

Wilkinson Elementary School

3400 WILKINSON RD, Sarasota, FL 34231

www.sarasotacountyschools.net/wilkinson

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Wilkinson Elementary School believes that all children are entitled to a safe and stimulating environment, which will enable them to grow emotionally, intellectually, and physically. We will tailor the education of every student so that each child will excel!

b. Provide the school's vision statement

Wilkinson Elementary School will strive to ensure that all learners in our school community develop knowledge, personal skills, self-esteem, positive attitudes, and values necessary to meet the challenges of an ever changing world.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Wilkinson has a very diverse student population. Our current school population includes over fifteen nationalities. We pride ourselves on creating inclusive environments that embrace and celebrate diversity. We have implemented many strategies and activities to address and meet the diverse needs of our learners. Our ESOL team provides several activities and opportunities throughout the year for parents and families to engage in school activities. These include: ESOL Parent Information Nights, Parent Engagement, International Celebration, Curriculum Night, Title I Information Night, Literacy Night, Science Fair Nights, Math Family Night, and individual parent conferences as needed. We have also embraced restorative strategies to help build relationships between teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Wilkinson Elementary has built a safe and respectful environment through the ongoing implementation of our Positive Behavior Support program. A consistent plan is in place school-wide ensuring that students and staff know and understand the expectations. Positive behavior expectations are reviewed on the morning news regularly and used throughout the campus.

Staff members are assigned arrival and dismissal duties to maximize supervision for student safety. Teachers greet students at their classroom door, welcoming students to school and creating an atmosphere of respect. Students can share any concerns with the Guidance Counselor or other support staff when needs arise.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

During pre-planning week, all staff were given a handbook of the PBS expectations and plan. We school-wide expectations: Be polite. Be respectful. Be responsible. Be safe. Be an active learner. We have a PBS committee that meets monthly to analyze data, establish weekly and monthly celebrations and communicate PBS to their grade level teams members.

A Behavior Support Team has been established. This team works on Social Skills, PBS Expectations and is also available for intervention and crisis response. Restorative Strategies and Crisis Prevention Interventions are utilized when appropriate in both ESE and regular education classrooms. The Guidance Counselor is providing classroom guidance lessons focused on appropriate behavior. Behavior lessons are shared with teachers and also presented on the morning news weekly by the Behavior Support Team. All grade level teams determine classroom rules and consequences. Additionally, a "Behavior Communication Process" has been implemented to ensure that parents are being informed of any behavior concerns when a county referral is not yet warranted.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students have many options for emotional support. Students identified with IEPs and BIPs receive daily or weekly services with our school Guidance Counselor, Behavior Specialist, and/or Intervention Teacher. Daily social skills are provided by the Behavior Specialist for all students identified with social-emotional needs. Students with BIPs that are in the mainstream general educational classes are serviced regularly by the Behavior Support Teacher. The school Guidance Counselor works with several outside mental health agencies to provide in-school mental health counseling. The school Guidance Counselor is also working with classroom teachers to implement restorative strategies within the classroom.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The School Wide Support Team (SWST) meets weekly to problem solve regarding the early warning indicators. Interventions are developed to address concerns related to academics, behavior and attendance. Progress with Tier II and Tier III interventions are monitored regularly and the interventions are modified as needed. Communication with the family occurs throughout the process.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	11	20	8	8	9	9	0	0	0	0	0	0	0	65
One or more suspensions	3	6	7	5	9	2	0	0	0	0	0	0	0	32
Course failure in ELA or Math	4	7	0	11	1	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	32	51	42	0	0	0	0	0	0	0	125
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	2	9	4	6	0	0	0	0	0	0	0	27

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All Wilkinson staff members have been trained in the MTSS process. Grade level teams meet weekly to discuss student performance data. Data chats are held every 6-8 weeks to review student performance and identify trends. Interventions are created at SWST meetings to best meet the needs of students. Progress and results are reviewed regularly and interventions are modified as needed. The Administrative Team also meets weekly to problem solve and address areas of need. Team members work directly with teachers and small groups of students as needed.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313965>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Wilkinson Elementary has reestablished a Business and Community Partner program through a coordinator on staff. Administration works together with the coordinator to support existing partnerships while establishing new relationships within our community. The Business Partner Coordinator maintains a record of all partnerships and ensures that the school recognizes partnerships as outlined in our Business and Community Partnership brochure. Such recognition can include: acknowledgement in newsletters, listing on our website, car loop banners, etc. All Faiths Food Bank partners with our school to provide our families with a food pantry twice monthly and has recently added one Saturday monthly. Additionally, our Volunteer Coordinator has been recruiting new volunteers and mentors to come work with students. This includes senior citizens, community members and students from Suncoast Polytechnic High School.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Nations, Susan	Principal
Ostwald, Janie	Other
Kisner, Jaime	Assistant Principal
Angerame, Vicki	Teacher, K-12
Dye, Cari	Teacher, K-12
Hashey, Edward	Teacher, K-12
McCarron, Jennifer	Teacher, K-12
Ellis, Jade	Teacher, K-12
Snider, Deanna	Teacher, K-12
Gindoff, Amy	Teacher, K-12
Amuso, Ellen	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team, comprised of a leader from each grade level team and specials as well as ESE and Support Team representatives, has regularly scheduled meetings with Administration on Mondays. During these meetings school wide instructional goals are reviewed. The team uses an on-going problem solving and reflection practice to identify root causes for students' academic performance year-to-year and identify specific interventions designed to address the students' needs. Members are also given an opportunity to make decisions regarding capital outlay needs, professional development offerings and instructional practices in the school.

In addition to the weekly meeting, each member of the School Leadership Team facilitates collaborative planning meetings regularly to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. Team leaders document team discussion topics on the CPT Action Plans to enhance student learning and ensure these notes are shared with Administration and, as appropriate, with other key leaders in the school.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership meets regularly and consults with school and district personnel (School Psychologist and Home School Liaison) to identify and track students at-risk both academically and behaviorally through the MTSS process. Leigh Michalojko leads this team comprised of other school-based support personnel and classroom teachers. The team uses a systematic problem-solving approach for Tier II and Tier III strategies/interventions to close the achievement gap for small groups or individual students and for those students who may need a more direct explicit approach for positive behavior support. The team works with the students' teacher(s) to implement the strategy/intervention. The team sets a timeline to review how the strategy worked based on student data. The team also attends grade level collaborative planning meetings to discuss students and instructional strategies that may increase student achievement.

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state’s high standards, particularly in the areas of reading, writing, science, and mathematics. Title one funds are used throughout the school year to provide after school tutoring for students identified on the district/state progress monitoring list. Title I funds are also used to provide professional development to staff to increase use of instructional best practices, such as accountable talk and building academic vocabulary. Title I funds are used for Parent Engagement Events in which teachers provide data, training and materials to parents in order to further support students.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. The ESOL Liaison works with the district to ensure implementation of appropriate programs on campus.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Susan Nations	Principal
Edward Hashey	Teacher
Robert Loeffler	Teacher
Michelle Schwemler	Parent
Nicole Coggin	Parent
Gary Hayes	Parent
Victoria Crooke	Teacher
Megan Schell	Parent
Kimberly Moore	Parent
Diane Preston	Business/Community
Nancy Oss	Teacher
Tyquita Hamilton	Teacher
Kelly Dancer	Business/Community
Angela Schideler	Parent
Herbert Passos	Parent

b. Duties

1. Provide a description of the SAC’s involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year’s school improvement plan

At the first SAC meeting of the year, student data trends over time (past five years) are reviewed and discussed as are the strategies that were implemented to achieve, and improve these results.

b. Development of this school improvement plan

The SAC committee reviews student achievement data from 2015-16 and discusses goals for the year based on the data. Areas of improvement are identified and discussed. The finalized SIP is

presented to the SAC Committee in October of 2016 and the SAC committee then assists in the on-going evaluation of the SIP throughout the 2016-17 school year

c. Preparation of the school's annual budget and plan

The school's input into the annual budget (personnel) is determined midway through the year in a meeting with district leadership discussing historical projections of student enrollment. When both school and district reach agreement on the projected enrollment, a personnel budget is created at the district level. Based upon generated FTE, a discretionary general fund, instructional materials, capital equipment/maintenance, and SAC budget (if applicable) are developed at the district level. These are reviewed with school leadership and SAC when available.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Students grades 1-5 will receive a student planner/agenda book to use for planning, homework, and parent student communication. Kindergarten received School to Home communication folders. The amount used was \$2300.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Nations, Susan	Principal
McCarron, Jennifer	Teacher, K-12
Snider, Deanna	Teacher, K-12
Michalojko, Leigh	Instructional Coach
Kisner, Jaime	Assistant Principal
Ostwald, Janie	Teacher, K-12
Angerame, Vicki	Teacher, K-12
Gindoff, Amy	Teacher, K-12
Ellis, Jade	Teacher, K-12
Hashey, Edward	Teacher, K-12
Watts, Kelly	Teacher, K-12
Dye, Cari	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership team continues to focus on the implementation of Florida Standards specifically close reading, analyzing various texts, lexile ranges, and vertical alignment. School wide

events focused on literacy include Reading Counts, Parent Engagement, Literacy Night and International Night. The Literacy Leadership Team is working to secure volunteers and mentors who will serve as Reading Partners with selected students. The team monitors the use of the district Reading Program and ensures that materials and resources are available for targeted small group instruction. Administration promotes literacy regularly through Principal Luncheons with book talks.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Instructional Bargaining Contract requires that one common planning time per week is scheduled as a Professional Learning Community (PLC). Teams are made up of the grade level teachers as well as support staff. CPT meetings encourage positive working relationships as the teachers plan, analyze student data and work samples, and develop and share differentiated strategies and interventions. School Administration participates in six PLCs working with each grade level and department. A survey will be conducted at the end of the 2016-17 school year to determine the value of these six meetings and whether to continue this practice.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Partnering new staff with veteran teachers through the SCIP program
School-based Professional Development to strengthen teacher skills
Collaborative Team Planning to ensure teacher support
Administrators will observe and give teacher feedback using the Teacher Evaluation System (TES).
Recently hired instructional staff all are highly effective teachers as documented by their evaluations and references. They were selected by a team representative of the open positions.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Sarasota County School Board provides a comprehensive mentoring program for all first year teachers working in Sarasota County Schools. Each teacher is paired with a certified mentor who has specific training in the Sarasota County School District's PRIDE Evaluation system.

Wilkinson Elementary ensures that SCIP mentoring activities are completed by new staff members with the support of his/her mentor. Documentation is presented to administration as evidence of completion of this program. Currently, we have five new staff members that are paired with mentors. We have assigned mentors based on level alike programs in order to provide a high level of support for our new staff members.

In addition to the SCIP program for new hires to Sarasota, we have five experienced staff who are new to Wilkinson. Each of these teachers has been paired with a mentor to assist with acclimation to the program, plant and people at Wilkinson.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We provide district adopted ELA and math programs that align with Florida State Standards. Also, we are using a computer based instructional program, i-Ready, that is aligned with Florida State Standards. In addition to the Reading and Math Series, the district provides instructional focus guides that provide FSA materials and strategies that teachers can utilize to ensure the Florida State Standards are being met. The district and school site offers up-to-date, on-going professional development on utilizing the adopted curriculum to meet the Florida Standards. Wilkinson staff will continue to focus on Math Instruction and Accountable Talk/Precise Vocabulary in Collaborative Planning Teams this year.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers are given rubrics and student data (iREADY Reading and Math and classrooms assessments) that help to determine instructional groupings. Once students are identified in a group, progress is monitored and groupings are flexible. Teachers differentiate instruction and provide tiered remediation to address the skill deficits. Teachers use student data folders to track learning progress. Student data is used throughout the school year to monitor students who may be in need of more intensive assistance/instruction through the Multi-Tiered Support System (MTSS). Student data sheets are completed and monitored by the Administration along with the instructional support team.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,840

Select First, Second and Third grade students, who are identified with specific deficits through the progress monitor system, will partake in an after school system program in which selected teachers will utilize computer assisted and direct instruction to address the specific skill deficits. The program will be repeated in the Spring for Fourth and Fifth Grade students.

Strategy Rationale

The students are provided with intensive, additional, small group instruction based on their specific skill deficit. Research has shown that this additional instruction is vital for success and mastery of standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nations, Susan, susan.nations@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Specific data is collected throughout the year: i-Ready, FSA, classroom assessments

Strategy: After School Program

Minutes added to school year: 1,800

After school enrichment activities are offered throughout the school year (Sept. - May) through partnerships with Faulhaber Science Center and The Florida House. These activities include a variety of STEM enrichment and exploration activities.

Strategy Rationale

Enrichment breeds achievement!

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nations, Susan, susan.nations@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attitudinal surveys will be conducted. Additionally, student data will be monitored to determine growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In the spring of each year, Wilkinson has a Kindergarten Roundup which allows preschoolers and their families an opportunity to visit the school. Parents receive information about the school's policies and procedures. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participates to assist in kindergarten registration and to answer questions about student transition to kindergarten.

The school offers tours to students and parents which includes a visit to classrooms.

A "Meet the Teacher" Event is held the Thursday before school begins. This event offers students and families an opportunity to meet the teacher and explore the classroom.

Wilkinson staff participate in articulation meetings with local middle schools. This ensures a smooth transition for exiting fifth graders.

b. College and Career Readiness

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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reading Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).
- G2.** Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).
- G3.** Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5).
- G4.** By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Reading Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

1a

G081764

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks
- Teacher Depth of Knowledge of Core Curriculum and the Florida Standards
- Ability of parents to provide academic support

Resources Available to Support the Goal 2

- IFGs for the ELA Florida Standards
- School wide Planning for Instruction book provided to all teachers
- i-Ready: computer assisted and teacher led instruction
- Professional Development with direct instruction and model lessons in classrooms.
- Parent Engagement Program
- Reading Recovery Teachers added to support Grade 1
- Mentors from Suncoast Polytech High School and additional mentors/volunteers through TEAM Up! Office

Plan to Monitor Progress Toward G1. 8

The data collected to determine progress toward goal includes: student work samples, assessment results (standardized, benchmarks, weekly assessments), progress monitoring data (including the three diagnostic reports and growth monitoring reports generated through i-ready), teacher observation notes, and notes from CPTs.

Person Responsible

Susan Nations

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations

G2. Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). 1a

G081765

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of Problem Solving Strategies
- Master of Prior Standards; Lack of basic facts/math fluency
- Lack of Math Vocabulary
- Teacher depth of knowledge of core curriculum and Florida standards

Resources Available to Support the Goal 2

- GO MATH
- iReady
- Instructional Focus Guide
- Planning for Instruction Guide

Plan to Monitor Progress Toward G2. 8

Various formative and summative standards-based assessments will be utilized throughout the year to determine student progress towards mastery of grade level content and proficiency standards

Person Responsible

Susan Nations

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations

G3. Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). 1a

G081766

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	52.0

Targeted Barriers to Achieving the Goal 3

- Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.
- Lack of experience with scientific inquiry process

Resources Available to Support the Goal 2

- Fusion science series
- Science/Technology lab with direct instruction and hands on experiments
- MAD Science
- Science Fair
- Family Science Adventure Night

Plan to Monitor Progress Toward G3. 8

Review of data from: Harcourt Fusion assessments, projects, district benchmark science assessments, FCAT 2.0

Person Responsible

Susan Nations

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring using data from assessments and rubrics of completed projects.

G4. By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions. 1a

G081763

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	30.0
2+ Behavior Referrals	40.0

Targeted Barriers to Achieving the Goal 3

- Multiple bus referrals
- Students demonstrate lack of empathy

Resources Available to Support the Goal 2

- Positive Behavior Support
- Restorative Strategies
- Behavior Specialist
- School Counselor
- Intervention Specialist

Plan to Monitor Progress Toward G4. 8

Analyze and review pertinent behavior data: TPS, number of discipline referrals, bus incident reports, number of out-of-school suspensions

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Comparative data from 2015-16 school year and 2016-17 school year

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Reading Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). **1**

 G081764

G1.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks **2**

 B216130

G1.B1.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need **4**

 S228479

Strategy Rationale

i-Ready is a research based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 **5**

i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be encouraged to log on in the classroom and at home for additional time. Students participating in the after school tutoring and YMCA programs will have additional time to practice using i-Ready.

Person Responsible

Jade Ellis

Schedule

Daily, from 8/31/2016 to 6/2/2017

Evidence of Completion

Class and Individual Response to Instruction Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrator access to the program is provided to the Intervention Teacher to monitor teacher usage and student progress of the i-Ready program

Person Responsible

Jade Ellis

Schedule

Monthly, from 8/31/2016 to 6/2/2017

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, SAT 10, Access, other curriculum assessments) and its impact on increased reading achievement.

Person Responsible

Jade Ellis

Schedule

Semiannually, from 12/7/2016 to 6/2/2017

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G1.B1.S2 Planning for Instruction Guide for all Teachers 4

S228480

Strategy Rationale

This booklet is written by Administration and includes best practice information regarding ELA instruction. Teachers use this tool as a resource when planning to determine best practices to implement during the reading block.

Action Step 1 5

The Planning for Instruction Guide is given to teachers at the beginning of the year to help determine best practice and expectations for meaningful instruction in Reading.

Person Responsible

Susan Nations

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Evidence will be collected through teacher lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson observations.

Person Responsible

Susan Nations

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

State and district assessments, subject area tests, TES observations and evaluations will improve through the use of best practices in the ELA block

Person Responsible

Susan Nations

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G1.B1.S3 Supplemental Reading Materials for Differentiation in Reading. 4

 S228482

Strategy Rationale

Reading A to Z, Words Their Way and Leveled Literacy Intervention Kits provide teachers with a wide variety of reading material at multiple levels. These programs will also help when students need to read and understand key ideas and information across multiple texts.

Action Step 1 5

The teachers will utilize supplemental texts for differentiation of instruction

Person Responsible

Leigh Michalojko

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom Materials/Resources being utilized and documented in lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The classroom teachers will utilize the supplemental resources provided to support differentiated instruction in reading

Person Responsible

Leigh Michalojko

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

The supplemental resources being utilized will be monitored through CPT discussions and teacher surveys.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

The supplemental resources will be monitored for effectiveness when looking at school data from a variety of resources (i-Ready, Weekly Reading Wonders Tests and other Classroom Generated Assessments)

Person Responsible

Leigh Michalojko

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student work samples, assessment results, and progress monitoring data.

G1.B1.S4 After school program to target those students who need additional reading support. 4

S228484

Strategy Rationale

To provide students who need extra support beyond the regular school day to meet their grade level expectations in the areas of reading

Action Step 1 5

Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the learning gap with students who still lacking in foundation reading skills.

Person Responsible

Jaime Kisner

Schedule

Daily, from 10/3/2016 to 5/26/2017

Evidence of Completion

Wildcat Academy program design and student data gathered from participants

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The after school program will incorporate i-Ready: both computer assisted and teacher directed components; fidelity is monitored through student data in the program.

Person Responsible

Jaime Kisner

Schedule

Every 6 Weeks, from 10/3/2016 to 5/29/2017

Evidence of Completion

Progress Monitoring and Data Reports generated from i-ready components.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student data will be analyzed to monitor the program for effectiveness.

Person Responsible

Jaime Kisner

Schedule

On 5/29/2017

Evidence of Completion

Student Progress Reports and standard mastery generated from i-Ready

G1.B1.S5 Provide additional intervention in Reading and support to classroom teachers. 4

 S231696

Strategy Rationale

To provide students who need extra support in Reading skills and strategies meaningful interventions.

Action Step 1 5

Two teachers have been identified as Reading Recovery teachers supporting grade 1 readers. And one additional teacher has been secured to conduct interventions and provide support in academics.

Person Responsible

Leigh Michalojko

Schedule

Weekly, from 8/22/2016 to 6/2/2017


Evidence of Completion

Student test scores; Classroom walk throughs; Lesson Plans

G1.B2 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards **2**

 B216131

G1.B2.S1 Six CPTs will be conducted with Grade Level Teams and Administration investigating Accountable Talk and Precise Vocabulary through Deconstructing the Standards **4**

 S228485

Strategy Rationale

This strategy supports teacher deepen understanding of standards and the connection to accountable talk and precise vocabulary in the ELA block.

Action Step 1 **5**

One Note Notebook for Accountable Talk and Precise Vocabulary

Person Responsible

Susan Nations

Schedule

Monthly, from 10/17/2016 to 6/2/2017

Evidence of Completion

Documentation of practice in lesson plans and Classroom Walk-Through/Observation Data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Classroom observations of the ELA block will be used to monitor the fidelity of implementation of the strategies learned through the Professional Development.

Person Responsible

Susan Nations

Schedule

Quarterly, from 10/3/2016 to 5/8/2017

Evidence of Completion

Lesson Plans, Data Chats from CPTs, student work samples, and assessment data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Evaluation of classroom observations, review of assessment data

Person Responsible

Susan Nations

Schedule

Semiannually, from 11/1/2016 to 5/30/2017

Evidence of Completion

Classroom observations, teacher lesson plans, data chats and progress monitoring notes from CPTs.

G1.B2.S2 Guided Reading Book Study 4

 S229672

Strategy Rationale

Teachers need time to dig deeply into the instructional strategies to use during Guided Reading in order to help move students further along the Comprehension Continuum

Action Step 1 5

Teachers will be invited to participate in a K-5 Book Study using the book, The Next Steps in Guided Reading.

Person Responsible

Susan Nations

Schedule

Weekly, from 10/19/2016 to 12/14/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom Walk Throughs and Observations will be conducted to determine effectiveness of implementation.

Person Responsible

Susan Nations

Schedule

On 12/14/2016

Evidence of Completion

Teacher lesson plans and classroom lessons will demonstrate the skills and strategies learned through the book study.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Participant Survey

Person Responsible

Susan Nations

Schedule

On 12/14/2016

Evidence of Completion

Participants will be given a survey to determine growth in their understanding of Guided Reading strategies.

G1.B2.S3 Professional Development opportunities offered by the district and other organizations. 4

S229940

Strategy Rationale

Teachers need the opportunity to participate in professional organizations to deepen knowledge and understanding of best practices.

Action Step 1 5

Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend their Professional Development opportunities throughout the year.

Person Responsible

Leigh Michalojko

Schedule

Triannually, from 10/3/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Classroom lesson plans and observations will demonstrate implementation of strategies learned during professional development.

Person Responsible

Susan Nations

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, observation notes and teacher surveys will indicate use of strategies.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson observations.

Person Responsible

Susan Nations

Schedule

Triannually, from 10/3/2016 to 5/30/2017

Evidence of Completion

Evidence will be collected through teacher lesson plans

G1.B3 Ability of parents to provide academic support 2

B216132

G1.B3.S2 The Parent Engagement Program includes 3 parent training nights. Parents meet as a group with the classroom teacher. The teacher reviews class data, assists parents with goal setting, provides practice materials, and trains parents on a specific strategies to use to help their child achieve his/her goals. 4

S228492

Strategy Rationale

The program builds classroom community and parent partnerships. Armed with the specific knowledge of how support their child's learning, the parent involvement strengthens, which impacts student learning and achievement.

Action Step 1 5

Staff members will receive an updated training from the Administrative Support Team

Person Responsible

Jaime Kisner

Schedule

On 10/7/2016

Evidence of Completion

training sign in log, training materials

Action Step 2 5

Administration meets with Sarasota Polytech High School administration to organize a volunteer program. SPHS students will attend Parent Engagement activities in the place of parents who are unable to attend. Throughout the school year, SPHS volunteers will work with their assigned students on specified Parent Engagement activities.

Person Responsible

Kelly Watts

Schedule

Quarterly, from 9/6/2016 to 5/29/2017

Evidence of Completion

volunteer sign in sheets, PALS

Action Step 3 5

Three Parent Engagement Night events

Person Responsible

Jaime Kisner

Schedule

Triannually, from 9/12/2016 to 5/15/2017

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrative walk-throughs during Parent Engagement Events

Person Responsible

Susan Nations

Schedule

Triannually, from 10/3/2016 to 5/22/2017

Evidence of Completion

Observational notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Debriefing with Curriculum Leaders

Person Responsible

Susan Nations

Schedule

Triannually, from 10/3/2016 to 5/22/2017

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Parent/Teacher Surveys

Person Responsible

Jaime Kisner

Schedule

On 5/22/2017

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student achievement data as it relates to the classroom and individual student goals set during Parent Engagement Nights

Person Responsible

Jaime Kisner

Schedule

Semiannually, from 1/9/2017 to 5/22/2017

Evidence of Completion

Classroom data reports

G2. Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). 1

G081765

G2.B1 Lack of Problem Solving Strategies 2

B216135

G2.B1.S1 Use of math problem solving journals 4

S228496

Strategy Rationale

Daily use of individual math journals in response to problem-solving scenarios that require critical thinking and utilization of various strategies, give students the opportunity to solve problems and communicate mathematical thinking in writing.

Action Step 1

 5

Daily use of math journals

Person Responsible

Susan Nations

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

student samples, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1

 6

Classroom Walk-thrus, CPT discussion

Person Responsible

Susan Nations

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom observations, student performance

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom observations, review of student performance data

Person Responsible

Susan Nations

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress monitoring, district benchmarks, formative and summative assessments, FSA, student journals

G2.B2 Master of Prior Standards; Lack of basic facts/math fluency 2

 B216136

G2.B2.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need 4

 S228498

Strategy Rationale

i-Ready is a research based program which includes diagnostic assessments administered three times throughout the school year. The program includes both teacher-led and computer-assisted lessons based on diagnostic data. Students are placed in instructional profile groups with guidance for providing differentiated instruction.

Action Step 1 5

iReady program will be used on a daily basis for all students grades K-5.

Person Responsible

Jade Ellis

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Class and individual student Response to Instruction reports

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrator access of the program is provided to a point person to monitor teacher usage and student progress of the i-ready program

Person Responsible

Jade Ellis

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Computer generated progress monitoring reports from the i-Ready Program

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA, other curriculum assessments)

Person Responsible

Susan Nations


Schedule

Semiannually, from 12/12/2016 to 6/2/2017

Evidence of Completion

Comparative analysis of iReady data and additional indicator(s)

G2.B2.S2 An intervention teacher has been added to support instruction across the grade levels. 4

 S231697

Strategy Rationale

To provide students additional support and to allow them to gain deeper understanding of math skills and concepts.

Action Step 1 5

An intervention teacher is supporting teachers and students as needed in the area of math.

Person Responsible

Jade Ellis

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

G2.B3 Lack of Math Vocabulary 2

 B216137

G2.B3.S1 Each student uses an academic vocabulary journal/binder. 4

 S228500

Strategy Rationale

Implementation of Marzano's 6-step Vocabulary Process improves overall content vocabulary

Action Step 1 5

Teachers and students utilize vocabulary binders to document important content vocabulary

Person Responsible

Jaime Kisner

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, observations, student work samples

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom walk-throughs and observations

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

observation notes, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Analysis of i-Ready, classroom assessments and FSA results

Person Responsible

Jade Ellis

Schedule

Quarterly, from 8/22/2016 to 6/2/2017


Evidence of Completion

i-Ready diagnostic and growth monitoring reports, gradebook, and FSA result reports

G2.B4 Teacher depth of knowledge of core curriculum and Florida standards **2**

 B216139

G2.B4.S1 The Instructional Focus Guides **4**

 S228503

Strategy Rationale

The IFGs provide teachers with an abundance of resources and professional development as they navigate Florida Standards for Mathematics.

Action Step 1 **5**

IFGs will be utilized to support instruction in the area of Mathematics

Person Responsible

Susan Nations

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom observations/visits, student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

The use of IFGs will be monitored through CPTs notes and teacher instructional lessons

Person Responsible

Susan Nations

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Notes from CPTs, progress monitoring data, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student progress will be monitored for effectiveness as well as updated IFGs to support implementation

Person Responsible

Susan Nations


Schedule

Quarterly, from 10/25/2016 to 6/2/2017

Evidence of Completion

student work samples, assessment results, progress monitoring notes

G2.B4.S2 Six CPTs will be conducted with Grade Level Teams and Administration investigating Accountable Talk and Precise Vocabulary through Deconstructing the Standards **4**

 S228505

Strategy Rationale

This strategy supports teacher deepening understanding of standards and the connection to accountable talk and precise vocabulary during the Math block.

Action Step 1 **5**

One Note Notebook for Accountable Talk and Precise Vocabulary

Person Responsible

Jaime Kisner

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Documentation of practice in lesson plans and Classroom Walk-Through/Observation Data

Action Step 2 **5**

Professional Development for math rounding provided by Sue D'Angelo

Person Responsible

Jaime Kisner

Schedule

Triannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Training sign in sheet

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administrators will review lesson plans and conduct classroom walk-throughs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, observation notes

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Data chats to analyze results of standardized and benchmark testing

Person Responsible

Susan Nations

Schedule

Triannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Results from assessments and meeting minutes

G3. Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5). 1

G081766

G3.B1 Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text. 2

B216141

G3.B1.S1 Use of science leveled readers (Fusion Science, Reading A-Z and Leveled Literacy Intervention Nonfiction) 4

S228508

Strategy Rationale

Strategic use of the science leveled readers affords students opportunities to regularly interact with text that addresses grade level concepts and exposes learners to academic vocabulary.

Action Step 1 5

Teachers will use science leveled readers during science and/or ELA instruction

Person Responsible

Susan Nations

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review of lesson plans, CPT discussion

Person Responsible

Susan Nations

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

lesson planning, CPT minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom observations, review of student performance on assessments

Person Responsible

Susan Nations


Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

classroom observation notes, formal and informal assessments

G3.B1.S2 Six CPTs will be conducted with Grade Level Teams and Administration investigating Accountable Talk and Precise Vocabulary through Deconstructing the Standards 4

 S229680

Strategy Rationale

This strategy supports teacher deepening understanding of standards and the connection to accountable talk and precise vocabulary in the Science block.

Action Step 1 5

One Note Notebook for Accountable Talk and Precise Vocabulary

Person Responsible

Susan Nations

Schedule

Monthly, from 8/22/2016 to 6/2/2017


Evidence of Completion

Documentation of practice in lesson plans and Classroom Walk-Through/Observation Data

G3.B2 Lack of experience with scientific inquiry process 2

 B216142

G3.B2.S1 MAD Science Program 4

 S228510

Strategy Rationale

The program affords students the opportunity to gain science knowledge and confidence through exploration and inquiry.

Action Step 1 5

Fifth grade students will participate in the Mad Science program (10 one-hour sessions).

Person Responsible

Edward Hashey

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

master calendar, student journals

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrative walk-throughs, reflection in CPTs

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walk-thru notes, CPT minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Evaluation of program objectives, evaluation of student performance on benchmark and standardized assessments as well as inquiry projects

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Benchmark assessments, Harcourt assessments, rubrics

G3.B2.S2 Inquiry based instruction in science lab during Specials block with hands-on experiments 4

 S228512

Strategy Rationale

Research based best practices in Science Instruction

Action Step 1 5

All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.

Person Responsible

Rob Loeffler

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

walk-thrus, observations, lesson plan review

Person Responsible

Susan Nations

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

walk-thrus notes, observation forms, conference notes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Administration will evaluate the effectiveness of inquiry-based instruction in the science lab based on formal and informal observation and student performance on standardized tests.

Person Responsible

Susan Nations

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

classroom observations, teacher evaluation, FCAT 2.0 science data

G4. By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions. 1

G081763

G4.B1 Multiple bus referrals 2

B216126

G4.B1.S1 Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions. 4

S228472

Strategy Rationale

Using a team-approach to collaborate with drivers will facilitate consistent interventions, expectations, and support.

Action Step 1 5

Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of meeting minutes

Person Responsible

Jaime Kisner

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

meeting minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of bus referral data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

bus referral data

G4.B1.S2 PBS bus interventions 4

 S228473

Strategy Rationale

PBS recognizes positive behavior choices made by students that support a safe bus environment for all.

Action Step 1 5

Students who follow behavior expectations on the bus will receive positive behavior tickets.

Person Responsible

Jade Ellis

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Number of tickets distributed

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Review of data from PBS bus intervention

Person Responsible

Jade Ellis

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

data indicating number of students/frequency of recognition

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Comparison of intervention data to bus referral data

Person Responsible

Jaime Kisner

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

data indicating number of students/frequency of recognition, data indicating number/frequency of bus referrals

G4.B3 Students demonstrate lack of empathy 2

B216129

G4.B3.S1 Restorative Strategies 4

S228478

Strategy Rationale

Restorative Strategies will be used to increase empathy with our students. It will also provide a place that our kids will be able to communicate their feelings and solve problems that can arise in class.

Action Step 1 5

Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.

Person Responsible

Anne Hill

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, observations

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Classroom visits, additional training as needed, discussion during CPTs

Person Responsible

Anne Hill

Schedule

Every 2 Months, from 8/22/2016 to 6/2/2017

Evidence of Completion

CPT minutes, observations by counselor

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Survey students and staff about the effectiveness of restorative strategies, review behavior referral data

Person Responsible

Susan Nations

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

student and staff surveys, behavior referral data

G4.B3.S2 Behavior intervention and support 4

 S231698

Strategy Rationale

An additional support teacher has been secured to provide small group social skills instruction and crisis intervention support for regular education students in grades K-5.

Action Step 1 5

A Behavior Support Teacher has been secured to provide additional social skills instruction, positive behavior support and crisis intervention support for identified behavior students in grades K-5.

Person Responsible

Holly Brody

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G1.B1.S5.A1 A296269	Two teachers have been identified as Reading Recovery teachers supporting grade 1 readers. And one...	Michalajko, Leigh	8/22/2016	Student test scores; Classroom walk throughs; Lesson Plans	6/2/2017 weekly
G2.B4.S2.A1 A290570	One Note Notebook for Accountable Talk and Precise Vocabulary	Kisner, Jaime	8/22/2016	Documentation of practice in lesson plans and Classroom Walk-Through/ Observation Data	6/2/2017 daily
G3.MA1 M292066	Review of data from: Harcourt Fusion assessments, projects, district benchmark science assessments,...	Nations, Susan	8/22/2016	Progress Monitoring using data from assessments and rubrics of completed projects.	6/2/2017 quarterly
G4.MA1 M291995	Analyze and review pertinent behavior data: TPS, number of discipline referrals, bus incident...	Kisner, Jaime	8/22/2016	Comparative data from 2015-16 school year and 2016-17 school year	6/2/2017 monthly
G4.B1.S1.MA1 M291980	Review of bus referral data	Kisner, Jaime	8/22/2016	bus referral data	6/2/2017 monthly
G4.B1.S1.MA1 M291981	Review of meeting minutes	Kisner, Jaime	8/22/2016	meeting minutes	6/2/2017 quarterly
G4.B1.S1.A1 A290531	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm...	Kisner, Jaime	8/22/2016	meeting minutes	6/2/2017 quarterly
G4.B3.S1.MA1 M291993	Survey students and staff about the effectiveness of restorative strategies, review behavior...	Nations, Susan	8/22/2016	student and staff surveys, behavior referral data	6/2/2017 semiannually
G4.B3.S1.MA1 M291994	Classroom visits, additional training as needed, discussion during CPTs	Hill, Anne	8/22/2016	CPT minutes, observations by counselor	6/2/2017 every-2-months
G4.B3.S1.A1 A290537	Teachers will implement Restorative Strategies with assistance from the School Counselor at least...	Hill, Anne	8/22/2016	lesson plans, observations	6/2/2017 weekly
G2.B4.S2.A2 A290571	Professional Development for math rounding provided by Sue D'Angelo	Kisner, Jaime	8/22/2016	Training sign in sheet	6/2/2017 triannually
G3.B2.S2.MA1 M292062	Administration will evaluate the effectiveness of inquiry-based instruction in the science lab...	Nations, Susan	8/22/2016	classroom observations, teacher evaluation, FCAT 2.0 science data	6/2/2017 monthly
G3.B2.S1.A1 A290576	Fifth grade students will participate in the Mad Science program (10 one-hour sessions).	Hashey, Edward	8/22/2016	master calendar, student journals	6/2/2017 biweekly
G4.B3.S2.A1 A296271	A Behavior Support Teacher has been secured to provide additional social skills instruction,...	Brody, Holly	8/22/2016		6/2/2017 daily
G2.B2.S2.A1 A296270	An intervention teacher is supporting teachers and students as needed in the area of math.	Ellis, Jade	8/22/2016		6/2/2017 daily
G3.B1.S2.A1 A292669	One Note Notebook for Accountable Talk and Precise Vocabulary	Nations, Susan	8/22/2016	Documentation of practice in lesson plans and Classroom Walk-Through/ Observation Data	6/2/2017 monthly
G3.B2.S1.MA1 M292059	Administrative walk-throughs, reflection in CPTs	Kisner, Jaime	8/22/2016	Walk-thru notes, CPT minutes	6/2/2017 monthly
G2.B4.S2.MA1 M292047	Data chats to analyze results of standardized and benchmark testing	Nations, Susan	8/22/2016	Results from assessments and meeting minutes	6/2/2017 triannually
G3.B2.S1.MA1 M292058	Evaluation of program objectives, evaluation of student performance on benchmark and standardized...	Kisner, Jaime	8/22/2016	Benchmark assessments, Harcourt assessments, rubrics	6/2/2017 quarterly

Sarasota - 0291 - Wilkinson Elementary School - 2016-17 SIP
Wilkinson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S2.A1 A290579	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during...	Loeffler, Rob	8/22/2016	lesson plans, student work samples	6/2/2017 weekly
G2.B3.S1.A1 A290566	Teachers and students utilize vocabulary binders to document important content vocabulary	Kisner, Jaime	8/22/2016	lesson plans, observations, student work samples	6/2/2017 weekly
G3.B2.S2.MA1 M292063	walk-thrus, observations, lesson plan review	Nations, Susan	8/22/2016	walk-thrus notes, observation forms, conference notes	6/2/2017 monthly
G2.B3.S1.MA1 M292039	Analysis of i-Ready, classroom assessments and FSA results	Ellis, Jade	8/22/2016	i-Ready diagnostic and growth monitoring reports, gradebook, and FSA result reports	6/2/2017 quarterly
G2.B3.S1.MA1 M292040	Classroom walk-throughs and observations	Kisner, Jaime	8/22/2016	observation notes, student work samples	6/2/2017 monthly
G2.B4.S2.MA1 M292048	Administrators will review lesson plans and conduct classroom walk-throughs	Kisner, Jaime	8/22/2016	lesson plans, observation notes	6/2/2017 monthly
G2.B2.S1.A1 A290563	iReady program will be used on a daily basis for all students grades K-5.	Ellis, Jade	8/29/2016	Class and individual student Response to Instruction reports	6/2/2017 daily
G2.B4.S1.MA1 M292044	The use of IFGs will be monitored through CPTs notes and teacher instructional lessons	Nations, Susan	8/29/2016	Notes from CPTs, progress monitoring data, student work samples	6/2/2017 weekly
G2.B4.S1.A1 A290568	IFGs will be utilized to support instruction in the area of Mathematics	Nations, Susan	8/29/2016	Classroom observations/visits, student work samples, lesson plans	6/2/2017 daily
G3.B1.S1.MA1 M292054	Classroom observations, review of student performance on assessments	Nations, Susan	8/29/2016	classroom observation notes, formal and informal assessments	6/2/2017 monthly
G3.B1.S1.MA1 M292055	Review of lesson plans, CPT discussion	Nations, Susan	8/29/2016	lesson planning, CPT minutes	6/2/2017 weekly
G3.B1.S1.A1 A290574	Teachers will use science leveled readers during science and/or ELA instruction	Nations, Susan	8/29/2016	lesson plans	6/2/2017 weekly
G2.B1.S1.A1 A290561	Daily use of math journals	Nations, Susan	8/29/2016	student samples, lesson plans	6/2/2017 daily
G2.B1.S1.MA1 M292031	Classroom observations, review of student performance data	Nations, Susan	8/29/2016	Progress monitoring, district benchmarks, formative and summative assessments, FSA, student journals	6/2/2017 monthly
G1.B1.S3.MA1 M292002	The supplemental resources will be monitored for effectiveness when looking at school data from a...	Michalajko, Leigh	8/29/2016	Student work samples, assessment results, and progress monitoring data.	6/2/2017 quarterly
G1.B1.S3.MA1 M292003	The classroom teachers will utilize the supplemental resources provided to support differentiated...	Michalajko, Leigh	8/29/2016	The supplemental resources being utilized will be monitored through CPT discussions and teacher surveys.	6/2/2017 monthly
G1.B1.S3.A1 A290541	The teachers will utilize supplemental texts for differentiation of instruction	Michalajko, Leigh	8/29/2016	Classroom Materials/Resources being utilized and documented in lesson plans	6/2/2017 daily
G2.MA1 M292053	Various formative and summative standards-based assessments will be utilized throughout the year to...	Nations, Susan	8/29/2016	Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations	6/2/2017 monthly
G1.B1.S2.MA1 M291998	State and district assessments, subject area tests, TES observations and evaluations will improve...	Nations, Susan	8/29/2016	State and district assessments, subject area tests, TES observations and evaluations	6/2/2017 quarterly
G1.B1.S2.MA1 M291999	ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson...	Nations, Susan	8/29/2016	State and district assessments, subject area tests, TES observations and evaluations	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1 A290539	The Planning for Instruction Guide is given to teachers at the beginning of the year to help...	Nations, Susan	8/29/2016	Evidence will be collected through teacher lesson plans.	6/2/2017 daily
G2.B2.S1.MA1 M292036	Administrator access of the program is provided to a point person to monitor teacher usage and...	Ellis, Jade	8/29/2016	Computer generated progress monitoring reports from the i-Ready Program	6/2/2017 monthly
G2.B1.S1.MA1 M292032	Classroom Walk-thrus, CPT discussion	Nations, Susan	8/29/2016	Lesson plans, classroom observations, student performance	6/2/2017 monthly
G1.B1.S1.MA1 M291997	Administrator access to the program is provided to the Intervention Teacher to monitor teacher...	Ellis, Jade	8/31/2016	Computer generated progress monitoring reports from the i-Ready Program	6/2/2017 monthly
G1.B1.S1.A1 A290538	i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be...	Ellis, Jade	8/31/2016	Class and Individual Response to Instruction Reports	6/2/2017 daily
G1.MA1 M292030	The data collected to determine progress toward goal includes: student work samples, assessment...	Nations, Susan	9/1/2016	Progress Monitoring Data collected on a specialized form which may include data from: FSA, various formative and summative assessments, student work samples, teacher observations	6/2/2017 quarterly
G1.B3.S2.A2 A290555	Administration meets with Sarasota Polytech High School administration to organize a volunteer...	Watts, Kelly	9/6/2016	volunteer sign in sheets, PALS	5/29/2017 quarterly
G1.B3.S2.A3 A290557	Three Parent Engagement Night events	Kisner, Jaime	9/12/2016	Parent sign in sheets	5/15/2017 triannually
G4.B1.S2.MA1 M291982	Comparison of intervention data to bus referral data	Kisner, Jaime	9/12/2016	data indicating number of students/frequency of recognition, data indicating number/frequency of bus referrals	6/2/2017 monthly
G4.B1.S2.MA1 M291983	Review of data from PBS bus intervention	Ellis, Jade	9/12/2016	data indicating number of students/frequency of recognition	6/2/2017 monthly
G4.B1.S2.A1 A290532	Students who follow behavior expectations on the bus will receive positive behavior tickets.	Ellis, Jade	9/12/2016	Number of tickets distributed	6/2/2017 weekly
G1.B3.S2.A1 A290554	Staff members will receive an updated training from the Administrative Support Team	Kisner, Jaime	10/3/2016	training sign in log, training materials	10/7/2016 one-time
G1.B2.S1.MA1 M292009	Classroom observations of the ELA block will be used to monitor the fidelity of implementation of...	Nations, Susan	10/3/2016	Lesson Plans, Data Chats from CPTs, student work samples, and assessment data	5/8/2017 quarterly
G1.B3.S2.MA2 M292023	Debriefing with Curriculum Leaders	Nations, Susan	10/3/2016	Meeting minutes	5/22/2017 triannually
G1.B3.S2.MA1 M292022	Administrative walk-throughs during Parent Engagement Events	Nations, Susan	10/3/2016	Observational notes	5/22/2017 triannually
G1.B1.S4.A1 A290543	Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the...	Kisner, Jaime	10/3/2016	Wildcat Academy program design and student data gathered from participants	5/26/2017 daily
G1.B1.S4.MA1 M292007	The after school program will incorporate i-Ready: both computer assisted and teacher directed...	Kisner, Jaime	10/3/2016	Progress Monitoring and Data Reports generated from i-ready components.	5/29/2017 every-6-weeks
G1.B2.S3.MA1 M295525	ELA instruction will be evaluated through classroom data as well as walk throughs and formal lesson...	Nations, Susan	10/3/2016	Evidence will be collected through teacher lesson plans	5/30/2017 triannually
G1.B2.S3.A1 A293214	Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend...	Michalojko, Leigh	10/3/2016		6/2/2017 triannually
G1.B2.S3.MA1 M295523	Classroom lesson plans and observations will demonstrate implementation of strategies learned...	Nations, Susan	10/3/2016	Lesson plans, observation notes and teacher surveys will indicate use of strategies.	6/2/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1 A290544	One Note Notebook for Accountable Talk and Precise Vocabulary	Nations, Susan	10/17/2016	Documentation of practice in lesson plans and Classroom Walk-Through/ Observation Data	6/2/2017 monthly
G1.B2.S2.MA1 M294769	Classroom Walk Throughs and Observations will be conducted to determine effectiveness of...	Nations, Susan	10/19/2016	Teacher lesson plans and classroom lessons will demonstrate the skills and strategies learned through the book study.	12/14/2016 one-time
G1.B2.S2.A1 A292664	Teachers will be invited to participate in a K-5 Book Study using the book, The Next Steps in...	Nations, Susan	10/19/2016		12/14/2016 weekly
G2.B4.S1.MA1 M292043	Student progress will be monitored for effectiveness as well as updated IFGs to support...	Nations, Susan	10/25/2016	student work samples, assessment results, progress monitoring notes	6/2/2017 quarterly
G1.B2.S1.MA1 M292008	Evaluation of classroom observations, review of assessment data	Nations, Susan	11/1/2016	Classroom observations, teacher lesson plans, data chats and progress monitoring notes from CPTs.	5/30/2017 semiannually
G1.B1.S1.MA1 M291996	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA,...	Ellis, Jade	12/7/2016	Comparative analysis of iReady data and additional indicator(s)	6/2/2017 semiannually
G1.B2.S2.MA1 M294770	Participant Survey	Nations, Susan	12/12/2016	Participants will be given a survey to determine growth in their understanding of Guided Reading strategies.	12/14/2016 one-time
G2.B2.S1.MA1 M292035	Student assessment results will be analyzed to determine effectiveness of the program (iReady, FSA,...	Nations, Susan	12/12/2016	Comparative analysis of iReady data and additional indicator(s)	6/2/2017 semiannually
2017					
G1.B3.S2.MA4 M292021	Student achievement data as it relates to the classroom and individual student goals set during...	Kisner, Jaime	1/9/2017	Classroom data reports	5/22/2017 semiannually
G1.B3.S2.MA1 M292020	Parent/Teacher Surveys	Kisner, Jaime	3/20/2017	Survey results	5/22/2017 one-time
G1.B1.S4.MA1 M292006	Student data will be analyzed to monitor the program for effectiveness.	Kisner, Jaime	5/1/2017	Student Progress Reports and standard mastery generated from i-Ready	5/29/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Reading Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G1.B1 Lack of Foundational Reading Skills: Larger percentage of students reading below grade level benchmarks

G1.B1.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need

PD Opportunity 1

i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be encouraged to log on in the classroom and at home for additional time. Students participating in the after school tutoring and YMCA programs will have additional time to practice using i-Ready.

Facilitator

Jade Ellis

Participants

All instructional staff

Schedule

Daily, from 8/31/2016 to 6/2/2017

G1.B2 Teacher Depth of Knowledge of Core Curriculum and the Florida Standards

G1.B2.S1 Six CPTs will be conducted with Grade Level Teams and Administration investigating Accountable Talk and Precise Vocabulary through Deconstructing the Standards

PD Opportunity 1

One Note Notebook for Accountable Talk and Precise Vocabulary

Facilitator

Susan Nations and Jaime Kisner

Participants

Instructional Staff

Schedule

Monthly, from 10/17/2016 to 6/2/2017

G1.B2.S2 Guided Reading Book Study

PD Opportunity 1

Teachers will be invited to participate in a K-5 Book Study using the book, The Next Steps in Guided Reading.

Facilitator

Susan Nations

Participants

All K-5 Instructional Staff

Schedule

Weekly, from 10/19/2016 to 12/14/2016

G1.B2.S3 Professional Development opportunities offered by the district and other organizations.

PD Opportunity 1

Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend their Professional Development opportunities throughout the year.

Facilitator

Sarasota Reading Council

Participants

Any teachers who are members of the Council

Schedule

Triannually, from 10/3/2016 to 6/2/2017

G1.B3 Ability of parents to provide academic support

G1.B3.S2 The Parent Engagement Program includes 3 parent training nights. Parents meet as a group with the classroom teacher. The teacher reviews class data, assists parents with goal setting, provides practice materials, and trains parents on a specific strategies to use to help their child achieve his/her goals.

PD Opportunity 1

Staff members will receive an updated training from the Administrative Support Team

Facilitator

Jaime Kisner

Participants

All staff members

Schedule

On 10/7/2016

G2. Math Proficiency Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G2.B2 Master of Prior Standards; Lack of basic facts/math fluency

G2.B2.S1 i-Ready adaptive computer-assisted and teacher-led differentiated instruction based on student need

PD Opportunity 1

iReady program will be used on a daily basis for all students grades K-5.

Facilitator

Jade Ellis

Participants

All instructional staff

Schedule

Daily, from 8/29/2016 to 6/2/2017

G2.B4 Teacher depth of knowledge of core curriculum and Florida standards

G2.B4.S2 Six CPTs will be conducted with Grade Level Teams and Administration investigating Accountable Talk and Precise Vocabulary through Deconstructing the Standards

PD Opportunity 1

One Note Notebook for Accountable Talk and Precise Vocabulary

Facilitator

Susan Nations and Jaime Kisner

Participants

Instructional Staff

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Professional Development for math rounding provided by Sue D'Angelo

Facilitator

Sue D'Angelo

Participants

Instructional staff members

Schedule

Triannually, from 8/22/2016 to 6/2/2017

G3. Science Goal FCAT 2.0: By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across Levels 3, 4, & 5).

G3.B1 Lack of academic vocabulary, reading comprehension deficits, and difficulty analyzing text.

G3.B1.S2 Six CPTs will be conducted with Grade Level Teams and Administration investigating Accountable Talk and Precise Vocabulary through Deconstructing the Standards

PD Opportunity 1

One Note Notebook for Accountable Talk and Precise Vocabulary

Facilitator

Susan Nations and Jaime Kisner

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/2/2017

G4. By the year 2017, the school will decrease the number of discipline referrals and out-of-school suspensions.

G4.B3 Students demonstrate lack of empathy

G4.B3.S1 Restorative Strategies

PD Opportunity 1

Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.

Facilitator

Anne Hill

Participants

All Staff

Schedule

Weekly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	i-Ready program will be used a minimum of 45 minutes weekly in Reading. Students will also be encouraged to log on in the classroom and at home for additional time. Students participating in the after school tutoring and YMCA programs will have additional time to practice using i-Ready.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$0.00
<i>Notes: Training and substitutes include training for both the reading and math components of the program.</i>						
2	G1.B1.S2.A1	The Planning for Instruction Guide is given to teachers at the beginning of the year to help determine best practice and expectations for meaningful instruction in Reading.				\$0.00
3	G1.B1.S3.A1	The teachers will utilize supplemental texts for differentiation of instruction				\$17,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$17,250.00
<i>Notes: Site Licenses, Words Their Way, and Leveled Literacy</i>						
4	G1.B1.S4.A1	Wilkinson will have an after school program targeting grades 1,2, and 3 in hopes of closing the learning gap with students who still lacking in foundation reading skills.				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$21,000.00
<i>Notes: After school tutoring materials, teacher contracts and transportation</i>						
5	G1.B1.S5.A1	Two teachers have been identified as Reading Recovery teachers supporting grade 1 readers. And one additional teacher has been secured to conduct interventions and provide support in academics.				\$179,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$179,650.00
6	G1.B2.S1.A1	One Note Notebook for Accountable Talk and Precise Vocabulary				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Budget Data						
			0291 - Wilkinson Elementary School	Title I Part A		\$0.00
7	G1.B2.S2.A1	Teachers will be invited to participate in a K-5 Book Study using the book, <i>The Next Steps in Guided Reading</i> .				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School			\$1,200.00
Notes: books						
8	G1.B2.S3.A1	Teachers will be invited to join the Sarasota Reading Council in order to be eligible to attend their Professional Development opportunities throughout the year.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$800.00
9	G1.B3.S2.A1	Staff members will receive an updated training from the Administrative Support Team				\$0.00
10	G1.B3.S2.A2	Administration meets with Sarasota Polytech High School administration to organize a volunteer program. SPHS students will attend Parent Engagement activities in the place of parents who are unable to attend. Throughout the school year, SPHS volunteers will work with their assigned students on specified Parent Engagement activities.				\$0.00
11	G1.B3.S2.A3	Three Parent Engagement Night events				\$20,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		0291 - Wilkinson Elementary School	Title I Part A		\$20,500.00
Notes: Materials, snacks, drinks, teacher contracts, overtime for paraprofessionals						
12	G2.B1.S1.A1	Daily use of math journals				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$1,000.00
Notes: Math Journals						
13	G2.B2.S1.A1	iReady program will be used on a daily basis for all students grades K-5.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$0.00

Budget Data

Notes: The cost for the i-Ready training (professional development) and substitutes was added under the budget for Reading. This is the cost of the math books that were purchased in addition to support the program.

14	G2.B2.S2.A1	An intervention teacher is supporting teachers and students as needed in the area of math.				\$105,052.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$105,052.00
15	G2.B3.S1.A1	Teachers and students utilize vocabulary binders to document important content vocabulary				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$2,500.00
			<i>Notes: Notes</i>			
16	G2.B4.S1.A1	IFGs will be utilized to support instruction in the area of Mathematics				\$0.00
17	G2.B4.S2.A1	One Note Notebook for Accountable Talk and Precise Vocabulary				\$0.00
18	G2.B4.S2.A2	Professional Development for math rounding provided by Sue D'Angelo				\$0.00
19	G3.B1.S1.A1	Teachers will use science leveled readers during science and/or ELA instruction				\$0.00
20	G3.B1.S2.A1	One Note Notebook for Accountable Talk and Precise Vocabulary				\$0.00
21	G3.B2.S1.A1	Fifth grade students will participate in the Mad Science program (10 one-hour sessions).				\$4,585.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$4,585.00
22	G3.B2.S2.A1	All students K-5 will participate in hands-on, inquiry-based experiments in the science lab during weekly specials rotation.				\$0.00
23	G4.B1.S1.A1	Support staff meeting with bus drivers to discuss concerns, offer support, and brainstorm interventions.				\$0.00
24	G4.B1.S2.A1	Students who follow behavior expectations on the bus will receive positive behavior tickets.				\$0.00
25	G4.B3.S1.A1	Teachers will implement Restorative Strategies with assistance from the School Counselor at least three times a week.				\$0.00
26	G4.B3.S2.A1	A Behavior Support Teacher has been secured to provide additional social skills instruction, positive behavior support and crisis intervention support for identified behavior students in grades K-5.				\$66,100.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Wilkinson Elementary School	Title I Part A		\$66,100.00
					Total:	\$419,637.00