

# *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.



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## **Wilson Elementary School**

### **School Improvement Plan 2021-2022**

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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.

### **Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.**

Wilson Elementary works closely with all stakeholders to ensure voices are heard and opinions are considered in the decision making process. The Wilson community including but not limited to SAC, PTA, and parent groups play a large role in the collaborative model which make the school a success for all students.

**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.**

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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.

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## Supportive Environment

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**Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)**

We strive to support all students and staff by teaching and promoting positive behavior school-wide. We have three school-wide expectations (Bee Prepared, Bee Respectful, Bee Safe) which are modeled and reinforced daily in all areas of the school. Each classroom has the school-wide expectations, classroom rules, and buzz levels posted. Teachers teach and model these behaviors consistently throughout the year. We are proud to announce that we have been recognized by the State of Florida and Seminole County Public Schools as a Silver Level PBIS Model School a few times.

**Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.**

Our stakeholders include our teachers, staff, students and their families, our PTA and SAC committees, and many more. Our Business Partners for this school year are the following: Code Ninjas (Lake Mary, FL), Mathnasium (Lake Mary, FL), Andy's Custard (Sanford, FL), Crumbl Cookie (Lake Mary, FL), Nothing Bundt Cakes (Lake Mary, FL), Chianti's Pizza & Pasta (Sanford, FL), Tijuana Flats (Sanford, FL), Core Financial Group (Winter Park, FL), Peterbrooke Chocolatier (Lake Mary, FL), and Lake Mary Arts & Fitness Center (Lake Mary, FL). Together our stakeholders and business partners work together to promote the positive culture at Wilson Elementary by motivating and rewarding students and teachers for their commitment and to quality instruction and learning. They also work together to improve student life on campus with appropriate tools and environments for learning and ensuring the safety of all stakeholders.

**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.

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

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Rod Dunaye	Principal	<a href="mailto:rod_dunaye@scps.k12.fl.us">rod_dunaye@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
Jeannine D'Agostino	Instructional Coach	<a href="mailto:Jeannine_Dagostino@scps.k12.fl.us">Jeannine_Dagostino@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

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

<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Responsibilities</b>
Rod Dunaye	School Principal	<a href="mailto:rod_dunaye@scps.k12.fl.us">rod_dunaye@scps.k12.fl.us</a>	Principal
Jaimee Borrero	Assistant Principal	<a href="mailto:jaimee_borrero@scps.k12.fl.us">jaimee_borrero@scps.k12.fl.us</a>	Assistant Principal
Esther Morse	Instructional Coach	<a href="mailto:esther_morse@scps.k12.fl.us">esther_morse@scps.k12.fl.us</a>	Lead
Jeannine D'Agostino	Instructional Coach	<a href="mailto:jeannine_dagostino@scps.k12.fl.us">jeannine_dagostino@scps.k12.fl.us</a>	Coach
Lindsey Csar	Teacher	<a href="mailto:lindsey_csar@scps.k12.fl.us">lindsey_csar@scps.k12.fl.us</a>	Kindergarten Representative
Alyson Knaresboro	Teacher	<a href="mailto:alyson_knaresboro@scps.k12.fl.us">alyson_knaresboro@scps.k12.fl.us</a>	First Grade Representative
Lori Lash	Teacher	<a href="mailto:lori_lash@scps.k12.fl.us">lori_lash@scps.k12.fl.us</a>	Second Grade Representative
Elaina Herrin	Teacher	<a href="mailto:elaina_herrin@scps.k12.fl.us">elaina_herrin@scps.k12.fl.us</a>	Third Grade Representative

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## Student Transition and Readiness

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**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 Priorities

### Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State 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.*

ELA			Math			Science		
Indicators (Actual)	Strategic Plan	Target	Indicators (Actual)	Strategic Plan	Target	Indicators	Strategic Plan	Target
Achievement	B.1.1	95	Achievement	B.1.1	95	Achievement	B.1.1	95
Learning Gains	B.1.1	95	Learning Gains	B.1.1	95	Achievement for sub group: Black	B.1.1	95
Learning Gains of the Low 25%	B.1.1	95	Learning Gains of the Low 25%	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95
Learning Gains for High 1 levels	B.1.1	95	Learning Gains for High 1 levels	B.1.1	95	Achievement for sub group: White	B.1.1	95
Learning Gains for High 2 levels	B.1.1	95	Learning Gains for High 2 levels	B.1.1	95	Achievement for sub group: Mul	B.1.1	95
Learning Gains for Low 3 levels	B.1.1	95	Learning Gains for Low 3 levels	B.1.1	95	Achievement for sub group: SWD	B.1.1	95
Learning Gains for sub group: Black	B.1.1	95	Learning Gains for sub group: Black	B.1.1	95	Achievement for sub group: FRL	B.1.1	95
Learning Gains for sub group: Hispanic	B.1.1	95	Learning Gains for sub group: Hispanic	B.1.1	95	Achievement for sub group: ELL	B.1.1	95
Learning Gains for sub group: White	B.1.1	95	Learning Gains for sub group: White	B.1.1	95			
Learning Gains for sub group: Mul	B.1.1	95	Learning Gains for sub group: Mul	B.1.1	95			
Learning Gains for sub group: SWD	B.1.1	95	Learning Gains for sub group: SWD	B.1.1	95			
Learning Gains for sub group: FRL	B.1.1	95	Learning Gains for sub group: FRL	B.1.1	95			
Learning Gains for sub group: ELL	B.1.1	95	Learning Gains for sub group: ELL	B.1.1	95			
Achievement for sub group: Black	B.1.1	95	Achievement for sub group: Black	B.1.1	95			
Achievement for sub group: Hispanic	B.1.1	95	Achievement for sub group: Hispanic	B.1.1	95			
Achievement for sub group: White	B.1.1	95	Achievement for sub group: White	B.1.1	95			
Achievement for sub group: Mul	B.1.1	95	Achievement for sub group: Mul	B.1.1	95			
Achievement for sub group: SWD	B.1.1	95	Achievement for sub group: SWD	B.1.1	95			
Achievement for sub group: FRL	B.1.1	95	Achievement for sub group: FRL	B.1.1	95			
Achievement for sub group: ELL	B.1.1	95	Achievement for sub group: ELL	B.1.1	95			
ELA iReady achieving growth target (K-5)	B.2.3	95	Math iReady achieving growth target (K-5)	B.2.3	95			
ELA iReady at or above grade level (K-5)	B.2.3	95	Math iReady at or above grade level (K-5)	B.2.3	95			

  

5 Essentials		
Indicators	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	70
5E Ambitious Instruction	B.1.1	70
5E Collaborative Teachers	B.1.1	70



## Essential Instructional Priority 1 – Quality Instruction

### Student Owned Progress Monitoring Action Plan

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?
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	Y	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

## Low 30% Monitoring Action Plan

Strategy/ Action	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?
<p>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%.</p>	<p>Classroom Teachers Administration Coaches Interventionist Students</p>	<p>Ongoing Administration, Teachers, Interventionist, and Coaches will meet on a regular basis to monitor Low 30%</p>	<p>N</p>	<p>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.</p>	<p>i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments</p>

## High Level 1 and 2 Monitoring Action Plan

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?
<p>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.</p>	<p>Classroom Teachers Administration Coaches Interventionist Students</p>	<p>Ongoing Administration, Teachers, Interventionist, and Coaches will meet on a regular basis to monitor High Level 1 and High Level 2s</p>	<p>N</p>	<p>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.</p>	<p>i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments</p>

## Low Level 3 Monitoring Action Plan

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?
<p>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.</p>	<p>Classroom Teachers Administration Coaches Interventionist Students</p>	<p>Ongoing Administration, Teachers, Interventionist, and Coaches will meet on a regular basis to monitor High Level 3</p>	<p>Y</p>	<p>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.</p>	<p>i-Ready Diagnostics and Growth Monitor Formative and Summative Assessments</p>

## Tutorial Action Plan

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?
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.
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.

## 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

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	70
SCPS Safety	D.1	10
5E_SE_Academic Personalism	D.3	70

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	70
5E_CT_Collective Responsibility	B.1.1	70
Students with 10+ Absences	D.2	25

## Essential Instructional Priority 2 – Conditions for Learning

### Attendance Monitoring Action Plan

Strategy/ Action	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?
MTSS Representative is responsible for tracking attendance monthly and notifying teacher, social worker, and school counselor to intervene and provide appropriate interventions.	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 -Decrease in student absences will be noticed when reports are pulled monthly in MTSS.
Data notebooks will be used as an intervention tool so that students can set personal attendance goals. This will be targeted to students with less than 90% in attendance	Assistant Principal, Instructional coaches, Teachers, Students	Ongoing	N	Bi-Weekly student check ins with teachers. Administrators will meet students monthly	Teachers and Administrators will track and note meetings with students in their individual data notebooks.

## Safety Survey Action Plan

Topic Item	Strategy/ Action	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?
Arrival & Dismissal - Parking Lot Safety	Based on parent surveys completed at the end of the 2020-2021 school year there was a great area of concern with our parking lots and carlines. Administrators will work with the SRD and other stakeholders to create a new traffic pattern for arrival and dismissal.	Administration, SRD, Families	Ongoing	N	First Month of School	Parent Survey at the end of the year will show increased confidence in the safety of our parking lot and car line.
School Motto- Safety First	Implementing the school motto: “Keep your hands, feet, and all objects to yourself. Daily reminders are made on the morning news. Posters and PBS promotion will be made. Students will be rewarded with Honey Money for displaying appropriate behavior.	Administration, PBS Team, Teachers, Students	Ongoing	N	Ongoing	Quarterly PBS Meetings will show a decrease in the number of Discipline Referrals for physical aggression



## Building Relationships and Connecting with Stakeholders Action Plan

<b>Strategy/ Action</b>	<b>Person(s) Responsible</b>	<b>Deliverable Due Date</b>	<b>PD (Y/N)</b>	<b>When will this action take place?</b>	<b>What evidence will there be to reflect monitoring for this strategy?</b>
Implementation of Restorative Practices and SEL to our Wednesday PBS lessons.	Principal Dunaye, Jaimee Borrero, PBS Team, Teachers, Students	Ongoing	Y	Quarterly PBS Meetings will show a decrease in the number of Discipline Referrals and Wilson Referrals.	

## Optional Action Plan

Topic Item	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?
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

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

### 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.

	Strategic Plan	Target
AO students enrolled in an advanced academic experience: Black	B.2.7	100
AO students enrolled in an advanced academic experience: Hispanic	B.2.7	100
AO students enrolled in an advanced academic experience: ELL	B.2.7	100
Digital Tools Earned	C.3	95

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

### Advanced Opportunities and Monitoring Action Plan

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?
Wilson will provide rigorous instruction, accelerated curriculum, and advanced ELA, Math, and Science opportunities to AO students. AO students will take PRIMES math. AO students will be encouraged to participate in clubs and other enrichment/ community service opportunities.	Administration Gifted Resource Teacher Coaches Classroom Teachers	Ongoing	N	Quarterly	Master List of Clubs, Skyward identification, Leadership Team Agenda, Resource Team Agenda, AO Contact Designee to monitor opportunities

## Increasing the Number of Digital Tools Earned Action Plan

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?
Last year Wilson had the highest number of students complete and earn a digital tool certificate. This year we will continue to offer the CS2025 course as part of Specials rotation. Students will work on their certificate weekly with the support of our EFT.	ETF - Amy Mireles, Gifted Resource Teacher, Teachers, Students	Ongoing	N	Weekly	List of students who completed their digital tool.

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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 grade appropriate, 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 grade appropriate, heterogeneous, general education contexts 80% or more of the day.

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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?
Reading Intervention (Buzz Time) – School wide walk to model	Administration , Teachers	ongoing	N	Daily (M, T, H, F) from 8:00 to 8:30	Individual student data trackers in each Buzz Folder.
iReady – Teachers will meet with students regularly to discuss student progress towards a Learning Gain in I-Ready	All Teachers, Students	Ongoing	N	During regular progress monitoring data chats after each diagnostic	Teacher I-Ready Trackers

## 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?
Instructional Rounds- Every grade level will have the opportunity to go on instructional rounds to observe other teachers' instructional practices.	Administration , All Teachers	Ongoing	N	PD offerings will take place multiple times throughout Quarters 2 & 3.	PLC Notes
Vertical Alignment PLC's	All Teachers	Ongoing	Y	Quarters 2 and 3	PLC Notes



### 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?
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 every Thursday beginning 9/2/21	Evidence will include EdInsight data and school based intervention data.

## Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	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
During the month of August, teachers will meet to share their tools for monitoring student progress. They will complete a Gallery Walk to observe and ask questions of other teachers. Teachers will be able to take-away copies of data notebook tools from their peers.	Priority #1	August Wednesday PD	Teachers will learn new ways for students to track their own data from their peers.	School-wide Wednesday PD	65	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
SEL and Restorative Practices Refresher	Priority #2	August Wednesday PD	Positive relationships increase student achievement.	School-Wide	65	Administration, Instructional Coaches

Human Resources Refresher	Priority #2	Pre-planning	Teachers Expectations will be reviewed.	School-wide	80	Principal, Assistant Principal
Marzano Instructional Practices	Priority #1	Pre-Planninig	Focus on using the instructional protocols as instructional tools and not simply an evaluation tool.	School-wide	65	Principal, Assistant Principal
Developing Purposeful PLC's – based on the summer training	Priority #2	Quarterly	Teachers will meet with their PLCs to develop common assessments to track skill mastery.	Grade-level PLCs	65	PLC Team Leaders, Coaches
Building Relationships using Restorative Practices	Priority #2	Quarters 2 & 3	Teachers will receive a refresher training on Restorative Practices and implementing Circles in the classroom	Grade Level PLCs	65	Principal, Assistant Principal, Restorative Practice Representative
Skills for Future Ready Graduates	Priority #3	Quarters 3 & 4	Using Resources from ePathways teachers will connect skills for future ready graduates with student success.	School-wide PD	65	School Administration, School Counselor, Instructional Coaches