housing all Progress Monitoring Plans, Individual Education Plans and state and district test scores. SuccessMaker prescriptive scheduling reports are also utilized.

Describe the plan to train staff on RtI.

The school psychologist will train all employees on RtI in the Fall on 2009.

### School Wide Florida's Continuous Improvement Model

#### Plan

##### Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths include: fourth grade writing and third grade reading. Areas of weaknesses identified are: fifth grade reading (main ideas), Fifth grade math (geometry), fourth grade math (number sense and data analysis) and fourth grade reading (main ideas).

**Instructional Calendar Development**

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Implementation of Learning Focused Solutions utilizing curriculum maps that were developed by teacher leaders and are reviewed and revised annually.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Priority focus in math for third grade is measurement and algebraic thinking. For fourth grade: number sense and data analysis. For fifth grade: geometry.

Priority focus in science for fifth grade is: scientific thinking and earth and space sciences.

Priority focus in reading for third, fourth and fifth grade is: main idea and purpose.

Priority focus in writing is to continue the effective strategies used during the 2008-09 school year that earned 95% scoring a level 3 or above.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Our master schedule is built around student needs and weaknesses identified in our FCAT and SAT 10 data.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

**DO****Direct the Instructional Focus**

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Lesson plans are aligned with curriculum maps and follow the Learning Focused Solutions model. Curriculum maps are vertically aligned using the Next Generation Standards.

How are instructional focus lessons developed and delivered?

Acquisition lessons are delivered using Learning Focused Solutions model with Essential Questions, Activating Strategies, Teaching Strategies, and Summarizing Strategies.

Extended Thinking lessons are delivered for essential concepts using Learning Focused Solutions model with Essential Questions, Mini Lessons, Tasks, and Summarizing Strategies.

How will instructional focus lessons be revised and monitored?

Monitoring occurs during frequent classroom walkthroughs by administrators. During walkthroughs, lessons may be reviewed and revised. Feedback is given using a walkthrough checklist and/or individual conferencing.

Collaborative planning and review of lessons occur during professional learning communities.

## CHECK

### Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

#### Core Assessments:

Common Assessments two times per year  
 Harcourt Benchmark Assessment three times per year  
 FAIR Assessment three times per year  
 Weekly assessments with reading, math and science series  
 SuccessMaker prescriptive reports  
 STAR Reading and Math three times per year

#### Supplemental:

FAIR Assessment three times per year  
 SuccessMaker prescriptive reports  
 Scientific Learning Reading Assistant

#### Intensive Instruction/Intervention:

Harcourt Intervention Station  
 FAIR Assessment three times per year  
 Harcourt Math Inventory A and B  
 Performance assessment based on individual student needs (PMP's/ IEP's)  
 Anecdotal Data/Observation

How are assessments used to identify students reaching mastery and those not reaching mastery?

FAIR Assessment testing results are used to determine students in need of Progress Monitoring Plans. Students scoring in the Intensive/Strategic range are assigned PMP's.

FCAT/SAT 10 Assessment testing results are used to determine students in need of Progress Monitoring Plans. Students scoring level 1 or 2 on FCAT or below the 45%tile on SAT 10 are assigned PMP's.

Computer generated reports from programs such as SuccessMaker, Accelerated Reader, RiverDeep, Accelerated Math, Harcourt Math and the Scientific Learning Reading Assistant program are used to determine student mastery or non-mastery.

### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Common assessments are used in grades two through five in the content areas of math and science; results are reviewed as part of professional learning communities. Benchmark and Item Analysis reports are used for determining necessary revisions.

Harcourt Benchmark Assessments are used in grade one through five in the content area of reading.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Title I provides funding for schools to arrange data review meetings up to four times per year. During the data review meetings, data from progress monitoring tools is distributed, analyzed and disaggregated. Short term action research plans are developed to remedy identified needs.

### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

School administrators are involved in the teaching and learning process through active participation in both district and school based learning communities and professional development. School administrators ensure the implementation and fidelity of district initiatives such as Learning Focused Solutions, Curriculum Mapping and RtI through frequent classroom walkthroughs, communication at faculty meetings, and grade level chair meetings.

### ACT

#### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

##### Supplemental:

21st CCLC Encore afterschool program

Vocabulary Arcade

GIZMO

Brain Pop

United Streaming

ii time

Riverdeep

Harcourt online programs

##### Intensive Interventions:

21st CCLC Encore afterschool program

Small group instruction with Reading Coach based on individual academic needs

Additional time in SuccessMaker labs

Scientific Learning Reading Assistant

iii time

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Comprehensive Intervention Reading Programs (CIRP): CIRP's are intended for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. CIRP's include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). CIRP's also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

- Harcourt Strategic Intervention: The Harcourt Intervention series is part of the Harcourt core reading program. This kit provides the scaffolding, extra support and extra reading practice for below-level students (Tier II). The Strategic Intervention Resource Kit is utilized in grades K-5 to remediate those students performing below the norm. This program is used in teacher-led centers with small groups as part of the differentiated classroom instruction during the 90-minute reading block.

- **Harcourt Intervention Station:** The Intervention Station is an intensive intervention program (Tier III). This program is aligned with Harcourt StoryTown or can be used as a stand-alone program. It is designed to provide scaffolding instruction for key technical skills: phonemic awareness, phonics, vocabulary, fluency and comprehension.

- **Educational technology: SuccessMaker:** SuccessMaker provides research-based proven K-5 courseware of individualized, standards-based instruction. Students in grades K-5 at all elementary schools utilize SuccessMaker in a lab and classroom setting. Through individualized learning, the program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material. It provides guided learning via various instructional strategies when students have difficulty, automatically adjusting customized to each individual student's learning style. The accountability reports provide current and customizable achievement reports to target intervention for struggling students on-demand.

- **FCAT Explorer:** FCAT Explorer is an online educational program provided by the FDOE for Florida's students that reinforces reading skills outlined in the Sunshine State Standards. Targeted students include all curriculum groups in grades 3-5. Students engage in FCAT Explorer for 30 minutes once per week.

- **Breakthrough to Literacy:** Breakthrough to Literacy is a research-based early literacy process that combines interactive software, quality print materials, take-home materials and staff development to provide individualized reading instruction. The program is utilized in grades K-1 targeting students in all curriculum groups as part of the daily reading curriculum for 20-minutes each day.

- **Riverdeep Destination Reading:** Destination Reading is a research-based program that balances phonics instruction with reading-for-meaning exercises, offering students a blend of direct skills training and authentic reading experience. This program is utilized in reading classes as part of the instructional reading program.

- **Kaplan Reading Advantage:** Reading Advantage is a text-based program that consists of a highly interactive curriculum for third grade teachers to use with their students to reinforce the content knowledge and skills necessary to excel on the FCAT. The program is utilized in grades 3-5. Some teachers use the program a few months before FCAT on a daily basis for 30-minute a day. Other teachers use the program from August through March, twice a week, 30-minutes each lesson.

- **Scientific Learning Reading Assistant –Scientific Learning Reading Assistant** is a computer-based software that provides guided oral reading to develop reading fluency. The product combines advanced speech recognition technology with reading science to help students become confident readers and strengthen their fluency. Vocabulary acquisition and comprehension assessment and development are also integral pieces of the program.

.Response To Intervention- RtI is a multi-tiered problem solving approach to providing instruction and intervention to a student at increased levels of intensity, based on problem solving and data analysis.

Tier 1 (Universal):

Reading: Harcourt Story Town

Math: Harcourt

Science: Harcourt

Social Studies: Harcourt

Learning Focused Strategies

SuccessMaker

Accelerated Reader and Math

Exploring Learning (Math & Science) Gr. 3, 4 & 5

Tier 2 (Targeted Group):

Reading: ii Time, Encore, LFS Preview Strategies, Additional Time in SuccessMaker Lab, Reading Assistant Program, Destination Success and small group intervention with the Reading Coach.

Math: Encore, Acceleration, Small Group Instruction, Additional Time in SuccessMaker Lab and small group intervention with the Math Resource Teacher.

Science: Encore, Acceleration and Small Group Instruction

Writing: Small Group Instruction

Tier 3 (Intensive):

Encore, Individual or Extremely Small Group Instruction (2-3), Utilize FAIR Assessment, iii time and Intensive Intervention with Reading and Math

How does the school identify staff's professional development needs to improve their instructional strategies?

Needs are indentified through:

Teacher input

Areas of weakness based on data analysis

Areas of weakness based on classroom management (classroom walkthrough data)

Professional Development Council survey each year

School based areas of interest

Classroom walkthrough data

Which students will be targeted for supplemental and intensive instruction/interventions?

Students targeted for supplemental and intensive instruction/intervention are:

All Level 1 and level 2

Subgroups not meeting AYP

Students qualifying for free or reduced lunch are offered Supplemental Educational Services.

How will the effectiveness of the interventions be measured throughout the year?

Common assessments are used in grades two through five in the content areas of math and science; results are reviewed as part of professional learning communities. Benchmark and Item Analysis reports are used for determining necessary revisions.

Harcourt Benchmark Assessments are used in grades one through five in the content area of reading.

### Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Learning Focused Strategies are research proven to improve student performance with a built in component to accelerate, extend and enrich essential learning.

Learning centers are used throughout the curriculum and incorporate collaborative pairs and higher order thinking.

Describe how students are identified for enrichment strategies.

Students are recommended by the classroom teacher and or parent request based on classroom performance for Gifted referral. Eligible students participate in Gifted classes weekly.

Students in grades kindergarten through five participate in music classes 30 minutes per week.

Students participate in academic competitions such as: the Spelling Bee, Tropicana Speech Contest, Math Field Day and curriculum fairs.

Students in grades kindergarten through five participate in the Accelerated Reader program that allows them to read books of interests while developing reading skills and the love of reading. Students have the opportunity to earn incentives based on performance in this program.

Students in grades one through five participate in the Accelerated Math program. Students have the opportunity to earn incentives based on performance in this program.

Encore (21st CCLC) afterschool programs allow students to participate in enrichment programs such as journalism, gardening, digital photography, arts and crafts and readers theater. Students are invited based on academic need.

Students participate in science based field trips as grant funding becomes available.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Level	Grade Level Chairman	Monthly	The first Wednesday and Thursday in each month	Data analysis in reading, math, science and writing Discuss new ideas, best practices and weaknesses
K-5; ESE; Special Areas	Administration	Six to eight times per year	As needed	Curriculum
Writing	Principal	Monthly	Last Monday of every month	Scoring of papers, discussions on best practices and progress monitoring
Math	Math Resource Teacher	Bi-monthly	Two mornings monthly	Data analysis, progress monitoring, discussions of best practices and collaboration
Reading	Reading Coach	One per grading period	Oct., Dec., Feb. and April	Data analysis, progress monitoring, discussions of best practices, trouble shooting and collaboration

### NCLB Public School Choice

**Note: For Title I schools only**

Notification of (School in Need of Improvement) SINI Status

[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/25/2009 4:29:10 PM)

Public School Choice with Transportation (CWT) Notification

[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/25/2009 4:18:32 PM)

Notification of (School in Need of Improvement) SINI Status

[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/25/2009 3:59:09 PM)

### Pre-School Transition

Voluntary pre-kindergarten (VPK) is offered at each of the four elementary schools to ensure a smooth transition to kindergarten. Students participate in VPK four days per week and are exposed to a print-rich environment.

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

---

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

<b>Needs Assessment:</b>	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
--------------------------	---

Based on the Needs Assessment, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>On the 2009 Reading FCAT each subgroup scored Level 3 or higher at the following rates: Total 73%, White 83%, Black 63%, Economically Disadvantaged 69%, Students with Disabilities 49%.</p> <p>64% of students made learning gains in reading, 68% of students in the lowest 25% made learning gains in reading in 2009.</p>		<p>On the 2010 Reading FCAT each subgroup will meet the state proficiency target of 72% or meet Safe Harbor goals.</p> <p>65% of students will make learning gains and 69% of students in the lowest 25% will make learning gains in 2010.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>100% of students in grades 3-5 will complete SuccessMaker Prescriptive Scheduling targets</p> <p>Schedule lab time for every student</p> <p>Monitor reports daily</p> <p>Monitor predicted FCAT levels weekly</p> <p>Schedule lab time for all students attending afterschool and summer programs</p> <p>Create additional lab visits for students with PMP's</p>	<p>Classroom Teacher</p> <p>Principal</p> <p>Lab Manager</p> <p>Assistan Principal</p>	<p>Data analysis through learning communities</p> <p>Weekly progress monitoring</p>	<p>Course reports</p>
2	<p>100% of students will receive instruction using the components of Harcourt StoryTown core reading program</p>	<p>Classroom Teacher</p> <p>Reading Coach</p> <p>Curriculum Coordinator</p>	<p>Data analysis through learning communities</p>	<p>Weekly tests</p> <p>Theme tests</p> <p>Benchmark</p>

	<p>Schedule 90 minute reading blocks for every reading class on master schedule</p> <p>Review lesson plans frequently</p> <p>Conduct Classroom Walkthroughs</p> <p>Schedule Fidelity Checks with K-12 Reading Specialist</p>	<p>Principal</p> <p>Assistant Principal</p>		<p>assessments</p>
3	<p>80% of students will earn the recommended number of points with a proficiency level of 85% using the Accelerated Reader program</p> <p>Review individual classroom reports</p> <p>Set individual and classroom goals</p> <p>Continue incentive program</p>	<p>Classroom Teacher</p> <p>Media Specialist</p> <p>Principal</p> <p>Assitant Principal</p> <p>Reading Coach</p>	<p>Weekly progress monitoring</p>	<p>Accelerated Reader reports</p> <p>STAR reports</p>
4	<p>100% of students in grades K-5 will receive instruction based on the Next Generation Standards</p> <p>Curriculum maps updated with Next Generation Standards</p> <p>Distribute to teachers</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Classroom Teachers</p> <p>District Curriculum Specialists</p>	<p>Classroom walkthroughs</p>	<p>Curriculum maps</p> <p>Lesson plans</p>
5	<p>RtI will be implemented in 100% of reading courses</p> <p>Form school based RtI leadership team</p> <p>Complete intervention fidelity checks</p> <p>Provide professional development</p> <p>Schedule school based RtI leadership team meetings</p>	<p>District Based and School Based RtI Leadership teams</p> <p>Classroom Teacher</p> <p>Principal</p> <p>Assistant Principal</p> <p>RtI Case Facilitator</p>	<p>Data analysis</p>	<p>Weekly data collection following RtI guidelines</p>
6	<p>100% of students in grades K-5 will be administered the FAIR assessment three times per year</p> <p>Provide Professional Development</p> <p>Schedule testing</p>	<p>Teachers</p> <p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p>	<p>Data analysis</p>	<p>FAIR reports provided three times per year</p>

	Ensure substitute teachers for K-2			
	Review data			
7	Targeted Level 1 & 2, 4th and 5th grade students, will work with Reading Coach two times per week, for small group intervention	Reading Coach Principal Assistant Principal	Data analysis	Schedules Lesson plans
8	Targeted level 1 and 2 students in grades 3-5 will receive computer based literacy instruction using the Reading Assistant program  Ensure installation of program and access for students and teachers  Review student reports daily	Classroom teacher	Data analysis	Weekly reports

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
100% of students in grades 3-5 complete SuccessMaker Prescriptive Scheduling targets	SuccessMaker	Pearson Learning Consultant	Fall 2009	Weekly	Principal Assistant Principal Classroom teacher
100% of students will receive instruction using the components of Harcourt StoryTown core reading program	Initial training for new teachers	Reading Coach	Fall 2009	Fall 2009	Reading Coach
Targeted level 1 and 2 students in grades 3-5 will receive computer based literacy instruction using the Scientific Learning Reading Assistant program	Utilization of the Scientific Learning Reading Assistant program	K-12 Reading Specialist Reading Coach	Fall 2009	Review student reports Review student schedule	Reading Coach Classroom teacher
80% of students will earn the recommended number of points with a proficiency level of 85% using the Accelerated Reader program	Accelerated Reader program	Media Specialist	Fall 2009	Review student and classroom reports Utilize incentive program to enhance student performance	Media Specialist Principal Assistant Principal Classroom teacher Reading Coach
Targeted bottom quartile students in grades K-2 will receive computerized instruction through the RiverDeep Reading program	RiverDeep	Program consultant	Fall 2009	Review student and classroom reports	Principal Assistant Principal

RTI will be implemented in 100% of reading courses	RTI procedures and strategies	RTI Case Facilitator	Fall 2009	Review student scheduling	Classroom teacher
				Review lesson plans	Reading Coach
				Professional Development	RTI Case Facilitator
100% of students in grades K-5 will be administered the FAIR assessment three times per year	FAIR	School based master trainers  Reading Coach	Fall 2009	Review student data	Principal
				RTI intervention fidelity reviews	RTI Leadership Team
				TIPS teams meeting	Assistant Principal
100% of students in grades K-5 will receive instruction based on the Next Generation Standards	Next Generation Reading Standards	District Curriculum Specialists	Fall 2009	Follow assessment schedule	Principal
				Review of data	K-12 Reading Specialist
					Reading Coach
					School based Master Trainer
					Assistant Principal
				Review lesson plans	Principal
				Implement curriculum maps	Assistant Principal
					Teacher

**For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher**

---

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Substitutes for Professional Development	Title I	\$350.00
Substitutes for Professional Development (Next Generation Standards)	Title I	\$700.00
Textbook update	Textbooks	\$350.00
		<b>Total: \$1,400.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Professional Development		
Description of Resources	Funding Source	Available Amount

Substitutes for Professional Development (FAIR assessments three times per year)	Title I	\$3,500.00
Substitutes for Professional Development (SuccessMaker)	Title I	\$1,800.00
Substitutes for Professional Development (Accelerated Reader program)	Title I	\$1,000.00
Substitutes for Professional Development (Reading Assistant Program)	Title I K-12 Reading Grant	\$250.00
Substitutes for Professional Development (Instruction through the RiverDeep Reading Program)	Title I	\$900.00
		<b>Total: \$7,450.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Student Incentives	Internal School Based Budget	\$2,500.00
		<b>Total: \$2,500.00</b>
		<b>Final Total: \$11,350.00</b>

End of Reading Goal

## Mathematics Goal

**Needs Assessment:**

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Math FCAT each subgroup scored Level 3 or higher at the following rates: Total 75%, White 86%, Black 62%, Economically Disadvantaged 72%, and Students with Disabilities 57%.  63% of students made learning gains in math, 73% of students in the lowest 25% made learning gains in math in 2009.		On the 2010 FCAT Math each subgroup will meet the state proficiency target of 74% or meet safe harbor goals.  64% of students will make learning gains and 74% of students in the lowest 25% will make learning gains in 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	100% of students in grades 3-5 will complete SuccessMaker Perscriptive Scheduling targets  Schedule lab time	Principal Classroom Teacher Computer Lab Managers	Data analysis Incentive program	Course reports

	<p>Monitor reports daily and weekly</p> <p>Provide additional lab time for level 1 and 2 students</p>	Assistant Principal		
2	<p>100% of students in grades K-5 will receive instruction using Harcourt Math</p> <p>Review lesson plans</p> <p>Provide training for new teachers</p>	<p>Principal</p> <p>Classroom teacher</p> <p>Assistant Principal</p>	Data analysis	Student data
3	<p>100% of students will receive math instruction using the Learning Focused Solutions lesson plan format (EATS/EATERS)</p> <p>Provide training for new teachers</p> <p>Monitor lesson plans</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Classroom Teacher</p>	Data analysis	<p>Student data</p> <p>Lesson plans</p> <p>Classroom walkthroughs</p>
4	<p>RtI will be implemented in 100% of math courses</p> <p>Form school based leadership team</p> <p>Provide professional development</p> <p>Complete intervention and fidelity checks</p> <p>Schedule school based RtI leadership team meetings</p>	<p>RtI Case Facilitator</p> <p>Principal</p> <p>Assistant Principal</p> <p>Classroom teachers</p> <p>District Based and School Based RtI Leadership teams</p>	Data analysis	Weekly data collection following RtI guidelines
5	<p>100% of students in grades 1-5 will receive individualized instruction using Math-Facts-in-a-Flash</p> <p>Review reports</p> <p>Provide additional time for targeted students</p>	<p>Principal</p> <p>Classroom teacher</p> <p>Math Resource Teacher</p>	Data analysis	Weekly student reports
6	<p>100% of students in grades K-5 will receive instruction based on the Next Generation Standards</p> <p>Use curriculum maps updated with Next Generation Standards</p> <p>Distribute to teachers</p>	<p>Principal</p> <p>Assistant Principal</p> <p>District Curriculum Specialists</p>	Data analysis	<p>Curriculum maps</p> <p>Lesson plans</p>
7	<p>100% of students in grades 1-5 will participate in the Accelerated Math</p>	<p>Principal</p> <p>Classroom teacher</p>	Data analysis	Weekly student reports

	program Review reports Provide additional time for targeted skills	Math Resource Teacher		
8	100% of 4th & 5th grade classes will attend weekly, whole group lessons provided by the Math Resource Teacher	Math Resource Teacher Classroom teachers Principal Assistant principal	Data analysis	Schedules Lesson plans Classroom walkthroughs
9	Targeted Level 1 & 2, 4th & 5th grade students will work with the Math Resource Teacher, two times per week, for small group intervention	Math Resource Teacher Classroom teachers Principal Assistant Principal	Data analysis	Schedules Lesson plans Classroom walkthroughs

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
100% of students in grades 3-5 will complete SuccessMaker Perscriptive Scheduling targets	SuccessMaker	Pearson Learning Consultant	Fall 2009	Review weekly reports	Principal Assistant Principal Classroom teacher Computer lab manager
100% of students in grades 1-5 will participate in the Accelerated Math program	Accelerated Math	Program consultant	Fall 2009	Review program reports	Principal Assistant Principal Classroom teacher Math Resource Teacher
100% of students in grades K-5 will receive instruction using Harcourt Math	Harcourt Math	Math Resource Teacher	Fall 2009	Review lesson plans Classroom walkthroughs Review student data	Principal Assistant Principal Classroom teacher
100% of students will receive math instruction using the Learning Focused Solutions lesson plan format (EATS/EATERS)	Learning Focused Strategies	Program consultant District Curriculum Specialist	Fall 2009	Review lesson plans Classroom walkthroughs Review student data	Principal Assistant Principal Classroom teacher
RTI will be implemented in 100% of math courses	RTI	RTI Case Facilitator	Fall 2009	Review fidelity check list	RTI Leadership Team

100% of students in grades 1-5 will receive individualized instruction using Math-Facts-in-a-Flash	Math-Facts-in-a-Flash	Program consultant	Fall 2009	Attend TIPS team meeting	Principal
				Review student data	Assistant Principal RTI Facilitator
100% of students in grades K-5 will receive instruction based on the Next Generation Standards	Next Generation Science Standards	District Curriculum Specialist	2009-2010 ongoing	Review lesson plans	Principal
				Implement curriculum maps	Assistant Principal Teacher
Continue bi-monthly Math Learning Communities lead by the Math Resource Teacher, to discuss progress with SuccessMaker, Accelerated Math, Math-Facts-in-a-Flash, GIZMO, etc.	Math Data	Math Resource Teacher	2009-2010 ongoing	Review reprints from all math programs	Principal Assistant Principal Classroom teacher Math Resource Teacher

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Substitutes and stipends for professional development (Harcourt Math)	Title I	\$1,500.00
Substitutes for lesson plan and data review Learning Focused Strategies (EATS/EATERS)	Title I	\$2,000.00
Harcourt Textbooks	Textbooks	\$1,000.00
<b>Total: \$4,500.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes and stipends for professional development	Title I	\$2,000.00
Substitutes for professional development in SuccessMaker	Title I	\$1,800.00
Substitutes for professional development in Accelerated Math	Title I	\$1,000.00
Substitutes for professional development learning communities/ stipends	Title I	\$700.00
<b>Total: \$5,500.00</b>		
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$10,000.00</b>

*End of Mathematics Goal*

## Science Goal

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Science FCAT 35% of students scored level 3 or higher.		On the 2010 Science FCAT 50% of student will score level 3 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	100% of students will receive instruction in science using the Harcourt science series  Review lesson plans	Principal Assistant Principal Classroom teacher	Data analysis of assessment data  Monitoring teacher instruction	Lesson plans  Master schedule  Classroom walkthroughs
2	100% of 4th and 5th grade students will receive instruction using SuccessMaker science software  Schedule lab time  Review reports weekly	Principal Assistant Principal Classroom teacher  Lab Manager	Data analysis  Goal setting	Course reports
3	100% of students in grade K-5 will receive instruction based on the Next Generation Standards  Use curriculum maps updated with Next Generation Standards  Distribute to teachers  Provide Learning Wheels science training	Distribute to teachers  Principal Assistant Principal Classroom teacher District Curriculum Specialists	Monitoring teacher instruction	Curriculum maps  Lesson plans
4	RtI will be implemented in 100% of science courses  Form school based leadership team  Provide staff	RtI Case Facilitator Assistant principal  Principal Classroom teachers	Monitoring student achievement	Data collection

	development Complete intervention and fidelity check Schedule school based RtI leadership team meeting	District Based and School Based RtI Leadership teams		
5	100% of students will receive math instruction using the Learning Focused Solutions lesson plan format (EATS/EATERS) Training for new teachers	Classroom Teacher Principal Assistant Principal District Curriculum Specialists	Monitor teacher instruction	Lesson plans Classroom walkthroughs

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 Science FCAT 50% of student will score level 3 or higher.	Learning Wheels Science	Program consultant	Spring 2009	Review lesson plans Classroom Walkthroughs	Principal Assistant Principal Classroom Teacher
100% of 4th and 5th grade students will receive instruction using SuccessMaker science software	SuccessMaker	Program consultant	Fall 2009	Review lesson plans	Principal Assistant Principal Classroom teacher Lab manager
100% of students in grade K-5 will receive instruction based on the Next Generation Standards	Next Generation Science Standards	District Curriculum Specialist	2009-2010 ongoing	Review lesson plans Implement curriculum maps	Principal Assistant Principal Classroom Teacher
RtI will be implemented in 100% of math courses	RtI	RtI Case Facilitator	Fall 2009	Review fidelity check list Attend TIPS team meeting Review student data	RtI Leadership Team Principal Assistant Principal RtI Facilitator
100% of students will receive instruction using the Learning Focused Solutions lesson plan format (EATS/EATERS)	Learning Focused Strategies	Program consultant District Curriculum Specialists	Fall 2009	Review lesson plans Classroom walkthroughs Review student data	Principal Assistant Principal Classroom teacher

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Consultant fees, materials and substitutes for Learning Wheels training	Title I	\$2,500.00
<b>Total: \$2,500.00</b>		
Technology		
Description of Resources	Funding Source	Available Amount
Substitutes for Professional Development	Title I	\$200.00
<b>Total: \$200.00</b>		
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes for Professional Development (new teachers)	Title I	\$700.00
Substitutes and stipends for Professional Development and learning communities	Title I	\$1,500.00
<b>Total: \$2,200.00</b>		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
<b>Total: \$0.00</b>		
<b>Final Total: \$4,900.00</b>		

*End of Science Goal*

## Writing Goal

**Needs Assessment:** Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
95% of students scored 3.0 or higher on the 2009 FCAT Writes.			96% of students will score 3.0 or higher on the 2010 FCAT Writes.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	100% of students in grades K-5 will participate in Writers in Control program  Schedule consultant to provide training  Schedule consultant to work with learning communities and	Program consultant  Principal  Classroom teacher	Monitoring student achievement	School-wide writing prompts  Writing portfolio  Lesson plans  Classroom walkthroughs

2	evaluate student work monthly			
	100% of 4th grade writing teachers will receive coaching by a school-based writing consultant	Principal Writing consultant Classroom teacher	Monitoring teacher instruction Monitoring student achievement	School-wide writing prompts Writing portfolio Lesson plans Classroom walkthroughs
	Schedule consultant to provide training			
	Schedule consultant to work with learning communities			

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
100% of students in grades K-5 will participate in Writers in Control program	Writers in Control	Program consultant	Fall 2009	Schedule writing consultant Schedule learning communities Provide opportunities for feedback	Principal Assistant Principal Program consultant
100% of 4th grade writing teachers will receive coaching by a school-based writing consultant	Writing consultant	School-based writing consultant	Fall 2009	Schedule writing consultant Schedule learning communities Provide opportunities for feedback	Principal Assistant Principal Program consultant

**Budget:**

Evidence-based Program(s)/Material(s)			Available Amount
Description of Resources	Funding Source		
No Data	No Data		\$0.00
			<b>Total: \$0.00</b>
Technology			Available Amount
Description of Resources	Funding Source		
No Data	No Data		\$0.00
			<b>Total: \$0.00</b>
Professional Development			Available Amount
Description of Resources	Funding Source		
Substitutes for professional development and learning communities	Title 1 Title II		\$1,000.00
Learning communities consultant fees	Title I Title II		\$2,250.00

Substitutes for professional development and learning communities	Title I	\$3,000.00
		<b>Total: \$6,250.00</b>
<b>Other</b>		
<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
		<b>Final Total: \$6,250.00</b>

*End of Science Goal*

## Parent Involvement Goal

**Needs Assessment:** Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
To increase parent participation in Accelerated Reader Nights			40% of parents will participate in Accelerated Reader Nights	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Notify parents of scheduled Accelerated Reader Nights	Principal Assistant Principal	Monitoring the increase or decrease in parent participation	Sign-in rosters
	Provide incentives for attending	Media Specialist Reading Coach	Parent feedback	

Based on the Needs Assessment, Identify Area(s) for Improvement			Objective Linked to Area of Improvement	
To increase parental awareness of State and District academic requirements			50% of parents will participate in activities that inform parents of academic requirements	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Schedule activities (open house, FCAT Nights, orientation, and conferences)	Principal Assistant Principal Classroom Teacher	Parent feedback	Sign-in rosters Student data
	Provide all parents a copy of the Grade Level Expectations for			

promotion and retention				
<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
Student Recognition for Academic Success			50% of parents invited will attend student recognition night activities	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Schedule Recognition Nights each grading period  Notify parents of activities  Provide incentives for Accelerated Reader, Accelerated Math, Honor Roll, Academic Achievement, Character Education and Perfect Attendance	Principal  Assistant Principal  Classroom teachers	Parent feedback	Sign-in rosters

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
To increase parental awareness of science and math curriculum			50% of invited parents will participate in Science and Math Nights	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Schedule Science and Math Nights  Notify parents of scheduled activities  Provide incentives for participation	Principal  Assistant Principal	Parent feedback	Sign-in rosters

<b>Based on the Needs Assessment, Identify Area(s) for Improvement</b>			<b>Objective Linked to Area of Improvement</b>	
To increase parental awareness of reading curriculum for incoming kindergartners			25% of parents will participate in Families Building Better Readers in-service	
	<b>Action Step</b>	<b>Person Responsible for Monitoring the Action Step</b>	<b>Process Used to Determine Effectiveness of Action Step</b>	<b>Evaluation Tool</b>
1	Schedule Families Building Better Readers presentation  Notify parents of activities  Provide incentives for participation	Principal  Assistant Principal  Reading Coach	Parent feedback	Sign-in rosters  Evaluation Survey

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
To increase parent communication		100% of parents will receive communication and notification of school activities weekly		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide monthly newsletter  Display weekly information on school marquee  Provide backpacked notices of special activities  Provide required letters about NCLB Choice and SES  Update school website regularly  Invite parents to participate in, Parent Teacher Organization, Title I Committee and School Advisory Council	Principal  Assistant Principal  Classroom Teachers  Title I School Coordinator	Parent feedback	Sign-in Rosters  Surveys

**Professional Development Aligned with Objective:**

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

**Budget:**

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Incentive for attendance (Accelerated Reader)	Title I	\$500.00
Incentives for attendance (Families Building Better Readers)	Title I	\$250.00
		<b>Total: \$750.00</b>
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		<b>Total: \$0.00</b>
Other		
Description of Resources	Funding Source	Available Amount
Recognition awards and certificates	Title I	\$1,000.00
Fees for participation (Science and math nights)	Title I	\$1,000.00
Printing of newsletter	Title I	\$500.00
Backpacked notices	Title I	\$1,000.00
NCLB notifications	Title I	\$2,000.00
		<b>Total: \$5,500.00</b>
		<b>Final Total: \$6,250.00</b>

*End of Parent Involvement Goal*

## Other Goals

No Other Goals were submitted for this school

## FINAL BUDGET

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Substitutes for Professional Development	Title I	\$350.00
Reading	Substitutes for Professional Development (Next Generation Standards)	Title I	\$700.00
Reading	Textbook update	Textbooks	\$350.00
Mathematics	Substitutes and stipends for professional development (Harcourt Math)	Title I	\$1,500.00
Mathematics	Substitutes for lesson plan and data review Learning Focused Strategies(EATS/EATERS)	Title I	\$2,000.00
Mathematics	Harcourt Textbooks	Textbooks	\$1,000.00
Science	Consultant fees, materials and substitutes for Learning Wheels training	Title I	\$2,500.00
Parental Involvement	Incentive for attendance (Accelerated Reader)	Title I	\$500.00
Parental Involvement	Incentives for attendance (Families Building Better Readers)	Title I	\$250.00
			<b>Total: \$9,150.00</b>
<b>Technology</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Science	Substitutes for Professional Development	Title I	\$200.00
			<b>Total: \$200.00</b>
<b>Professional Development</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Substitutes for Professional Development (FAIR assessments three times per year)	Title I	\$3,500.00
Reading	Substitutes for Professional Development (SuccessMaker)	Title I	\$1,800.00
Reading	Substitutes for Professional Development (Accelerated Reader program)	Title I	\$1,000.00
Reading	Substitutes for Professional Development (Reading Assistant Program)	Title I K-12 Reading Grant	\$250.00
Reading	Substitutes for Professional Development (Instruction through the RiverDeep Reading Program)	Title I	\$900.00
Mathematics	Substitutes and stipends for professional development	Title I	\$2,000.00
Mathematics	Substitutes for professional development in SuccessMaker	Title I	\$1,800.00
Mathematics	Substitutes for professional development in Accelerated Math	Title I	\$1,000.00
Mathematics	Substitutes for professional development learning communities/ stipends	Title I	\$700.00
Writing	Substitutes for professional development and learning communities	Title I Title II	\$1,000.00

Writing	Learning communities consultant fees	Title I Title II	\$2,250.00
Writing	Substitutes for professional development and learning communities	Title I	\$3,000.00
Science	Substitutes for Professional Development (new teachers)	Title I	\$700.00
Science	Substitutes and stipends for Professional Development and learning communities	Title I	\$1,500.00
			<b>Total: \$21,400.00</b>
<b>Other</b>			
<b>Goal</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Reading	Student Incentives	Internal School Based Budget	\$2,500.00
Parental Involvement	Recognition awards and certificates	Title I	\$1,000.00
Parental Involvement	Fees for participation (Science and math nights)	Title I	\$1,000.00
Parental Involvement	Printing of newsletter	Title I	\$500.00
Parental Involvement	Backpacked notices	Title I	\$1,000.00
Parental Involvement	NCLB notifications	Title I	\$2,000.00
			<b>Total: \$8,000.00</b>
			<b>Final Total: \$38,750.00</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene
  Correct II
  Prevent II
  Correct I
  Prevent I
  NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/1/2009 1:16:30 PM)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
No data submitted	

### Describe the Activities of the School Advisory Council for the Upcoming Year

This committee will provide input to and approve the "School Improvement Plan" which will then be presented to the Sumter County School Board for approval each school year. The committee will examine many elements of the school including but not limited to: budget, test scores, scheduling, safety, community

relations, continuous improvement, and school activities.

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F. S. (school improvement). The School Advisory Council assists in the development, implementation, and evaluation of the School Improvement Plan and the school's annual budget. (Section 1001.452(2), Florida Statutes). Title 1 Requirement: PL 107-110 Sec 1116(a)(3)(B)(ii)

## SAC Members

### Members

- 1) Dana Williams, Principal
- 2) Jennifer Jesski, SAC Chair
- 3) Yoma Isaac, Parent
- 4) Elvira Hernandez, Parent
- 5) Angela Taylor, Parent
- 6) Rhonda Corbin, Parent
- 7) Janet Kornegay, Parent
- 8) Virginia Bivins, Parent
- 9) Robert Berstein, Parent
- 10) Trina Terry, Parent
- 11) Chuck Padgett, Community Member
- 12) Leslie Hannah, Community Member
- 13) Billy Faye Smith, Community Member

## AYP DATA

<b>2008-2009 Adequate Yearly Progress (AYP) Report - Page 2</b>	<b>Sumter WILDWOOD ELEMENTARY SCHOOL 0102</b>
Number of students enrolled in the grades tested:	
<a href="#">Click here to see Number of students in each group</a>	

## SCHOOL GRADE DATA

												Read: 320 Math: 320	2008-2009 School Grade <sup>1</sup> : A			Did the School make Adequate Yearly Progress?		YES									
<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>												<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>3</sup>).</b>						<b>This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.</b>									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	73	Y	75	Y	81		Y				NA	37	27	NA	38	25	NA	72		NA	63		NA
WHITE	100	Y	100	Y	83	Y	86	Y	76		Y				NA	30	17	NA	33	14	NA	76		NA	71		NA
BLACK	100	Y	100	Y	63	N	62	N	85	90	Y				NA	47	37	Y	45	38	Y	67		NA	55		NA
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	69	Y	72	Y	82	93	Y				NA	41	31	NA	41	28	NA	71		NA	62		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y	49	N	57	N			NA				NA	74	51	Y	62	43	Y	60		NA	48		NA

<b>2007-2008 Adequate Yearly Progress (AYP) Report - Page 2</b>												<b>Sumter WILDWOOD ELEMENTARY SCHOOL 0102</b>															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>												Read: 345 Math: 345	2007-2008 School Grade <sup>1</sup> : C			Did the School make Adequate Yearly Progress?		NO									
<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>												<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>3</sup>).</b>						<b>This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.</b>									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	63	Y	62	Y	81	81	N				NA	41	37	NA	48	38	NA	62		NA	57		NA
WHITE	100	Y	99	Y	70	Y	67	Y	82	76	N				NA	31	30	NA	45	33	NA	70		NA	60		NA
BLACK	100	Y	100	Y	53	N	55	N	80	85	Y				NA	54	47	NA	57	45	NA	51		NA	50		NA
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	59	Y	59	N	77	82	Y				NA	44	41	NA	51	41	NA	57		NA	56		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	100	Y	98	Y	26	N	38	N			NA				NA	75	74	NA	79	62	NA	43		NA	39		NA

<b>2006-2007 Adequate Yearly Progress (AYP) Report - Page 2</b>												<b>Sumter WILDWOOD ELEMENTARY SCHOOL 0102</b>															
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>												Read: 255 Math: 255	2006-2007 School Grade <sup>1</sup> : C			Did the School make Adequate Yearly Progress?		NO									
<b>This section shows the percent tested and performance for each group used to determine AYP (Parts a and c<sup>2</sup>).</b>												<b>This section shows the improvement for each group used to determine AYP via safe harbor (Part b<sup>3</sup>).</b>						<b>This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.</b>									
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL <sup>4</sup>	100	Y	100	Y	59	Y	52	N	86	81	N				NA	40	40	NA	53	48	NA	59		NA	54		NA
WHITE	99	Y	99	Y	69	Y	55	N	90	82	N				NA	24	30	NA	37	45	NA	66		NA	51		NA
BLACK	100	Y	100	Y	46	N	43	N	82	80	N				NA	57	53	NA	71	57	NA	51		NA	51		NA
HISPANIC		NA		NA		NA		NA			NA				NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA				NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	56	Y	49	N	85	77	N				NA	47	43	NA	60	51	NA	55		NA	53		NA
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA				NA			NA			NA						
STUDENTS WITH DISABILITIES	98	Y	98	Y	25	N	21	N			NA				NA	67	73	NA	83	79	NA	42		NA	37		NA

Sumter School District WILDWOOD ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	80%	91%	35%	285	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	63%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	68% (YES)	73% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					553	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Sumter School District WILDWOOD ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	69%	62%	35%	238	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	50%			110	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	50% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					460	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Sumter School District NORTH SUMTER INTERMEDIATE 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	59%	63%	25%	214	<b>Writing and Science:</b> Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	56%			121	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	67% (YES)	69% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					471	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested