

# *Seminole County Public Schools*

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



[www.scps.k12.fl.us](http://www.scps.k12.fl.us)

## **Wilson Elementary**

### **School Improvement Plan 2019-2020**

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## **Purpose and Outline of the SIP**

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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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

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## **School Information**

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### **Provide the school's mission statement**

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

### **Provide the school's vision statement**

Wilson Elementary is dedicated to providing a safe, professional and enriching learning environment for students. Our educators believe that all children can be successful with rigorous academic standards and achievement goals. Staff members model the learning process through collaborative professional learning communities for continuous school improvement. Our students are creative problem-solvers, growth-minded critical thinkers and caring contributors. Highly engaging differentiated instruction, research-based teaching and learning strategies and an emphasis on STEM fields develop future-ready students. We value and embrace the diversity and rich history of our outstanding community. We welcome families to become engaged partners in their child’s learning experience. Positive relationships among stakeholders are at the core of our values and success.

**List the members of the leadership team.**

Name	Title	Email	Responsibilities
Ryan Gard-Harrold	Principal	<a href="mailto:ryan_gard-harrold@scps.k12.fl.us">ryan_gard-harrold@scps.k12.fl.us</a>	School Principal
Jaimee Borrero	Assistant Principal	<a href="mailto:jaimee_borrero@scps.k12.fl.us">jaimee_borrero@scps.k12.fl.us</a>	Assistant Principal
Kelly Riedel	School Admin Manager	<a href="mailto:kelly_riedel@scps.k12.fl.us">kelly_riedel@scps.k12.fl.us</a>	PBS, Discipline, MTSS, Schedules, Facilities
Esther Morse	Instructional Coach	<a href="mailto:esther_morse@scps.k12.fl.us">esther_morse@scps.k12.fl.us</a>	Coach, PBS, MTSS, i-Ready Champion
Jennifer Ellis	Instructional Coach	<a href="mailto:jennifer_ellis@scps.k12.fl.us">jennifer_ellis@scps.k12.fl.us</a>	Coach, PBS, MTSS, i-Ready Champion
Eric Cameron	Guidance Counselor	<a href="mailto:eric_cameron@scps.k12.fl.us">eric_cameron@scps.k12.fl.us</a>	Student Study, ESE, Mental Health

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## Supportive Environment

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

Prior to the start of each school year, parents are invited to an Open House to meet their child's teacher. To inform parents, Grade Level Curriculum Nights, Book Fair and Family Nights, FSA Parent Nights, and Parent Literacy Nights will be held throughout the year. Additionally, a minimum of two parent/teacher conferences will be conducted each school year. Parents will participate in MTSS, Student Study Team, 504 and Individualized Educational Plan Meetings. Skyward Parent Access is available to allow an opportunity for review of student grades and attendance. Additionally, there are many opportunities for parents to get involved in the school by participating in PTA, SAC, the Dividends volunteer program, and special events such as All Pro Dads. Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and including students in conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using multiple genres of social networking as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

**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.**

Wilson Elementary implements a school-wide Positive Behavior Support (PBS) plan and is currently a Silver Level PBS Model School. Our school-wide expectations (Bee Prepared, Bee Respectful, Bee Safe) communicate core values and common expectations. A comprehensive behavior plan and matrix outlines common area procedures and expected standards of behavior. A school-wide behavior recognition system of Honey Money is also utilized to recognize and reinforce positive behavior. Students and staff members of the month are recognized regularly. The PBS team meets once per month for continuous improvement of current practices. Additionally, Wilson Elementary supports students by assigning mentors. Teachers, support staff, and approved volunteers serve in this capacity. Our Guidance Counselor and school social worker are available to support students identified as needing counseling, mentoring, and other pupil services. Wilson's School Administration Manager provides support to families in need of school supplies, clothing, food, and miscellaneous items. Annually, school administration conducts a training for all staff on SCPS bullying procedures. The Guidance Counselor and School Administration Manager also provide informational lessons to students each year on bully prevention and bully reporting.

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## Student Transition and Readiness

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### College and Career Readiness

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

Wilson Elementary uses a variety of methods to encourage college and career readiness in students. The Teach-In event held annually in November brings many volunteer professionals from the community into our classrooms to talk with students about their careers. An annual STEAM Expo is also hosted to showcase partnerships with local businesses in the STEM fields, increase student awareness of 21st century career paths, and provide an avenue for college and career preparedness from elementary to middle to high school and beyond. Students are provided instruction in the Wilson Elementary STEAM Center to provide opportunities for real-world, project-based learning. Each year, 5th grade students receive presentations on middle school transfer options and program of emphasis opportunities. Additionally, the Guidance Counselor organizes a recognition and awareness program to talk to students about 21st century skills and careers of the future.

**Identify the career and technical education programs available to students and industry or community organizations.**

All students at Wilson Elementary participate in computer science and coding initiatives during the course of the school year. Additionally, strategies to integrate other essential 21st century skills are embedded in all content areas: collaborative learning and discussion, critical thinking, problem-solving, inquiry, project-based learning, and hands-on experiences. The media center was renovated into a STEAM Center to provide teachers and students with a space and related resources to provide rich, STEM-focused learning opportunities for students throughout the school year. The STEAM Center includes a collaborative learning area, maker-space, LEGO wall, and robotics table. Teachers are able to access materials such as a variety of robotics, mobile devices, and engineering and programming resources in a learning environment with collaborative furniture and flexible seating to support essential student interactions.

## Elementary Essential Instructional Priority #1 – Quality Instruction

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will achieve a Florida Standards Assessment (FSA) grade of “A” for the 2019-20 school year.

- A. Lessons aligned to Florida Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

*All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.*

*\*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

ELA		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
ELA iReady achieving growth target (K-5)	B.2.3	
ELA iReady at or above grade level (K-5)	B.2.3	

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Math iReady achieving growth target (K-5)	B.2.3	
Math iReady at or above grade level (K-5)	B.2.3	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

# Elementary Essential Instructional Priority #1 - Quality Instruction

## Action Plan

### Student Owned Progress Monitoring

Strategy Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Students will regularly make entries into data notebooks and reflection journals to take ownership of their learning. This will include data tracking, i-Ready conferencing with teachers, and reflecting on level of understanding relative to the learning target. In addition, students will complete entries into interactive notebooks to deepen understanding.	Classroom Teachers Administration Students	Ongoing Students will reflect on a regular basis, conference with teachers and with each other, students will reflect on data and discuss to show understanding	N	Administration will conference with students to review data notebooks and determine impact of strategy. In addition, Administration and the Leadership Team will review data on a regular basis to determine if student reflection transfers to a variety of data points (i-Ready Diagnostics, Growth Monitor, Formative Assessments, FSA).	i-Ready Diagnostics and Growth Monitor (Beginning, Middle, and End) Formative and Summative Assessments Ready Book Unit Assessments	N/A

### Low 30% Monitoring

Strategy Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Administration will regularly review the spotlight report in EdInsight to monitor the progress of the Low 30% and to monitor for new students. The Low 30% will be discussed at monthly data meetings with teachers and will be monitored as part of the schoolwide intervention model. PLCs will focus on strategies for the Low 30% and will list strategies for addressing deficits tied to district and classroom data and assessments. The Low 30% will be discussed at every Leadership Team meeting. The school tutorial model will also focus on the Low 30%.	Classroom Teachers Administration Coaches Interventionist Students	Ongoing Administrative Teachers, Interventionist and Coaches will meet on regular basis monitor Low 30%	Y	Administration and coaches will meet with teachers during regular data PLCs to determine impact of interventions. PLCs will be monitored to ensure appropriate planning is in place for Low 30%. Administration will review lesson plans and conduct walkthroughs/observations. Feedback will be given with follow-up to ensure instruction is appropriate.	i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments	N/A

## High Level 1 / High Level 2 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Administration will regularly review the spotlight report in EdInsight to monitor the progress of the High Level 1 and High Level 2s and to monitor for new students. The High Level 1 and High Level 2s will be discussed at monthly data meetings with teachers and will be monitored as part of the schoolwide intervention model. PLCs will focus on strategies for the High Level 1 and High Level 2s and will list strategies for addressing deficits tied to district and classroom data and assessments. The High Level 1 and High Level 2s will be discussed at every Leadership Team meeting. The school tutorial model will also focus on High Level 1 and High Level 2s. In addition, PLCs will meet monthly with district TOAs to discuss strategies and best practices to meet the needs of learners.	Classroom Teachers Administration Coaches Interventionist Students	Ongoing Administration, Teachers, Interventionist, and Coaches will meet on a regular basis to monitor High Level 1 and High Level 2s	Y	Administration and coaches will meet with teachers during regular data PLCs to determine impact of interventions. PLCs will be monitored to ensure appropriate planning is in place for High Level 1 and High Level 2s. Administration will review lesson plans and conduct walkthroughs/observations. Feedback will be given with follow-up to ensure instruction is appropriate.	i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments	N/A

## Low Level 3 Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Administration will regularly review the spotlight report in EdInsight to monitor the progress of the Low Level 3s and to monitor for new students. Teachers and administration will focus on ways to ensure the low level 3s are enriched and challenged so as not to show regression. The Low Level 3s will be discussed at monthly data meetings with teachers and will be monitored as part of the schoolwide intervention model. PLCs will focus on strategies for the Low Level 3s and will list strategies for addressing deficits tied to district and classroom data and assessments. The Low Level 3s will be discussed at every Leadership Team meeting. The school tutorial model will also focus on Low Level 3s. In addition, PLCs will meet monthly with district TOAs to discuss strategies and best practices to meet the needs of learners.	Classroom Teachers Administration Coaches Interventionist Students	Ongoing Administration, Teachers, Interventionist, and Coaches will meet on a regular basis to monitor High Level 3	Y	Administration and coaches will meet with teachers during regular data PLCs to determine impact of interventions. PLCs will be monitored to ensure appropriate planning is in place for Low Level 3s. Administration will review lesson plans and conduct walkthroughs/observations. Feedback will be given with follow-up to ensure instruction is appropriate.	i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments	N/A



## Tutoring

Strategy / Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Tutorial funds will be used to provide support for students before and after school. The tutorial program will target LQ students and H1, H2, and L3 students. The program will place emphasis on ELA and Math.	Administration Tutorial Teachers	Ongoing	N	Tutorial will be offered based on student need and teacher availability.	Student evidence will be monitored through i-Ready, formative assessments, and standardized assessments.	N/A
Tutorial funds will be used to provide an interventionist for math in grades 4 and 5.	Administration Tutorial Teacher Instructional Coach	Ongoing	N	Tutorial will be offered on a daily basis.	Student evidence will be monitored through i-Ready, formative assessments, and standardized assessments.	N/A

## Elementary Essential Instructional Priority #2 – Conditions for Learning

### Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

*\*All 5E data targets are reported as scale scores, other data targets are reported as percentages.*

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
5E_SE_Safety	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

## Elementary School Essential Instructional Priority #2 - Conditions for Learning

### Action Plan

#### Attendance Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
The PBS team will focus on a schoolwide incentive plan to reward students with perfect attendance or limited absences. In addition, administration will work with the MTSS team to tier attendance issues as needed. Administration will meet with the Social Worker on a regular basis to contact parents and work through the truancy process.	Leadership Team Classroom Teachers Social Worker	Ongoing	N	Administration will regularly review attendance reports and follow-up with MTSS team and Social Worker.	Skyward EdInsight	N/A

#### Additional Strategies

Name/Topic of Strategy	Strategy/Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place? (Frequency of action?)	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed (Y or N/A)
Rigorous Instruction Increase (Student Perspective)	Administration will meet with teachers to discuss the need for rigor in the classroom. Professional development will focus on increased rigor. Teachers and administration will participate in rigor walks in classrooms to view best practices. Rigor and productive struggle will be components of PLCs. In addition, teachers will meet with TOAs to discuss best practices and model lessons.	Classroom Teachers Administration Coaches Interventionist Students	Ongoing	Y	Administration will conduct observations/walkthroughs to ensure that instruction is rigorous. Feedback will be given relative to student talk versus teacher talk. PLCs will be attended and monitored by administration.	i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments 5essentials	N/A

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## Elementary Essential Instructional Priority #3 – Skills for Future Ready Graduates

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### Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21<sup>st</sup> century by offering rigorous learning environments.

- A. Demonstrate a growth mindset with high expectations for all learners
- B. Provide opportunities for students to collaborate and develop personal and social responsibility
- C. Develop expectations for success in college and careers for all students

*\*All data targets are reported as percentages.*

Indicators	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	
AO students enrolled in an advanced academic experience: ELL	B.2.7	

## Elementary School Essential Instructional Priority #3 - Skills for Future Ready Graduates

### Action Plan

#### AO Support and Monitoring

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Administration and the Leadership Team will review the AO list on a regular basis to ensure students are provided with advanced opportunities and talent development. Data relative to AO students will be reviewed to determine areas of enrichment and/or remediation.	Administration Gifted Resource Teacher Coaches Classroom Teachers	Ongoing	N	Administration will meet regularly with the Gifted Resource teacher to ensure AO students are receiving talent development. In addition, administration will review data for AO students to ensure that they are offered advanced opportunities in the school setting.  Administration will also continue to partner with Seminole Virtual School to provide AO students with unique opportunities.	i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments Talent Development Outcomes	N/A

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## Essential Instructional Priorities

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### Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

*Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes*

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School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and gradeappropriate, heterogeneous, general education contexts 80% or more of the day.	Partially Beginning
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School leaders provide job-embedded professional development for all schoolbased personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.	Partially Almost
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An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Partially Almost
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## Action Plan

### Indicator 1

School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and gradeappropriate, heterogeneous, general education contexts 80% or more of the day.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
SWDs will be placed in the appropriate setting and will be monitored to ensure they receive their education and related services in age-and grade appropriate, heterogeneous, general education contexts 80% or more of the day	Administration ESE Teachers	ongoing	N	Student placement will be monitored on an ongoing basis.	Evidence for the indicator will be monitored through state reporting and the BPIE.	N/A

### Indicator 2

School leaders provide job-embedded professional development for all schoolbased personnel, as appropriate for their job role, on best practices for inclusive education for all SWDs.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
Professional development will be offered relative to ESE strategies and supports.	Administration ESSS Department ESE Teachers	Ongoing	Y	PD offerings will take place multiple times throughout the school year.	The implementation of the strategy will be monitored through PD learning logs and instructional strategies. ESE student test data will also be evaluated.	N/A

### Indicator 3

An MTSS and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.

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Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?	ESSA Finding Addressed
The MTSS team will provide training and support to all teachers to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.	Administration MTSS Team Teachers	Ongoing	N	The training will be ongoing as teams meet with MTSS during the school year.	Evidence will include EdInsight data and school based intervention data.	N/A

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## Professional Development Plan

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants	# Anticipated Participants	Position(s) Responsible
Tools for Student Success	Priority #1	Ongoing-multiple offerings	Wilson will focus on the new Tools for Student Success framework. Multiple PD offerings will be available lined to the indicators with a specific focus on the big 7.	School-wide	80	Administration, Instructional Coaches
Rigor and Instruction	Priority #2	Ongoing-multiple offerings	Wilson will focus on the new Tools for Student Success framework. Multiple PD offerings will be available lined to the indicators with a specific focus on the big 7.	School-wide	80	Administration, Instructional Coaches
ESE Instructional Supports	BPIE	Ongoing	ESE Instructional Support	School-wide	80	Administration, ESE Teachers, ESSS Department