

**WILDWOOD ELEMENTARY SCHOOL
ADDENDUM TO THE SCHOOL IMPROVEMENT PLAN
TITLE I SCHOOLWIDE PLAN
2011-2012**

1. SCHOOL NAME AND NUMBER:

Wildwood Elementary School
300 Huey Street
Wildwood, Florida 34785
352-748-3353
Fax: 352-748-4788

2. CHARACTERISTICS OF 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 and became a Pre-Kindergarten through fifth grade campus for the 2009-2010 school year when these grades were moved to the new school site. There are 47 classrooms, including music, 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, businesses, and the community to achieve a close working relationship for the benefit of the students, teachers, and parents. Parents and other volunteers donate several thousand hours each year.

Commitment to excellence is exemplified by the outstanding faculty and staff at Wildwood Elementary School. Faculty and staff members regularly participate in staff development opportunities offered by the district, universities, and private consultants.

a. Grades Served:

Wildwood Elementary serves students from pre-kindergarten through grade five.

b. Enrollment by Grade:

	(Actual) 2010-2011	(Projected) 2011-2012
Self-contained ESE	32	32
Pre-Kindergarten	61	54
Kindergarten	143	143
First Grade	159	139
Second Grade	124	153
Third Grade	124	112
Fourth Grade	109	122
Fifth Grade	104	109

c. Types and Number of Staff:

Student instruction is provided by a highly qualified and professional staff, which includes teachers who are certified and teaching in-field. The Sumter County District participates in teacher recruitment fairs throughout the state and area to recruit highly qualified teachers. When vacancies occur, the principal seeks certified and highly qualified teachers to fill the vacant positions. As grant opportunities are available, assistance is offered to teachers and paraprofessionals to further their education to reach the goal of highly qualified status. Paraprofessionals are trained according to their various duties and responsibilities through workshops and specific academic training.

	Actual 2010-2011	Projected 2011-2012
Principal	1	1
Assistant Principal	2	2
Guidance Counselor	2	2
Speech/Language Pathologist	2	2
Media Specialist	1	1
P. E. Teacher	2	2
V. E. Teacher (ESE)	5	5
Kindergarten Teachers	8	8
First Grade Teachers	9	8
Second Grade Teachers	7	9
Third Grade Teachers	7	6
Fourth Grade Teachers	6	6
Fifth Grade Teachers	6	5
Music Teacher	1	1
ESOL Paraprofessional	1	1
ESE Paraprofessionals	7	7
P.E. Paraprofessionals	2	2
Reading Support Paraprofessional	1	1
Title 1 Classroom Sub.	2	2
Custodians	6 @ 40 hours/day	6@40hours/day
Food Service	9 @ 48 hours/day	9@48hours/day
Office Clerk	2	2
Data Entry Clerk	1	1
Nurse	1	1
Computer Lab. Managers	3	3
Early Childhood Paraprofessional	3	3
Pre-K Lead Teachers	3	3
Pre-K Paraprofessionals	3	3
Behavior Assistant	1	0
RTI Case Facilitator	1	0
Math Resource Teacher	1	0
Reading Coach	1	0
Resource Teacher	0	1

d. Demographic Data:

According to the February 2010-2011 FTE Report, the ethnic groups that comprise the student body are as follows:

- White, Non-Hispanic 41.38%
- Black, Non-Hispanic 42.7%
- Hispanic 11.36%
- Indian 0.23%
- Multiracial 3.7%

The ethnic composition remains relatively stable with a slight increase in the Hispanic population and an increase in the number of children from multiracial homes.

The percentage of students eligible for free or reduced priced meals is 82.4% as of February 2011 FTE.

Wildwood Elementary School strives to meet the needs of historically underserved populations by adhering to a policy of non-discrimination of educational programs/activities by providing equal opportunity for all as required by federal law.

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

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

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

Programs and activities at Wildwood Elementary School incorporate gender-equity, non-discriminatory methods and practices as outlined by the Sumter County School Board policy. This ensures all educational programs and activities are conducted affirmatively to provide equal opportunity for all students as required by state and federal law. Special programs are regulated by specific eligibility criteria without regard to race, gender, or cultural background.

3. DESCRIBE HOW THE NEEDS ASSESSMENT WAS CONDUCTED:

Wildwood Elementary School’s administration, faculty, staff, and parents collaborated to determine the needs unique to this school’s population by analyzing both hard data and information gathered through other means such as meetings, interviews, surveys, etc.

School Climate Survey 2010-2011

CATEGORIES/CHARACTERISTICS	PARENT	STUDENT	TEACHER
Effective Instructional Leadership	4.03		4.18
Clear and Focused Mission	4.03		4.47
Safe and Orderly Environment	4.04	2.76	3.99
Positive School Climate	4.14	2.66	3.91
High Expectations	4.06	2.86	3.95
Frequent Assessment/Monitoring Student Achievement	4.11	2.77	4.43
Emphasis on Essential Skills	3.98	2.92	3.97
Maximum Opportunities for Learning	3.99	2.74	4.14
Parent/Community Involvement	4.11	2.56	3.34
Teachers as Professionals			4.29
Total Number of Responses	106	421	45
TOTAL AVERAGE	4.06	2.75	4.07

a. Members of Title I Planning Team:

Louise Ross	Director of Elementary Education
Dana Williams	Principal
Lorenzo Fields	Assistant Principal
Mary Sue Cehi	Assistant Principal
Loucille Chesley	Kindergarten Chairperson
Cheryl McKinney	First Grade Chairperson
Julie Cooper	Second Grade Chairperson
Benachoice Caruthers	Third Grade Chairperson
Luke Mutz	Fourth Grade Chairperson
Jennifer Russ	Fifth Grade Chairperson
Sandra Hensley	Special Area Chairperson
Margret Warden	Special Area Chairperson
Tina Delgorio	CHILD Chairperson
Faith Johnston	ESE Chairperson
Jennifer Wyatt	Title 1 Contact
Chuck Padgett	Community Member
Amanda Clements	Parent
Angela Taylor	Parent
Angelia Washington	Parent
Beulah Jackson	Parent
Billie Faye Smith	Parent
Luciana Young	Parent
Patricia Tillman	Parent
Paula Lindsey	Parent
Shanay Young	Parent
Tina Ward	Parent

b. Dates of SAC Meetings:

- October 4, 2010
- December 6, 2010
- February 7, 2011
- March 7, 2011
- May 2, 2011

c. Data Reviewed:

The data to be reviewed in assessing priority needs included the following:

- FCAT Explorer
- FAIR
- STAR Accelerated Reader and Math
- SuccessMaker
- Destination Reading
- District-wide common assessments for math and science
- SAT 10
- FCAT
- Student retention
- Student enrollment and class size projections
- Climate Survey results
- Title I Parent surveys
- Disciplinary referrals
- Parent involvement/participation
- School Public Accountability Report
- Teacher observations
- Teacher-made assessments

In addition, Wildwood Elementary School has many programs to motivate students, increase their self-esteem, and promote academic achievement including:

- Citizenship Awards
- Principal's Awards
- Honor Roll Awards
- Perfect Attendance Awards
- Accelerated Reader Program Awards
- Character Education Assemblies
- Golf program within Physical Education classes
- Grade Level Academic Achievement Awards
- Black History Month Celebration
- Potentials Program
- Community and Career Speakers
- American Education Week

- Math Field Day
- Science Night
- School-based family Math Night
- Presidential Academic Fitness Awards
- Spelling Bee
- Student Recognition Nights
- Accelerated Math Awards
- Red Ribbon Week
- Tropicana Speech Contest
- FCAT Nights
- All Pro Dads
- Sumter County Fair Display
- Accelerated Reader Nights
- Friday Friends – peer reading
- Hoops/Jump Rope for Heart
- Educational Field Trips
- Music In Our Schools Month Celebrations
- Water Awareness Day
- Fourth Grade Florida Writes Incentives
- FCAT Incentive Awards
- Fifth Grade Presidential Breakfast
- State Assessment Recognition Awards
- Accelerated Reader Celebration
- Book Fair
- Arbor Village – Adopt a Grandparent
- Sumter Environmental Education Center
- Supplemental Educational Services
- Black Stallion Literacy Program
- Student guidance groups
- Gifted Performance Sharing
- SuccessMaker Program Awards
- CHAMPS Bucks
- Accelerated Reader, Read-a-thon
- Accelerated Math, Math-a-thon
- PBS Carnival
- Field Day
- Earth Day at SEEC
- Teen Trendsetters
- Special Kids Program
- Kiwanis Bug Awards
- Fine Arts for Sumter County Youth
- Kindergarten Celebration
- Mr. Jiggleman Program

d. Processes Followed:

The district staff met with the school-wide planning teams to discuss the process and procedures for revising the plan. A Title I/SAC Planning Committee developed/revised/updated the school-wide project by reviewing the data, establishing needs, ranking those needs, setting goals, and brainstorming strategies to reach those goals. The revised plan was then presented to the entire faculty and to the School Advisory Council members for approval.

e. Summary of Findings:

The committee reviewed the aforementioned data in assessing school needs. Consideration of data results includes the following:

- Progress Monitoring Plans in reading and math are assigned to students who are performing below grade level expectations.
- Lack of participation in school activities by many parents.
- Lack of preschool experience by many students.
- Deficient language skills/development of students.
- Low self-esteem of many students.
- Number of discipline referrals.
- Lack of respect for others, self, adults, and teachers.
- Lack of cultural/enrichment experiences.

f. Needs in Rank Order:

The committee reviewed the aforementioned data in assessing school needs. Consideration of needs to improve academic performance includes the following:

1. Increase academic performance of students who are not meeting proficiency levels in reading, writing, mathematics and science.
2. Increase parent participation in school activities.
3. Encourage positive student attitudes and behavior.
4. Encourage all students, especially those who are performing below grade level, to participate in the 21st CCLC Grant funded after school program (if awarded).

4. SUMMARY OF SCHOOL GOALS:

The Title I Planning Committee met and identified the following goals based upon the summary of the findings. Goals were then presented to the entire faculty and School Advisory Council for their approval.

School-wide reform strategies will be utilized to target the needs of all students in the school, including transitional needs. Evaluation will be an ongoing process. Individual needs of students will be continually addressed through our instructional program. To ensure that those students most in need progress in their learning, we will use the following strategies to provide assistance to these students.

- Provide an enriched and accelerated curriculum through effective teaching strategies, higher expectations, reduced class size, and effective grouping procedures.

- Increase student academic performance in all Adequate Yearly Progress (AYP) subgroups by utilizing diagnostic assessments and effective teaching strategies.
- Require daily independent reading.
- Utilize computer programs such as SuccessMaker, Destination Reading, and Harcourt Math in labs and classrooms to provide a stimulating learning environment that will prepare students for a technological and vocational world.
- Utilize Learning Focused Strategies in all subject areas.
- Continue the 90-minute minimum uninterrupted daily reading block.
- Integrate writing into all areas of the curriculum.
- Emphasize the use of manipulatives to explore mathematical concepts by providing more hands-on learning experiences.
- Integrate innovative teaching methods in the curriculum introduced through literacy programs.
- Provide staff development on the CHAMPS Positive Support Program to staff and students.
- Continue services for individual and group counseling to improve student attitudes and behavior.
- Utilize the Response to Intervention (RtI) process to address student academic performance and discipline concerns and to recommend interventions to increase student success in both areas.
- Recognize appropriate student behavior by providing incentives through CHAMPS program.
- Utilize the services of the truancy officer to promote student attendance.
- Participate in and emphasize the importance of Red Ribbon Week to educate students against the use of drugs and alcohol.
- Assess students with diagnostic, criterion-referenced and standardized tests.
- Administer a kindergarten screening test to identify school readiness skills/deficiencies of the most at-risk students.
- Monitor the most-in-need students utilizing Progress Monitoring Plan to ensure that strategies are being implemented for improved reading and math performance.
- Evaluate the progress of the students who are most-in-need academically by utilizing appropriate evaluative measures to ensure progress on the Florida Comprehensive Assessment Test (FCAT) administered at the upper elementary level and the SAT 10 in grades K-2.
- Continue departmentalization in Grades K-5.
- Utilize STAR, Brigance, and FAIR assessments as evaluative and diagnostic tools for at-risk students.
- Continue the Breakthrough to Literacy program in Pre-K and Harcourt Splash into Phonics in Grade one to ensure quality literature and skills instruction.
- Continue to use volunteers to provide more one-on-one assistance and to allow the teacher to provide small group instruction.
- Continue the 21st CCLC Grant funded after school program; focus on reading, math, science, homework assistance, and writing (if awarded).

5. DESCRIPTION OF THE INSTRUCTIONAL PROGRAM:

a. How the Students Are Grouped for Instruction:

The plans for improvement in student academic performance will utilize effective methods and instructional strategies that are scientifically research based. Effective strategies will be integrated to increase the amount and quality of learning time and to strengthen the core academic program in the school, such as the following:

- Integrate high quality academic programs utilizing “best practices” to attract high-quality highly qualified teachers.
- Increase the amount and quality of learning time by providing after school programs as funds permit.
- Utilize flexible grouping procedures to meet the needs of students who have not achieved proficiency levels in reading.
- Provide opportunities for teachers to implement new educational programs using innovative methods, alternative education practices, and research-based teaching techniques as funds permit.
- Continue to utilize FAIR for progress monitoring of all students.

b. Teacher/Student and Adult/Student Ratios by Grade for Current Year:

	2010-2011		Projected 2011-2012	
	Teacher/Student	Adult/Student	Teacher/Student	Adult/Student
K	1:18	1:18	1:18	1:18
1	1:18	1:18	1:18	1:18
2	1:18	1:18	1:18	1:18
3	1:18	1:18	1:18	1:18
4	1:22	1:22	1:22	1:22
5	1:22	1:22	1:22	1:22

**c. Number of Days Classes are in Session
Length of Daily Class Periods:**

Students will receive daily instruction in the program of study as determined by student needs during the 180-day school year.

Grades K - 5:

An interdisciplinary balanced approach to teaching reading utilizing small group reading and direct phonics instruction will be utilized during the 90-minute uninterrupted reading block. This balanced approach employs the Harcourt Storytown Reading Series that is used to teach reading/language arts skills. The K-12 plan will drive instruction with emphasis on the five components of Reading. Students will receive 90 minutes of a combined mathematics and science session per day. An interdisciplinary approach to instruction will be utilized in which science and social studies are integrated into the curriculum in Grades 1 and 2. Science and Social Studies will be taught as part of the daily curriculum in Grades 3-5. All students will receive daily instruction in the core curriculum areas as determined by student need and the Sunshine State Standards. Flexible scheduling will be utilized in order to provide efficient and effective instruction. Students will also receive instruction in Physical Education and Music.

d. Pupil Personnel and Media Staff:

Students will receive services from a school-based media specialist, guidance counselors, speech pathologists, Exceptional Student Education teachers, school nurse, and other designated personnel. Students will also have access to personnel that are shared with other school centers: school psychologists, behavioral specialist, occupational therapist, physical therapist and home-school social worker.

e. Student Assessment:

Teachers will be included in the decisions regarding the use of assessments through collaborative efforts such as grade level meetings, faculty meetings, surveys, visitations, Curriculum Council meetings, Professional Development Council meetings, Curriculum Oversight Committee, School Advisory Council meetings, articulation meetings and Learning Communities.

Students experiencing difficulty in mastering academic performance standards will be provided additional assistance such as:

- Encouraging communication between parents and teachers to include periodic conferences requested on report cards, telephone conversations, mid-nine-week notices, etc.
- Utilizing small group reading and math tutorial programs addressing specific areas of deficiency.
- Providing an extended day, after school program to improve reading, math, science, and writing.
- Utilizing FCAT Explorer, Learning Focused Strategies, SuccessMaker, Accelerated Reader, Accelerated Math, MathFacts In a Flash, FAIR, FOCUS Assessments, Common Assessments, and STAR reports to diagnose and prescribe students' individual learning needs.
- Providing intensive remediation during PE for reading and/or math.
- Encouraging students to participate in Supplemental Education Services.

The school will determine if the needs of all students are being met by utilizing various methods such as the following:

- Evaluating standardized test results, criterion-referenced tests, computer-assisted instruction activities, daily classroom performance, homework, etc.
- Utilizing the results of the district-wide common assessments to help drive instruction.
- Using formal and informal assessments such as standardized tests, Harcourt reading assessments, Slosson Oral Reading Tests, mastery checks for Reading and Math, FAIR, FOCUS Assessments, STAR tests, surveys, and other teacher assessments to ascertain the effectiveness of programs.
- Using Student Portfolios to help determine student progress.
- Providing SuccessMaker computer labs to allow individualized learning paths with periodic performance reports.
- Utilizing the Title I Parent Surveys and School Climate Surveys to better meet the needs of students.

- Integrating research-based writing strategies such as Writers in Control for improved writing skills.
- Providing highly trained teachers who identify deficiencies and prescribe remediation learning activities for students.
- RTI (Response To Intervention) program when needed
- Student Individual Education Plan as needed
- Student Progress Monitoring Plan as needed

6. TITLE I SERVICES:

a. Services to be provided by Title I:

Opportunities will be provided for all students to meet the state's proficient and advanced levels of student academic performance.

In addition, students in grades 2-5 will be provided with scheduled classes in a computer learning center to receive instruction that will improve and enhance classroom study. Teachers will provide introductory and follow-up lessons as needed. Classrooms will also utilize computers, printers and scanners for computer-assisted instruction in the classroom setting.

Other Title I assistance will include, as funds permit, but not be limited to:

- Providing high interest books and materials as needed for classroom instruction, the school media center, and classroom libraries.
- Providing high interest books and materials to students for home use.
- Providing supplementary materials, as needed.
- Providing staff development for teachers, parents, and paraprofessionals.
- Promoting positive self-esteem programs for students.
- Providing materials for training sessions.
- Purchasing additional hardware and software for computer labs and classrooms.
- Improving communication between school and parents.
- Providing substitutes, when appropriate, with instructional training and the ability to participate in curriculum development.

7. RESOURCES OTHER THAN TITLE I:

Other funding and human resources will be utilized to implement the Wildwood Elementary School Improvement Project 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.

8. 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.

A copy of Wildwood Elementary School's Improvement Plan is attached. Many strategies in the School Improvement Plan are relevant to the Title 1 Plan.

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.

9. DESCRIPTION OF HOW THE PLANNING COMMITTEE WILL MONITOR PROGRESS OF PROGRAM AND IMPLEMENTATION OF ACCOUNTABILITY MEASURES:

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.

10. PARENT/STAFF:

Realizing that a school must involve parents to ensure the success of our students, Wildwood Elementary School will continually explore ways to encourage and increase parental involvement by utilizing/providing:

- Parent Involvement Plan
- Book Fair
- Open House/Meet Your Teacher Day
- Parent Orientation Night
- Parent Conferences
- Special Programs and Presentations
- A.R. Nights
- Spanish to English Classes
- Student Planners and Agendas
- Title I Resource Center
- Title I Parent Liaison
- School Newsletters, Website and Bulletins
- All Pro Dads Program
- E-mail
- Telephone Calls
- FCAT Night(s)
- Learning Compacts
- Home and School Connection Parent Newsletter
- Student Recognition Nights
- Arbor Village (Adopt a Grandparent program)
- Title I Conferences
- Math and Science Family Fun Nights
- Field Trips
- Volunteer Program
- School Advisory Council
- SES Information Nights
- Building Better Readers “K” Night
- School Marquee
- Earth Day at SEEC
- Fifth Grade Honors Breakfast
- Boy/Cub Scouts
- Conference Night
- Music Productions

11. **PUBLIC REPORTING:**

The school will provide individual student assessment results to parents through the use of standardized tests or state assessments, mid-term reports, report cards, and the Florida School Public Accountability Report.

Assessment data is disaggregated by the following groups:

- Limited English Proficiency Status
- Children with Disabilities
- Economically Disadvantaged
- Ethnicity
- Gender

The Florida School Public Accountability Report will provide statistically sound data for each category for which assessment results are disaggregated.

**Wildwood Elementary School
School Public Accountability Report, 2009-10**

As part of the continuing statewide effort to improve the quality of education for all students, we are pleased to present our annual Fall School Accountability Report. This report contains information collected during the 2009-10 school year.

Kindergarten Readiness

The number and percentage of kindergarten students meeting the expectations of the state for school readiness in 2009-10:

ECHOS Test	Number of Students	School Percentage	District Percentage	State Percentage
Ready	136	89	96	89
Not Ready	17	11	4	11
Total	153	100	100	100

Student Performance

This chart reflects the percentage of students scoring three and above for the writing, mathematics and reading subtests for the Sunshine State Standards (SSS) component of the FCAT. The state goal for math was 74%. The state goal for reading was 72%.

	Writing			Mathematics			Reading		
	School	District	State	School	District	State	School	District	State
All Students	92	95	95	72	74	68	66	66	62
White	95	96	96	81	79	78	77	70	72
Black	88	91	93	60	55	50	52	44	44
Hispanic	n/a	95	94	n/a	66	66	n/a	57	59
Asian	n/a	n/a	97	n/a	n/a	87	n/a	n/a	78
Am. Indian	n/a	n/a	94	n/a	n/a	70	n/a	n/a	64
Multiracial	n/a	98	96	n/a	76	71	n/a	75	68
Disabled	n/a	76	81	46	42	41	33	36	36
Economically Disadvantaged	93	94	93	69	66	59	63	58	53
English Language Learners	n/a	91	86	n/a	55	52	n/a	41	44
Migrant	n/a	n/a	89	n/a	n/a	54	n/a	n/a	41
Female	95	98	97	69	74	68	71	69	65
Male	88	93	93	75	74	69	60	62	60
3 rd Grade	n/a	n/a	n/a	77	87	78	70	85	72
4 th Grade	n/a	n/a	n/a	67	79	74	64	78	72
5 th Grade	n/a	n/a	n/a	68	70	63	62	79	69

School Safety and Environment

For the 2009-10 school year, Wildwood Elementary School was not identified as persistently dangerous.

New Teachers and Staff

For the 2009-10 school year, Wildwood Elementary School employed 53 instructional staff. Four of these, or 7.5%, were newly hired. The district average was 19.4%, and the state average was 14.6% for this school year.

Professional Qualifications of Teachers

This table shows the number and percentage of teachers at each degree level. 96% of classes at Wildwood Elementary School were taught by teachers teaching in-field. 4.0% of classes at Wildwood Elementary School were taught by teachers not deemed “Highly Qualified” by the Florida Department of Education.

Degree Level	# of Teachers	School %	District %	State %
Bachelor	36	72	75.3	65.3
Master	14	28	24.3	32.1
Specialist	n/a	n/a	0.4	1.6
Doctorate	n/a	n/a	n/a	1.0
Total of All Degrees	50	100	100	100

School Membership

This table shows the demographic breakdown of Wildwood Elementary School students enrolled in October 2009.

Racial/ Ethnic Group	Number Enrolled		Percentage		
	Female	Male	School	District	State
White	184	176	42.5	69.3	44.4
Black	185	197	45	14.4	23.0
Hispanic	28	35	7.4	12.2	26.2
Asian	2	1	0.4	1.4	2.6
Am. Indian	1	1	0.2	0.3	0.3
Multiracial	18	20	4.5	2.5	3.4
Disabled	47	96	16.9	14.3	14.1
Economically Disadvantaged	371	349	84.9	58.8	53.5
English Language Learner	17	287	5.3	6.0	11.6
Migrant	17	28	5.3	6.0	0.5
Female	418		49.3	49.3	48.7
Male		430	50.7	50.7	51.3
Total	848		100	100	100

Florida Performance Grade and Adequate Yearly Progress (AYP)

Wildwood Elementary School received a school performance grade of “B” for the 2009-10 school year. Wildwood Elementary School met 85% of federal Adequate Yearly Progress (AYP) standards in all areas.

School Learning Environment Survey

Surveys conducted during the school year involved the faculty, parents, and students in grades two through five. Although survey questions differed, similar attributes were included in all surveys. The rating scale was one to five for faculty and parents, and one to three for students.

Highest Ratings:

Teachers: Frequent Assessment/Monitoring Student Achievement (4.64)

Parents: Positive School Climate (4.28), and Frequent Assessment/Monitoring Student Achievement (4.28)

Students: Mastery of Essential Skills (2.87)

Lowest Ratings:

Teachers: Parent/Community Involvement (3.41)

Parents: Parent/Community Involvement (4.13)

Students: Parent/Community Involvement (2.46)

School Advisory Council (SAC) Membership

Membership Classification	Number (#)	Percentage (%)
Parent/Community	9	81.8
Faculty	1	9.1
Non-Instructional Staff	1	9.1
Administration**	1	1
White	5	45.5
Black	5	45.5
Hispanic	1	9.1

**** Administrator is not a voting member and is not included in the percentages.**

School Financial Report

The school financial report is available in the front office.

Components of a School-wide Program 2010-2011

A school-wide program shall include the following components:

- 3-4 A. Comprehensive needs assessment of the entire school
(based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards) (including needs of migrant students)

- 7-9 B. School-wide reform strategies that
 - 10-11 1. Provide opportunities for **all** children to meet the State's proficient and advanced levels of student academic achievement

 - 8-9 2. Use effective methods and instructional strategies that are based on scientifically based research that:
 - 5-6 a. strengthen the core academic program in the school
 - 5-6 b. increase the amount and quality of learning time, such as providing an extended school year and before-and after-school and summer programs and opportunities
 - 5-6 c. provide an enriched and accelerated curriculum
 - 5-6 d. include strategies for meeting the educational needs of historically underserved populations

 - 7-8 3. Include strategies to address the needs of **all** children in the school, **particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards** who are **members of the target population** of any program that is included in the school-wide program, which **may include**:
 - 7-8 a. counseling, pupil services, and monitoring services
 - 7-8 b. college and career awareness and preparation
 - 7-8 c. integration of vocational and technical education programs
 - 7-8 d. innovative teaching methods

 - 10-11 4. Address how the school will determine if such needs have been met

 - 12-13 5. Explain how the plan is consistent with local school improvement plans

- 2 C. Instruction by highly qualified teachers

- 11-13 D. High-quality and ongoing professional development for teachers, principals, paraprofessionals and other school staff and, if appropriate, parents to enable **all** children in the school to meet the State's student academic achievement standards

- 2 E. Strategies to attract high-quality highly qualified teachers

- 13-14 F. Strategies to increase parental involvement (in accordance with section 1118)
- 7 G. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- 10-11 H. Measures to include teachers in the discussions regarding use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program
- 10-11 I. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be **provided with effective, timely additional assistance** which shall **include measures to ensure that students' difficulties are identified on a timely basis** and to **provide sufficient information on which to base effective assistance**
- 11-12 J. Coordination and integration of Federal, State, and local services and programs
- 12 K. Description of how the school will use Title I resources and other sources to implement these components
- 14 L. Description of how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of these results, to the parents of a child who participates in academic assessments
- 3-6 M. Development of the School-wide Plan with the involvement of parents and other members of the school community to be served and individuals who carry out the plan, including teachers, principals and other administrators, pupil services personnel, technical assistance providers, and other school staff

WILDWOOD ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Mrs. Dana Williams , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Mission

Statement

Parental Involvement Mission Statement (Optional)

Response: The staff at Wildwood Elementary recognizes the importance of parent involvement toward student learning and pledges to utilize this valuable resource to its fullest in an effort to increase academic achievement.

Our student population struggles in math and science in two subgroups: Black and Students with Disabilities. We will implement specific programs and technology to assist these subgroups in closing the achievement gap. Programs or strategies to be utilized for math and science instruction will include: BrainPop and Gizmo. A Math Resource Teacher, along with the continuation of Accelerated Math across grade levels, will produce an increase in student achievement for math.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Wildwood Elementary will utilize its School Advisory Council (SAC) to involve and recruit parents in the planning, review, and improvement of Title I programs including deciding how and when to spend available Title I funds. Wildwood Elementary also has a Title I Committee made up of parents, teachers, and community members to help in the revision of Title I Plans. The SAC meets four times per year.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Families Building Better Readers	The Reading Coach will work together with parents to develop strategies to assist children in meeting their academic goals.
2	Parent Orientation Night & Title I Annual Meeting	The Title I program and Home/School Learning Compact will be addressed during the Parent Orientation Night. This event will be provided as a dual schedule for those parents with more than one child in the school. Translation will be provided for those parents who need it. Brochures from the Florida Inclusion Network will be available for parents.
3	Hispanic Heritage Night	Will work with school and district ESOL, Migrant and Title III representatives to develop strategies to assist parents in understanding the needs and dynamics of their children's school day; academic expectations and responsibilities will be reviewed as well. This will be an opportunity for our Hispanic families to ask questions in a non-threatening environment.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Meet Your Teacher Day	Administration, teachers	Fall 2011	Flyers and sign-in sheets
2	Parent Orientation Night & Title I Annual Meeting	Administration, teachers and Title I Coordinator	Fall 2011	Short presentation to present Title I Plan and Student Learning Compact
3	Student Recognition Days	Administration, teachers and Title I Coordinator	Fall 2011	Recognition awards for academic success

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may

provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Wildwood Elementary, by alternating times and days, will offer opportunities for parents to attend meetings in the morning, during the school day, and in the evening. Through experience we have learned that Parent Orientation Night has a good parent response, so the Title I Annual Meeting will be held during Parent Orientation Night in the Fall of 2011 to ensure optimum parental involvement and understanding of the content and requirements of Title I. Wildwood Elementary will provide child care services for those parents who wish to attend meetings/parent training offerings and are not able to acquire their own babysitter. Parent/teacher conferences will be completed by appointment at the convenience of the parent and the teacher. Our Meet Your Teacher Day and Parent Orientation Night will be held at two different times, on different days, to assist parents who work shift hours. Materials from parent meetings will be sent home for those who cannot attend the events.

Building

Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Reading, Math, and Writing - FCAT Night Evening Activity	3-5 teachers	Reading, Math, and Writing	09/08/2011 and 09/12/2011	Summarizing Strategy from LFS "Ticket out the Door."
2	Reading - Families Building Better Readers Evening Activity	Reading Coach and Title I Coordinator	Reading	08/29/2011	Summarizing Strategy from LFS "Ticket out the Door."
3	Science - Science Nights Evening Activity	K-5 teachers and administration	Science	11/15/2011	Summarizing Strategy from LFS "Ticket out the Door."
4	Math - Math Nights Evening Activity	K-5 teachers and Math Resource Teacher	Math	09/22/2011 and 10/20/2011	Summarizing Strategy from LFS "Ticket out the Door."
5	Reading - Accelerated Reader Nights Evening Activity	Media Specialist and Reading Coach	All subjects related to include parent involvement	Monthly	Sign-in roster
6	Spanish Language Instruction - Evening Parent Education Classes	Director of Adult Education	English proficiency	One week course	Registration and attendance roster

Staff

Training

Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	How to Deal With an Upset or Frustrated Parent	School Social Worker	School social worker and teachers will work together to develop strategies to work with frustrated parents	Spring 2011	Staff development evaluation

Other

Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Wildwood Elementary School will also use the following items to encourage and support parents participation in their child's education: Grades 3-5 student planners, Accelerated Reader, online gradebook, FCAT Explorer (instructional website), BrainPop(instructional website), parent/teacher conference nights, PTO sponsored Chili Bingo Night,the school volunteer program, website links, Parent Resource Center at the Sumter Professional Center.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: 1118(c)(4)(A);

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Response: Wildwood Elementary will provide updated information monthly on the school and district website along with monthly school newsletters that contain updated Title I information. The Title I Annual Meeting will also inform parents about all Title I programs.

The school's curriculum, academic assessments, and expected student proficiency levels will be presented in many ways. Current Grade Level Expectations (GLE) will be backpacked home along with a copy of the Student Progression Plan. These documents will inform the parents of the expectations for students and how they will progress from grade to grade. Parent/teacher conferences will provide an opportunity for parents to get further explanation for expectations. FCAT Information Nights will provide information concerning FCAT expectations for reading, math, and writing. Parent teacher meetings to discuss Progress Monitoring Plans (PMP), Individualized Education Plans (IEP), and the needs of our English Language Learners (ELL) are additional means to communicate student progression to parents.

Parent teacher conferences, Rtl meetings, grade level retention meetings, PMP meetings, IEP meetings and staffings for Exception Student Education services are all person-to-person opportunities for parents to be a part of the educational decisions for their children. Parent surveys and evaluations provide an opportunity for parents to provide additional input. A parent or guardian may call or email teachers and administrators to request a parent teacher conference. The school is required to notify parents of all Rtl, staffing and IEP meetings.

The school SAC provides a venue for parents to voice their opinions on any issue at the school including Title I programs. Parents can also attend Parent Teacher Organization (PTO) meetings, set an appointment with the school administration, or teachers, or contact the Sumter County district office to voice an opinion or concern. Students, parents and teachers have the opportunity to complete an anonymous climate survey annually. Survey results are utilized in the creation of each School Improvement Plan.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Parents will be able to call the school to elicit the assistance of the ESOL paraprofessional for translation and explanation of programs and/or school events. The school newsletter will have a section to explain how a parent may contact the school for additional aid in understanding any communication. Along with the newsletter, notices are backpacked home to explain and inform parents of upcoming events. These materials will be translated into the home languages as needed.

Discretionary

Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	WWES will arrange child care for those parents that wish to attend a meeting or event at the school and do not have care available to them. We will also offer meetings and events at a variety of times to accomodate schedules for working parents or parents with transportation concerns.	Administration	Parents will be able to be more involved in school related activities and their child's education.	On-going
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	WWES provides literacy training each year to our parents through a program called Families Building Better Readers	Reading Coach/Administration/Title I Coordinator	Encourages reading at home between parent and child	Fall 2011
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	WWES implements Character Education assemblies (with a local church), SAC, Student Recognition Days, the All Pro Dads program, and I-Moms program.	Teachers/Administration	Support student awareness/recognition of individualism	On-going

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

Evaluation of the 2010-2011 Parental Involvement Plan

Building

Capacity

Summary

Provide a summary of activities provided during the 2010-2011 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Reading, Math, and Writing - FCAT Night Evening Activity	3	53	Reading, Math, and Writing
2	Reading - Families Building Better Readers Evening Activity	1	12	Reading
3	Math - Math Nights Evening Activity	1	55	Math
4	Reading - Accelerated Reader Nights Evening Activity	8	213	All subjects related to include parent involvement
5	Spanish Language Instruction - Evening Parent Education Classes	1	5	English proficiency

Staff

Training

Summary

Provide a summary of the professional development activities provided by the school during the 2010-2011 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	How to Deal With an Upset or Frustrated Parent	0	0	School social worker and teachers will work together to develop strategies to work with frustrated parents

Barriers

Describe the barriers that hindered participation by parents during the 2010-2011 school year in parental involvement activities. Include the steps the school will take during the 2011-2012 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Childcare(all subgroups)	Provide childcare services for those parents who are in need so that they can attend meetings and programs
2	Creating an appropriate schedule to meet parent needs (all subgroups)	Offer parent activities at flexible times to enable the participation of parents
3	Parent and community involvement (all subgroups)	Invite and include parents in more of the day-to-day operations of the school. Concerns will be listened to and addressed. The school must ensure that all communication is well organized and translated when needed

Best

Practices

(Optional)

Describe the parental involvement activity/strategy the school implemented during the 2010-2011 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity

**WILDWOOD ELEMENTARY SCHOOL
TITLE I LEARNING AGREEMENT (COMPACT) 11-12**

Learning can take place only when there is a combination of effort, interest, and motivation. Because we are all committed to student success, we are going to do our best to promote continued student achievement.

Wildwood Elementary School agrees to provide an academically focused and motivating learning environment in which each student's individual needs will be met. Challenging curriculum and current technology are used to encourage all students to prepare for a successful future.

Through cooperation and strong support, among the home, school, and community, we maintain a close working relationship for the benefit of all stakeholders.

This agreement is a promise to work together; we can improve teaching and learning in both our school and community.

Wildwood Elementary School will support their child's learning in the following ways:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students to master Florida's academic achievement standards.
2. Provide opportunities for parent/teacher conferences as they relate to each child's educational needs.
3. Support open communication between the home and school concerning student progress and school activities.
4. Encourage parents to volunteer at school so they can be active participants in their child's education.
5. Provide a safe learning environment for all students through a positive behavior support program.

Parents will support their child's learning in the following ways:

1. See that my child attends school regularly and on time.
2. Volunteer at my child's school, when possible.
3. Establish a time for homework and review it regularly.
4. Read to my child or have him/her read to me at least 20 minutes, four times a week.
5. Talk to my child about his/her school activities every day.
6. Communicate regularly with my child's teacher through notes, phone conversations, and parent conferences.
7. Provide my child with the necessary supplies for learning.
8. Support the school in its effort to maintain proper discipline and positive behavior.

Students will share the responsibility to improve our academic achievement and achieve Florida's high standards in the following ways:

1. Arrive on time, in school uniform, with all required materials.
2. Follow directions the first time given.
3. Respond to the attention signal immediately.
4. Keep hands, feet, unkind words, and other objects to yourself.
5. Stay on task.

Student Signature: _____ Date: _____

Teacher's Name: _____ Parent Signature: _____ Date _____