FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT

School Improvement Plan (SIP)
Form SIP-1
Non-Title I Elementary Schools

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Wakeland Elementary	District Name: Manatee County Schools
Principal: Mario Mendoza	Superintendent: David Gayle
SAC Chair: Jeff Watrobsky	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. 　　　　Principal – Mario Mendoza 　　　　Assistant Principal – Rubylinda Zickafoose 　　　　Guidance Counselor – Debbie Etheridge 　　　　Curriculum Coordinator – Jennifer Gonzalez 　　　　School Psychologist – Shawn Mandel 　　　　School Social Worker – Karina Li-hurt 　　　　SLD teacher - Jean Martin 　　　　ESE Specialist – Adrianne Owen 　　　　Speech Language Pathologist – Angela Becka

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS team meets weekly to discuss specific student academic and behavioral concerns. The information from these meetings is followed up by aligning instructional recommendations with student-targeted areas of need. Data are reviewed every six weeks for instructional implications, followed by a reorganization of students according to reading ability.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? As part of the School Leadership Team, the RtI team develops and reviews the SIP plan and supports respective goals. It is expected that all students meet the goals established by the School Improvement Plan. After all state assessment data is reviewed, the RtI team identifies all Tier 1,2 and 3 level students. This data is utilized to develop strategies to support SIP goals.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. All teachers maintain an ongoing progress monitoring spreadsheet that tracks reading, writing, and math achievement through school and district benchmark checks. This data is discussed at weekly Professional Learning Team meetings where instruction is planned or modified to meet student needs.
Describe the plan to train staff on MTSS. Staff will have ongoing training on the MTSS process throughout the 2012-13 school year. The RtI team continues to participate in district training, as well. Ongoing discussion and training opportunities for the staff are scheduled on the school PD calendar for the 2012-13 school year.
Describe plan to support MTSS. School Leadership and MTSS teams are scheduled for district training(s) and also have requested quarterly review sessions with our MTSS coordinator.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
        PreK- Nina Karasick
        K-Shana Berg
        1-JaneEllen Zimmerman
        2-Scott Flynn
        3-Reba Johns
        4-Ashley Grimes
        5-Kristi Lim
        P.E-Jan Dart
        Language - Andrea Gonzalez
        Guidance - Debbie Etheridge
        Inquiry Specialist - Kristi Livingston
        Curriculum Calendar – Jennifer Gonzalez
        Assistant Principal - Ruby Zickafoose
        Principal - Mario Mendoza

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets the 2nd Thursday of every month to discuss progress on literacy goals. Its main function is to align the SIP with Common Core Standards, literacy instruction and other school initiatives with student's areas of need and teacher professional development as determined by school data.
What will be the major initiatives of the LLT this year?   - Support SIP goals   - Create and implement two (2) literacy celebrations   - Create and implement at least 1 reading challenge   - Establish data study sub-committee to monitor Assessment Wall   - Complete one action project   - Support Manatee County's Comprehensive Reading Plan to include implementation of Common Core Standards   - Organize summer, winter, and spring break reading/writing projects   - Create and organize parent academic night   - Support needs of Inquiry Center

PART II: EXPECTED IMPROVEMENTS

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Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
64% of all students, 86% of White students, 40% of African American students, 40% of Hispanic students, 46% of ED students, 25% of ELL students, and 30% of ESE students will score 3 or above on **FCAT Reading.**	Inconsistent word work structure across K-5 classrooms with emphasis on individual student need (specifically ELL students). Words Their Way (WTW)	Teachers will refine WTW structures across K-5 classrooms Teachers will receive coaching and modeling support for WTW	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Fountas & Pinnell Data Classroom Running Record data WTW inventory data FAIR data
	Consistent record keeping expectations for small group and/or daily conferring across K-5 classrooms.	Selected teachers will receive coaching and modeling support for small group and/or conferring. Teachers will maintain anecdotal records/conferring notes on each student.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Reviewing and analyzing conferring notes across K-5 classrooms Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Fountas & Pinnell Data Conferring notes from K-5 classrooms

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	Varied levels understanding of the architecture of a mini lesson (ML).	Teacher will refine and implement the architecture of the mini lesson structure during the reading block Teachers will observe a peer each quarter to maintain consistency of all four (4) components of the ML.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Fountas & Pinnell Data Formative and summative assessments Analysis of post-it's in inquiry notebooks
	Differentiation of students who may be struggling and/or those who need to be challenged.		Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Fountas & Pinnell Data Formative and summative assessments Analysis of post-it's in inquiry notebooks

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
60% of all students, 80% of White students, 25% of African American students, 45% of Hispanic student, 60% of ED students, 60% of ELL students, and	Integration of modeled drawing math strategies and Common Core State Standards (CCSS).	Teachers will integrate and refine modeled drawing math strategies and Common Core State Standards (CCSS) in the Math workshop	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez,	Classroom walkthroughs Instructional Learning Walks Discussion during	Unit formative and summative assessments that may include modeled drawing and/or District Benchmark Assessments

55% of ESE students scored level 3 or higher on **FCAT Math**.		school wide framework	Curriculum Coordinator	Professional Learning Team (PLT) meetings	
	Implementation of small group instruction to differentiate instruction during Math Workshop.	Teachers will receive professional development on ways to differentiate instruction. Teachers will differentiate homework and use enrichment activities from Go Math, Singapore Math, and computer based resources. Teacher will refine and implement small groups to differentiate instruction for all students during the centers portion of the daily Math Workshop. Paraprofessionals will be used to support targeted math remediation needs for selected students.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator Math/Science/Tech committee members	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments Chapter end of unit assessments District Benchmark Assessments

	Consistent use of thinking strategies implemented during math instruction.	Teachers will use the summarizing component from the math core to allow students to reflect on essential question on a daily basis. Teachers will use a variety of summarizing strategies (exit slip, note taking, 3-2-1, etc.) Teachers will provide students cooperative learning opportunities to allow students to orally summarize their learning.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator Math/Science/Tech committee members	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments Chapter end of unit assessments District Benchmark Assessments
	Inquiry practices implemented across K-5 in order to enhance math instruction.	Teachers will receive professional development on how to incorporate inquiry practices during math instruction	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator Math/Science/Tech committee members	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments Chapter end of unit assessments Review of unit planners District Benchmark Assessments

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the End of the 2012-2013 school year, 50% of all 4th grade students will score a level 3.0 or above on **FCAT Writes!** **Part of 3 year plan to bridge over to PARCC**	Teacher's depth of understanding and effective implementation of Writing Workshops.	Teachers will conduct peer observations and give feedback and maintain consistency of workshop model.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments End of Unit On-Demand Writing Assessments Review of unit planners District Writing Assessments
	Teacher and student background knowledge on writer's crafts.	Teachers will implement school-wide inquiry process used to identify writing crafts found in mentor text	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments End of Unit On-Demand Writing Assessments Review of unit planners District Writing Assessments
	Students need to transfer the writing crafts they study into their prompted and unprompted writing tasks.	Teachers will establish writing inquiry boards in each classroom to highlight students who have used writing crafts.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments End of Unit On-Demand Writing Assessments Review of unit planners District Writing Assessments Review PARCC writing expectations.

	Inconsistent conferring with students on a regular basis to refine and/or remediate writing skills.	Selected teachers will receive coaching and modeling support for conferring. Teachers will maintain anecdotal records/conferring notes on each student.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments End of Unit On-Demand Writing Assessments Review of unit planners District Writing Assessments

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the End of the 2012-2013 school year, 50% of all 5th grade students will score a level 3.0 or above on **FCAT Science!**	Opportunities to participate in hands on science experiences to help develop scientific concepts.	Incorporating field trips and guest speakers into IB units of study to develop scientific concepts Incorporating more hands on scientific learning engagements into IB units of study	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments End of Unit On-Demand Science Assessments Review of unit planners District Science Assessments
	Students lack background knowledge with scientific concepts.	Teachers will receive professional development on Concept-Based Instruction Teachers will review and refine transdisciplinary units of inquiry by implementing science content to drive inquiry throughout instructional blocks.	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator Math/Science/Tech committee members	Classroom walkthroughs Instructional Learning Walks Discussion during Professional Learning Team (PLT) meetings	Unit formative and summative assessments End of Unit On-Demand Science Assessments Review of unit planners District Science Assessments

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The number of parent volunteer hours will increase by comparing total 2012-2013 hours with 2011-2012 hours.	Parents want to know more about the IB curriculum and what they can do to support learning at home.	School will host Family Academic Nights to learn about instructional practices	Mario Mendoza, Principal Ruby Zickafoose, Asst. Principal Jennifer Gonzalez, Curriculum Coordinator Community Involvement Committee Chairs	Sign in sheets to track number of participants at school events	Sign in sheets

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Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide book study focusing on CCSS and effective literacy	PreK – Grade 5	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum	PreK – Grade 5, all instructional staff	Monthly and weekly meetings from September through May	Reflections during PLTs and presentations during monthly and weekly staff trainings	Mario Mendoza, Principal, Rubylinda

		Coordinator				Zickafoose, Asst. Principal
practices, with emphasis on the Six Instructional Shifts		Coordinator				Zickafoose, Asst. Principal
School wide reinforcement of small group and/or conferring, PreK -5 Inquiry Circles, and Inquiry Writing practices	PreK – Grade 5	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum Coordinator	PreK – Grade 5, all instructional staff	Monthly and weekly meetings from September through May	Reflections during PLTs and presentations during monthly and weekly staff trainings	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal
Training for small intervention groups	K – 5 Grade levels	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum Coordinator	ELL paraprofessionals/ intervention teachers	Friday meeting in September, October, November	RtI, PLT and PST discussions, reflections during weekly meetings	Rubylinda Zickafoose, Asst. Principal
Peer observations to give feedback on mini lessons, small group and conferring	PreK – Grade 5	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum Coordinator	PreK-5 instructional staff	Quarterly	Instructional rounds or walkthrough forms, and PLT discussions	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal
School wide training on modeled drawing and Common Core (CCSS) Math Curriculum	PreK – Grade 5	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum Coordinator	PreK-5 instructional staff	School PD sessions on Wednesday mornings and School SIP days	Instructional rounds or walkthrough forms, and PLT discussions	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal
School wide training on Math Inquiry Techniques	PreK – Grade 5	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum Coordinator	PreK-5 instructional staff	School PD sessions on Wednesday mornings and School SIP days	Instructional rounds or walkthrough forms, PLT discussions and review of lesson plans	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal
Refinement of Writing and Inquiry Instructional Practices	PreK – Grade 5	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal, Jennifer Gonzalez, Curriculum Coordinator	PreK-5 instructional staff	School PD sessions on Wednesday mornings and School SIP days	Instructional rounds or walkthrough forms, PLT discussions and review of lesson plans	Mario Mendoza, Principal, Rubylinda Zickafoose, Asst. Principal

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status

☐ Priority	☐ Focus	☐ Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

X☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
SAC will support instructional activities as described in budget summary.

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	**Strategy**	**Description of Resources**	**Funding Source**	**Available Amount**
Reading	Tier 2 Small Group Remediation	Creating Readers	Instructional Materials	$100.00
Reading	Differentiated Instruction	Leveled Text Sets	Instructional Materials	$5,000.00
Writing	Inquiry Instruction using mentor texts	Sets of mentor texts	IB	$1,000.00
				Subtotal: $6,100.00
Technology				

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Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading A-Z.com	Subscription	Grants	$1,000.00
			Subtotal: $1,000.00	

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-wide Book Clubs	Pathways to the Common Core	IB	$2,500.00
Reading	Demonstration Days for new staff members	Pay for substitute teachers	SIP	$800.00
Mathematics	Modeled Drawing	Math professional development	IB	$800.00
Science	School-wide Book Clubs	Inquiry Circles in Action	IB	$1,000.00
Science	Attendance at FLIBS Quarterly trainings	Concept-Based Instruction training	IB	$1,200.00
Writing	School-wide Book Clubs	Writing Inquiry professional book	IB	$500.00
Writing	Demonstration Days for new staff members	Pay for substitute teachers	SIP	$800.00
			Subtotal: $7,300.00	

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NCH for tutoring	after school tutors	After Care	$5,000.00
			Subtotal: $5,000.00	
			Grand Total: $19,700.00	