

Sumter District Schools

Wildwood Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	25
Budget to Support Goals	26

Wildwood Elementary School

300 HUEY ST, Wildwood, FL 34785

[no web address on file]

Demographics

Principal: Micah Cook

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: B (55%) 2015-16: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

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

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

Provide the school's vision statement

Wildwood Elementary...Winner Within Every Student.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Cook, Micah	Principal	
Magliocca, Linda	Guidance Counselor	
Dorsey, Ashley	Assistant Principal	
Badger, Eileen	Instructional Media	
Mannino, Meggen	Other	
Mannino, Paul	Teacher, K-12	
Reilly, Jean	Guidance Counselor	
Kinney, Jaimie	Assistant Principal	
Strait, Amy	Teacher, K-12	
Brown, Brittany	Teacher, K-12	
Quintero, Ashley	Teacher, K-12	
Sanchez, Angela	Teacher, K-12	
Palazzo, Katherine	Teacher, K-12	
Penson, Kelley	Teacher, K-12	
Ugur, Aysegul	Instructional Coach	

Demographic Information

Principal start date

Wednesday 7/1/2020, Micah Cook

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

57

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (49%) 2016-17: B (55%) 2015-16: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	

Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	122	114	108	99	96	111	0	0	0	0	0	0	0	650
Attendance below 90 percent	5	16	18	6	9	10	0	0	0	0	0	0	0	64
One or more suspensions	0	1	9	13	12	12	0	0	0	0	0	0	0	47
Course failure in ELA	0	10	18	11	4	3	0	0	0	0	0	0	0	46
Course failure in Math	0	10	11	6	5	1	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	18	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	21	0	0	0	0	0	0	0	22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	11	15	9	5	18	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	11	17	6	1	6	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	1	2	4	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Monday 8/31/2020

Prior Year - As Reported

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

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

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	66%	-15%	58%	-7%
	2018	41%	67%	-26%	57%	-16%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	38%	62%	-24%	58%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	71%	-17%	56%	-2%
Same Grade Comparison		-16%				
Cohort Comparison		-3%				
05	2019	55%	65%	-10%	56%	-1%
	2018	43%	61%	-18%	55%	-12%
Same Grade Comparison		12%				
Cohort Comparison		1%				

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

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

Subgroup Data

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

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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The data component that performed the lowest by school grade component is ELA Lowest 25th percentile (44%). This is not necessarily a trend. Last year, during 2018, our ELA Lowest 25th percentile was 51%. Historically, when following data from year to year, this group of students have performed consistently lower than other grade levels.

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

The data component that showed the greatest decline from the prior year was ELA Lowest 25th percentile, with a -7% decline. ELA Lowest 25th percentile ended at 44% for the 2019 year. Historically, this group of students have performed consistently lower than other grade levels.

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

The data component that had the greatest gap when compared to the state average was Math Achievement with a -9% comparison however this is still up 8% from our 2018 Math Achievement at 46%. School wide focus on fact fluency may have been a contributing factor in this area.

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

Math Learning Gains have shown the most improvement with a +20% comparison from the 2018 school year. A few actions in this area were staff placement changes used to increase learning gains in grades 4-5 last year, outside tutoring with volunteers, and intensive small group instruction for all lower performing students (ESE, ESOL, Bottom Quartile, and MTSS).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One potential area of concern is the number of Level 1's in 5th grade in ELA and Math. Those students will be monitored very closely this year and will receive intensive support in both ELA and Math.

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

1. Increase ELA Achievement
2. Increase Math Achievement
3. Increase Science Achievement
4. Meet all Positive Behavior Goals
5. Meet all School Safety Goals

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description and
Rationale:**

Increase Achievement in English Language Arts
ELA proficiency is below state average.

**Measureable
Outcome:**

Increase ELA proficiency in Grades 3-5 from 50% to 60%.
Increase ELA learning gains in grades 3-5 from 52% to 60%.
Increase ELA lowest 25th percentile grades 4-5 from 44% to 55%.

**Person
responsible for
monitoring
outcome:**

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

**Evidence-based
Strategy:**

Teachers will use pre-, mid-, and post- I-Ready assessments; McGraw - Hill weekly tests, and STAR data to monitor progress towards goal with all students in grades K-5.

**Rationale for
Evidence-based
Strategy:**

Fidelity of all programs will be monitored weekly by administration.
I-Ready meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects.
I-Ready diagnostic provides teachers with a detailed, customized evaluation of every student.
Diagnostic results help teachers better understand their students' individual needs.
Teachers will submit lesson plans weekly into their OneNote notebook.
Administration will monitor plans.
Administration will conduct walk-throughs and provide feedback to teachers.

Action Steps to Implement

1. Teachers in grades K-2 will utilize the Saxon Phonics program as an instructional tool and curriculum to help students build a solid foundation in phonemic awareness, phonics, and other literacy skills.
2. Teachers will utilize the LFS instructional sequence to build background knowledge and key vocabulary prior to releasing students to read and analyze complex text.
3. Teachers will give explicit instruction on AVID Critical Reading Strategies and Academic Language Strategies to increase students' reading comprehension.
4. Teachers will be provided professional development in Core Connections.
5. ELA professional learning communities will meet biweekly to review standards, conduct data chats, and share best practices for instruction.
- 6.. Teachers will facilitate daily small group instruction using data from I-Ready for flexible grouping.
7. Utilize use of P.E. waiver for additional ELA instruction with reading coach.
8. Students who fall in the bottom quartile are paired with a 1:1 tutor to work on targeted reading skills.

9. . Quarterly school-wide AR incentives.

10. Utilize MyOn reading program.

11 Fidelity to I-Ready reading program

12.. Utilization of Literacy Coach

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

#2. Instructional Practice specifically relating to Math

Area of Focus	Increase Achievement in Math
Description and Rationale:	Math proficiency on FSA is below the district and state average.
Measureable Outcome:	Increase math proficiency in grades 3-5 from 54% to 65%. Increase math learning gains in grades 3-5 from 68%-72%. Increase math bottom quartile learning gains grades 4-5 from 57% to 65%.
Person responsible for monitoring outcome:	Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)
Evidence-based Strategy:	Data will be collected throughout the year to determine progress towards math goal will include pre-, mid-, and post- I-Ready Assessments. Walkthroughs will be conducted by administration. Math plans will be monitored by administration. Administration and math resource teacher will monitor data from I-Ready.
Rationale for Evidence-based Strategy:	I-Ready meets the criteria for ESSA Level 3: Promising Evidence, with favorable effects. I-Ready diagnostic provides teachers with a detailed, customized evaluation of every student. Diagnostic results help teacher better understand their students' individual needs. Teachers will submit lesson plans weekly into their OneNote notebook. Administration will monitor plans. Administration will conduct walk-throughs and provide feedback to teachers.

Action Steps to Implement

1. Math PLC biweekly to review standards and conduct data chats.
2. PLC's with district staff.
3. Administrative walkthroughs weekly in grades 3-5 to provide specific feedback to teachers.
4. Small group instruction using data from I-Ready for flexible grouping.
5. 1:1 tutoring for bottom quartile students.
6. Math resource teacher will provide additional instruction, and model lessons for math instruction.
7. Teachers will teach strategies and provide practice daily for fact fluency.
8. Implementation of AVID WICOR strategies in grades K-5.
9. Teach and assess vocabulary for each unit.
10. Utilize math anchor charts during math block.

11. Utilize CRA (concrete-representational-abstract) method for instruction.
12. Utilize computer programs I-Ready, Khan Academy, Reflex Math, and IXL for skill practice.
13. 21st Century STEAM After School Program.
14. Utilize P.E. waiver to provide additional instruction.

Person Responsible Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase Achievement in Science

Measureable Outcome: Increase science proficiency in 5th grade from 48% to 65%.

Person responsible for monitoring outcome: Micah Cook (micah.cook@sumter.k12.fl.us)

Administrators will conduct weekly walkthroughs of science classes to monitor fidelity of students working on targeted science vocabulary. Administration will monitor results through scores provided by teachers.

Evidence-based Strategy: Teachers and administrators will monitor effectiveness through the results of the science vocabulary tests.

Teachers will create STEM lesson plans and submit them to the STEAM administrator.

Rationale for Evidence-based Strategy: Administrators will monitor for effectiveness using formative science assessments.

Action Steps to Implement

1. Standards-based common lesson plans for entire 5th grade.
2. Weekly administrative walkthroughs during science block (with emphasis on 5th grade) to provide feedback to teachers.
3. Biweekly PLC meetings among 5th grade science teachers
4. Professional development in science instruction.
5. 5th grade Science Superstars Program to focus on content area vocabulary.
6. Incorporation of science related texts during AR time.
7. 60 Nonfiction Book Challenge for AR in 5th grade, 60 ebook Challen
8. Increase of science based "read alouds" during science block.
9. Utilize AVID's Interactive Notebooks, WICOR strategies, and STAR Note-Taking strategies with Science content.
10. Implementation of benchmark assessments for tested 5th grade science standards.
11. Increase use of Hands-On Science Investigation Activities.
12. Use of Study Island in grades 3-5 to promote standards proficiency.

13. School-wide STEM fair.

14. Participation in Lego League Jr. Grant.

15. Utilize MyOn for science related and informational text.

Person Responsible Micah Cook (micah.cook@sumter.k12.fl.us)

#4. Culture & Environment specifically relating to Discipline

Area of Focus	Decrease in School Disciplinary Incidents
Description and Rationale:	There is a need to decrease the school disciplinary incidents.
Measureable Outcome:	Reduce the amount of long form referrals from 686 to 500 this school year. Reduce the number of students who have one or more Out of School Suspensions from 101 to less than 91.
Person responsible for monitoring outcome:	Micah Cook (micah.cook@sumter.k12.fl.us)
Evidence-based Strategy:	Administrators and behavior resource teachers will monitor progress towards goal by collecting bus conduct forms, in-school suspension forms, and long forms on a monthly basis. Each month will be compared to the previous to determine an increase or decrease in discipline incidences.
Rationale for Evidence-based Strategy:	Disciplinary data will be shared during faculty meetings and leadership pep rallies to determine whether there was a decrease in disciplinary incidents.

Action Steps to Implement

1. Behavior/Discipline coach and two guidance counselors to support students' social and emotional needs, as well as, provide behavior strategies that promote positive behaviors in and outside of school.
2. PBS team to review data to reduce classroom disruptions due to poor behavior.
3. Continue PBS store biweekly.
4. Continue "Caught Ya Being Good" incentive (Facebook selfie and drawing for Sonny's lunch with administration)
5. Increase utilization of Wildcat Cash.
6. Character Education block built into master schedule.
7. Quarterly PBS Incentives for students driven by student interest surveys.
8. Implementation of the 7 Habits of Highly Effective Kids. (Leadership Pledge recited daily and Habit Focus morning announcement highlight)
9. Leadership Pep Rallies every 6 weeks.
10. Weekly dress down days tied to positive behavior.
11. Increase in AVID's self advocacy strategies.

12. Mentoring program, K-5 for targeted students.
13. Continue implementation of the Sanford Harmony Program during Character Ed.
14. STOP (Scholastic Time Out Program)-Time out for students that do not need administration intervention
15. Bus Behavior Plan to encourage positive behavior during transportation.

Person Responsible Micah Cook (micah.cook@sumter.k12.fl.us)

#5. Culture & Environment specifically relating to Student Attendance

Increase in Student Attendance

Area of Focus

Description and Rationale:

By providing parents with a school wide Attendance Success Plan and support from an outside agency (YFA), parents will gain knowledge and assistance ensuring that students attend school regularly.

Measureable Outcome:

Students and parents will work together to maintain satisfactory attendance (90% or more) throughout the entire school year.

Person responsible for monitoring outcome:

Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)

Evidence-based Strategy:

Teachers will meet with students and their family who become chronically absent and will provide them with more intensive interventions according to the success plan tier.

Rationale for Evidence-based Strategy:

Fidelity of implementation of the Student Attendance Success Plan will be monitored through the case study meetings and Skyward attendance reports.

The assistant principals will keep track of parents that attend meetings by completing CST forms and other necessary documentation.

Action Steps to Implement

Implementation of the WWES Student Attendance Success Plan for Tiers 1-3:

Tier 1 Steps:

1. One attendance requirement for weekly dress down.
2. Desserts for Days-Quarterly rewards party for students with less than five percent absences
3. Attendance Education for parents during Open House event.

Tier 2 Steps:

1. Conference to develop Attendance Success Plan
2. Attendance documented in student planner daily.
3. Weekly Attendance Mentoring Meetings.

Tier 3 Steps:

1. Daily check in with Attendance Mentor
2. YFA involvement
3. Inter-agency response to barriers preventing attendance improvement.

Utilization of automated system that notifies parents of absences.

Attendance information sent home quarterly.

Tardies and absences posted in front office.

Implementation of Case Study Team to provide interventions.

Person Responsible

Ashley Dorsey (ashley.dorsey@sumter.k12.fl.us)

#6. Culture & Environment specifically relating to Parent Involvement

Area of Focus
Description and Rationale: Increase in Parental Involvement

Measureable Outcome: There will be an increase in parental involvement.

Person responsible for monitoring outcome: Jean Reilly (jean.reilly@sumter.k12.fl.us)

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

Rationale for Evidence-based Strategy: Analyzing parent feedback forms will enable us to best meet their needs.

Action Steps to Implement

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

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

#7. Instructional Practice specifically relating to Student Engagement

Area of Focus	Increase in Student Technology
Description and Rationale:	With the availability of student technology increasing, student engagement and achievement will increase.
Measureable Outcome:	Student use of 1:1 devices in Grades K-5 will increase.
Person responsible for monitoring outcome:	Micah Cook (micah.cook@sumter.k12.fl.us)
Evidence-based Strategy:	Administrative will conduct walk-throughs and monitor teacher lesson plans. Administrators will look for evidence of student technology incorporated within lesson plans during walk-throughs.
Rationale for Evidence-based Strategy:	Walk-through data will be utilized to determine the effectiveness of the 1:1 initiative.

Action Steps to Implement

The implementation of 1:1 technology in grades K-5 will increase student technology usage via their personal laptops.

District support with instructional implementation of Microsoft Office 365.

I-Ready, IXL, Study Island, Khan Academy, Extra Math, MyOn, Office 365 Products.

Office 365 Staff TEAMS notebook created for teacher utilization and student usage.

Teachers will work collaboratively to include student use of technology in their content area lesson plans.

School technician assigned and handles all on site work orders when technology issues arise.

Staff digital weekly newsletter

Person Responsible Micah Cook (micah.cook@sumter.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All have been addressed in the above school wide areas of focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Wildwood Elementary will utilize its School Advisory Council (SAC), which meets four times per year, 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. Feedback will also be obtained via event surveys, the annual Title I survey and Parent Advisory Council Meetings to revise and update the School-wide Parent Involvement and Title I Plan.

In addition, communication is a vital tool in keeping parents informed and involved. By the use of Remind app, mass calls, text, emails and regular newsletter updates, parents will be made aware of all events and happenings in and around the school. This will also serve to assist parents in ways they can support their children at home.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0102 - Wildwood Elementary School			\$700.00
			<i>Notes: Family Night/Science</i>			
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$2,762.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0102 - Wildwood Elementary School			\$600.00
			<i>Notes: Family Nights/Incentives</i>			
			0102 - Wildwood Elementary School			\$1,850.00
			<i>Notes: Parent Communication Folder</i>			
			0102 - Wildwood Elementary School			\$257.00
			<i>Notes: Parent Communication- Newsletters and other school wide forms of communication</i>			
			0102 - Wildwood Elementary School			\$55.00
			<i>Notes: Postage- parent invites/reminders</i>			
7	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00
					Total:	\$3,462.00