Wabasso School

2014-15 School Improvement Plan

Wabasso School

8895 N US HIGHWAY 1, Sebastian, FL 32958

www.indianriverschool.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The broad mission of Wabasso School is to fulfill the district's need for effectual educational programming at the deepest level of the educational continuum of services.

Provide the school's vision statement

2014-2015
Vision Statement
"Wabasso School envisions a collegial educational environment devoted to instructional excellence, academic and functional student achievement, inclusionary activity, and good citizenship."

School Environment

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

Sensitivity to diversity is one of the hallmarks of excellence at Wabasso School. Results from the 2014 "Parent Survey" contained overwhelming support for the notion that Wabasso School as a whole exercises great sensitivity to individual differences and diversity on numerous dimensions (5.0 out of a possible 5.0 overall on the survey). From hiring to daily professional practice, sensitivity to individual differences is highlighted throughout the campus.

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

2014 Parent Survey results reflected an overwhelming confirmation of the school's ability to provide a safe and respectful campus ambiance (4.95 out of a possible 5.0 on the survey) Staff supererrogate in this area in light of the physical, emotional, and intellectual vulnerability of the student body of Wabasso School. Construction and remodeling efforts are engaged in with student safety in mind at all times. Staff training further assists in a noteworthy sensitivity to student safety.

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

Wabasso School's Student Support Specialist (Alex Remy) has conducted and continues to conduct school-wide and classroom-based training in effectual leveraging of student achievement through proper employment of reinforcement theory & practice. Growing numbers of staff are becoming trained in Professional Crisis Management (PCM) as a prominent means by which student dignity & safety is ensured in even the most catastrophic behavioral events.

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

The school's "School Psychologist" provides efficacious leadership in modeling proper form and technique in ensuring student esteem and well-being at all times. Moreover, students are enrolled in social-personal skills coursework, thereby receiving daily instruction in this critical area.

Early Warning Systems

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

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

FAA reporting allows staff the opportunity to identify students performing at Levels 1 & 2; thereby setting the stage for prescriptive instructional action.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

*SAC membership-improved attendance at meetings
*Parent attendance at IEP Meetings
*Increased daily communication through teacher/parent notebooks

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

Wabasso School is blessed with a substantial cadre of community supporters. Numerous benevolent organizations routinely assist instructional staff with financial and material support directly impacting the

classroom. The principal actively seeks and attempts to secure additional support from within the community in a variety of ways.

Effective Leadership

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

School Leadership Team

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

Name	Title
Gollery, Thomas	Principal

Duties

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

In that Wabasso School is a rather small ESE Center School, only 1 team is necessitated. The principal, SSS, and teachers work cooperatively to ensure progress monitoring on a daily basis.

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 Student Support Specialist (Alejandro Remy) coordinates the observation & data collection on all students on a daily basis. Moreover, Mr. Remy works with the principal to analyze the data and report results accordingly.
In that Wabasso School is an ESE Center School, federal funding is received via IDEA. In times past, Title I-like funds had been accessed. However, The last 2 school years our % of free & reduced lunch did not meet the threshold for receipt of Title I-Like funding. Remaining funding is student-based, FTE driven.

School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student

Duties

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

Evaluation of last year's school improvement plan

Overall, the efforts of staff in carrying out the 2013-2014 SIP were highly successful. Target goals for the reduction of students performing at Levels 1 & 2 in FAA Reading and Math were easily met, with some extraordinary sub goal achievements noted:
Achievement Data

FAA Results
Reading & Mathematics
2013-2014
FAA Levels 1 & 2 Status Data
2014 Target % 2014 Performance
Reading 74% 73%
Math 78% 68%
2014 FAA Reading Data Summary
*33% improved at least one level
*83.3% experienced raw score gains
*56% experienced raw score gains of 5 points or more
*Mean difference 2013-2014=8.22
*Student achievement in Reading from 2013 to 2014 was found to be statistically significant at an extraordinary level (t=3.38; p<.004) with a concomitant "large" degree of magnitude of difference (Effect Size- r=.92) in Mean Score comparison
2014 FAA Mathematics Data Summary
*33% improved at least one level
*78% experienced raw score gains
*61% experienced raw score gains of 5 points or more
*Mean difference 2013-2014=7.39
*Student achievement in Mathematics from 2013 to 2014 was found to be statistically significant (t=2.13; p<.022) with a concomitant "large" magnitude of difference (Effect Size-r=.83) in Mean Score comparison.

Development of this school improvement plan

Feedback from SAC used in the formulation of the 2013-2014 SIP. Feedback was received through both formal & informal means.

Preparation of the school's annual budget and plan

The principal, with the assistance of the leadership team, will craft the budget. The budget will reflect financial support from various means (ie; Internal; school funds; state "Skipped Schools" funds).

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

Staff development for support staff, teaching assistants specifically.

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

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

Literacy Leadership Team (LLT)

Membership	
Identify the name, email address and position title for each member of the school-based LLT.**:**	

Name	**Title**
Gollery, Thomas	Principal

Duties	

Describe how the LLT promotes literacy within the school

Implementation of the "Communication MatriX"-Campus-wide. Professional development activity on the implementation of the "Matrix" will be provided by FDLRS GALAXY on a year-long basis.

Public and Collaborative Teaching

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

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

Collaborative relationships are the "fulcrum" of Wabasso School's SIP. Our unique operation warrants the highest levels of collegiality in order to adequately propel the SIP agenda. District and school-level collaborative meetings are engaged in by staff on a regular basis. Specifically, eight such district level meetings have been scheduled on early release days throughout the school year. Site-beased collaborative meetings are regularly scheduled for problem solving and collegial purposes.

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

Once recruited, it is our aim to nurture professional growth through access to quality in-service, and by affording them the opportunity to ply their craft in a warm, supportive, intellectually stimulating environment.

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

We continue to utilize teachers on staff as mentors in the areas they are gifted and proficient, one being nationally certified.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Wabasso School ensures the access to appropriate curricular offerings through its use of "State Access Points". Curriculum is either developed or purchased with the intent of matching student need with access to state standards.

Instructional Strategies

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

Differentiated instruction is ubiquitous in its presence in the daily scheduling of coursework at Wabasso School. Within each classroom setting, student diversity of need is addressed individually through the IEP and subsequent instructional practices. Traditional and augmentative technological approaches are routinely employed to meet the unique educational needs of Wabasso School's diverse ESE student population.

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

Strategy: Extended School Year
Minutes added to school year: 4,800

ESY is designed to extend educational experiences to the summer months. The focus is on maintenance & fluency of skill development that occurred during the regular school year.

Strategy Rationale

Address of student tendency to experience of skill/knowledge over the summer months

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student Support Specialist (SSS) collects, analyzes, and reports essential student data. Moreover, our SSS trains instructional staff to fluency in the data collection portion of the process.

Student Transition and Readiness

PreK-12 Transition

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

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

A small portion of Wabasso School's student body is considered Pre Kindergarten ESE.. Multi disciplinary, team teaching approaches are the platform for enrichment activity.

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

Attention is given to student readiness, intellectual level, and skill set prior to recommendations via the Transition portion of the IEP for students beginning at age 14 and continuing through age 21.

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

Senior high school students are enrolled in career exploration and experiential coursework as listed in the Sunshine State Standards/Common Core (CPALMS)

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

career exploration activity on campus & in the community; job shadowing activity; and actual job simulation within the community. Instructional activities center on pre vocational activity and preparation.

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

Data are collected on graduates from Wabasso School each year to assess the efficacy of Transitional Programming efforts. A "multi-agency" task force has been initiated for the 2014-2015 School Year with the purpose of refining the Transitional practices of the school and enhancing the efficacy of Transitional Programming-particularly for those students functioning at the "Participatory" level.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Step 1: Goal The primary Goal for the 2014-2015 School Year lies in the reduction of students occupying FAA Levels 1 & 2 in Reading and Mathematics. The 2013-2014 Goal for a 10% reduction was met in both Reading and Mathematics. The reduction rate of 10% will once again be used for the 2014-2015 School Year. In addition to the "Primary Goal", several secondary goals have been established that represent key indicators of student performance in standardized Reading and Mathematics achievement.

Strategic Goals Detail

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

G1. Step 1: Goal The primary Goal for the 2014-2015 School Year lies in the reduction of students occupying FAA Levels 1 & 2 in Reading and Mathematics. The 2013-2014 Goal for a 10% reduction was met in both Reading and Mathematics. The reduction rate of 10% will once again be used for the 2014-2015 School Year. In addition to the "Primary Goal", several secondary goals have been established that represent key indicators of student performance in standardized Reading and Mathematics achievement. `1a`

🔑 G036056

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Step 3: Addressing a Priority Barrier Among the "barriers" posited by stakeholders in the planning process, commitment to "Collegiality" was seen as the primary potential barrier to the success of the plan. The 2014-2015 demands a greater sense of collegiality from a broader group of participants in the plan. The principal and two "teacher leaders" will be at the forefront of fostering broader commitment from instructional staff in commissioning the plan for the 2014-2015 School Year. An initial meeting addressing and promoting the need for greater collegiality amongst instructional staff will be scheduled prior to the start of the school year by the principal. The following are the specific "High Yield Strategies" Wabasso School will employ in 2014-2015 to meet the stated SIP Goal: High Yield Strategies *Identifying students within 5 points of FAA Level change *Unify ULS instruction via "Pull-Out" formatting *Refined instruction/ application of "Communication Matrix" principles *In-service (year-long) on "Reinforcement Theory" and Applications *In-service on McTighe & Wiggins "Backward Design" Lesson Planning *Purchase of "cutting edge" Reading & Mathematics Curriculae (Grades K-5) *Purchase of "state of the art" devices to greater assist students with Visual Impairments in the areas of Reading & Mathematics *Curriculum/Materials development for school-wide use addressing "Access Points" relative to the area of "Communication Standards" *PCM training offerings in support of direct instruction efforts & enhanced reinforcement leveraging of student performance

Targeted Barriers to Achieving the Goal `3`

<table>
<tr><td>Plan to Monitor Progress Toward G1.</td><td>8</td></tr>
</table>

Steps 6 & 7: Monitoring of Strategies
The 7 "Strategies" listed in the plan will be monitored by the principal. In recognition of the "fluid" nature of schooling and planning in general, monthly meetings will be scheduled from August through May by the principal to address progress of the listed action steps and strategies. Moreover, the meetings will be utilized for informational and corrective purposes in the process of the successful commissioning the 2014-2015 Improvement Plan.

Person Responsible
Thomas Gollery

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
The following will be met or exceeded: 2014-2015 FAA Achievement Goals Primary Goal Reduce the percentage of students performing at FAA Levels 1 and 2 in Reading and Mathematics by 10% 2014 % 2015% Goal Reading 73% 66% Mathematics 68% 61% Secondary Goals *Increase percentage of students performing beyond FAA Level 3 in Reading (Current-14%) *Increase percentage of students performing beyond FAA Level 3 in Mathematics (Current-14%) *Increase the percentage of students manifesting FAA Level increases in Reading (Current-33%) *Increase the percentage of students manifesting FAA Level increases in Mathematics (Current-33%) *Increase the percentage of students manifesting Raw Score gains in FAA Reading (Current-83.3%) *Increase the percentage of students manifesting FAA Raw Score gains in FAA Mathematics (Current-78%)

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Steps 6 & 7: Monitoring of Strategies The 7 "Strategies" listed in the plan will be monitored by the principal. In recognition of the "fluid" nature of schooling and planning in general, monthly meetings will be scheduled from August through May by the principal to address progress of the listed action steps and strategies.	Gollery, Thomas	8/18/2014	The following will be met or exceeded: 2014-2015 FAA Achievement Goals Primary Goal Reduce the percentage of students performing at FAA Levels 1 and 2 in Reading and Mathematics by 10% 2014 % 2015% Goal Reading 73% 66% Mathematics 68% 61% Secondary Goals *Increase percentage of students performing beyond FAA Level 3 in	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Moreover, the meetings will be utilized for informational and corrective purposes in the process of the successful commissioning the 2014-2015 Improvement Plan.			Reading (Current-14%) *Increase percentage of students performing beyond FAA Level 3 in Mathematics (Current-14%) *Increase the percentage of students manifesting FAA Level increases in Reading (Current-33%) *Increase the percentage of students manifesting FAA Level increases in Mathematics (Current-33%) *Increase the percentage of students manifesting Raw Score gains in FAA Reading (Current-83.3%) *Increase the percentage of students manifesting FAA Raw Score gains in FAA Mathematics (Current-78%)	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

Technical Assistance Items

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