Wildlight Elementary

2018-19 School Improvement Plan

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Wildlight Elementary

550 CURIOSITY AVE, Yulee, FL 32097

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2017-18
Grade	B

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Wildlight Elementary School is to embrace diversity and create a community of risk-taking, self-motivated learners who will reach their maximum potential academically, socially and developmentally in a safe and nurturing learning environment.

Provide the school's vision statement

The vision of Wildlight Elementary is to allow all students to reach their maximum potential in all aspects of life by providing a safe learning environment, embracing diversity and creating a community of risk-taking, self-motivated learners.

School Leadership Team

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

Name	Title
Hodges, Scott	Principal
Druelle, Ashley	Teacher, K-12
Jones, Whitney	Teacher, K-12
Norfleet, Rachel	Guidance Counselor
Ray, Sarah	Assistant Principal
Sides, Donna	Teacher, K-12
Thompson, Desiree	Teacher, K-12
Angeli, Leanna	Teacher, K-12
Martin, Kelley	Teacher, K-12
Collins, Kristy	Other
Bozeman, Jennifer	Instructional Media

Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach.The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

Early Warning Systems

Year 2017-18

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	6	7	3	6	8	9	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	2	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	5	13	0	0	0	0	0	0	0	19

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	0	1	3	1	1	0	0	0	0	0	0	0	6

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	5	2	0	0	0	0	0	0	0	0	0	14
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Friday 9/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	8	9	10	16	24	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	17	0	0	0	0	0	0	0	27

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	0	0	0	0	6	0	0	0	0	0	0	0	6

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	8	9	10	16	24	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	17	0	0	0	0	0	0	0	27

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	0	1	2	1	1	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data component was the learning gains with our lowest 25th percentile on the ELA portion of the FSA. Only 33% of those students made learning gains. As last year was the first year that WES was a school, there was not comparative data from previous years.

Which data component showed the greatest decline from prior year?

As last year was the first year that WES was a school, there was not comparative data from previous years.

Which data component had the biggest gap when compared to the state average?

The largest gap in our data compared to the state average is in the ELA lowest 25th percentile learning gains. Our average was 15% below the state average of 48%.

Which data component showed the most improvement? Is this a trend?

As last year was the first year that WES was a school, there was not comparative data from previous years.

Describe the actions or changes that led to the improvement in this area

As last year was the first year that WES was a school, there was not comparative data from previous years.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	72%	72%	56%	0%	73%	55%
ELA Learning Gains	54%	59%	55%	0%	64%	57%
ELA Lowest 25th Percentile	33%	49%	48%	0%	49%	52%
Math Achievement	76%	82%	62%	0%	82%	61%
Math Learning Gains	66%	72%	59%	0%	71%	61%
Math Lowest 25th Percentile	57%	62%	47%	0%	64%	51%
Science Achievement	67%	74%	55%	0%	73%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6 (9)	7 (8)	3 (9)	6 (10)	8 (16)	9 (24)	39 (76)
One or more suspensions	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)	2 (0)	4 (0)
Course failure in ELA or Math	0 (0)	0 (0)	2 (0)	1 (0)	0 (0)	0 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	5 (10)	13 (17)	19 (27)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	76%	7%	57%	26%
	2017					
Cohort Comparison						
04	2018	67%	69%	-2%	56%	11%
	2017					
Cohort Comparison		67%				
05	2018	65%	71%	-6%	55%	10%
	2017					
Cohort Comparison		65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	76%	80%	-4%	62%	14%
	2017					
Cohort Comparison						
04	2018	79%	83%	-4%	62%	17%
	2017					
Cohort Comparison		79%				
05	2018	73%	79%	-6%	61%	12%
	2017					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		73%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	74	53	36	79	69	72	73				
BLK	64	60		62	48		50				
HSP	50	53		67	67		64				
MUL	84			68							
SWD	57	38	33	56	49	53	56				
FRL	62	50	27	68	53	54	56				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	The percentage of our lowest 25th percentile of students making learning gains on the FSA ELA assesment.
Rationale	Only 33% of our lowest quartile made learning gains in Reading on the 2017- 2108 FSA test (including Access Points students) on the spring 2018 assesment.
Intended Outcome	2018 -2019 FSA Data will show an improvement of 10% in the lowest 25th percentile learning gains for ELA.
Point Person	Scott Hodges (scott.hodges@nassau.k12.fl.us)
Action Step	
Description	After School Tutoring Differentiated Instruction in small groups Professional Development for paraprofessionals and teachers Prescribed gap instruction by ESE teachers Data Notebooks and individual student goal setting
Person Responsible	Scott Hodges (scott.hodges@nassau.k12.fl.us)
Plan to Monitor Effectiveness	
Description	We used data from the Next Steps to Guided Reading Assessment kit to establish a baseline. Students will be progress monitored every 9 weeks and teachers will use the data to modify their instructional focus. At the end of each quarter, teachers will be required to submit a tracking document to show where the interventions are being implemented. Also, our reading coach provides a list of professional development focus areas to support our action steps.
Person Responsible	Scott Hodges (scott.hodges@nassau.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

WES builds positive relationships with families by establishing and supporting the PTO, SAC and hosting parent nights in Reading, Math, Science and Technology. Parents have access to the FOCUS student data base and receive mid-nine week progress reports in addition to quarterly report cards. In addiiton to weekly and monthly newsletters, the REMIND app, the school Facebook Page and Blackboard Parent call system is used to communicate school-wide events and information.

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

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

School based teams meet to discuss students with barriers to academic and social success and refer to Child Advocate Rapid Response Team (CARRT) as needed.
Staff advocates are assigned to students identified with concerns.
Offer instruction and various campus activities that address social/emotional needs of students.
Connect students to agencies who have Cooperative Agreements or are on campus.
School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)
Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement. Each school also holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook are distributed and reviewed.

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

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance, and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and

departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Title I
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers dentify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Information is shared with parents during our Open House/Annual Title I Meeting.

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

We have an after school Teacher in Training Club, a Robotics Club, and a variety of music and art programs provided after school through the community agency, Arts Alive.

Part V: Budget	
Total:	$34,963.04