Wahneta Elementary School

2015-16 School Improvement Plan

Wahneta Elementary School

205 4TH ST E, Winter Haven, FL 33880

http://schools.polk-fl.net/wahnetael

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	D

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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 purpose of Wahneta Elementary is to ensure that all students become productive citizens who are life-long learners with choices in life.

Provide the school's vision statement

Wahneta Elementary students will attend school daily, come to school prepared, and follow school-wide rules and policies. The curriculum and instruction will meet the needs of every individual student, including students with disabilities and limited English proficient students, by providing additional academic assistance through small grouping, tutoring, extended day activities, and differentiated instruction in a challenging and nurturing environment.

School Environment

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

School establishes an open and welcoming environment where parents are communicated to frequently. Events such as back to school night, open house, STEAM night provide relationship building opportunities.

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

Open invitation to visit guidance and administration. Teachers are stationed on duty in morning and afternoon. Students are trained in policies and procedures for identifying and communicating bullying concerns to adults. Teachers implement PBS strategies to model and hold students accountable to being a part of environment of respect.

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

PBS structures delineate appropriate teacher and office managed behaviors. Discipline flowchart provides opportunities for various levels of remediation both inside and outside of the classroom. All classrooms have PBS posters to promote expectations.

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

Wahneta provides groups for social skills and anger management. Check-in and Check-out systems are put in place to meet student needs. All student concerns are addressed promptly and with any needed documentation and/or intervention. We arrange vision screening, health and hygiene help and provide for any basic needs such as food or clothing issues.

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

Absent 10% or more of the days enrolled and over-age 2 or more years for the grade level are tracked and currently have students. There are currently no suspended students.

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
	K	1	2	3	4	5	
Attendance below 90 percent	16	7	10	13	8	4	58
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
Over-age 2 or more years for the grade level	0	0	2	1	4	3	10
	0	0	0	0	0	0	

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

Indicator	Grade Level 2	Total
Students exhibiting two or more indicators	1	1

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

Students are serviced according to truancy guidelines to support adequate attendance. Academic supports are planned for in classrooms and student is targeted for individual intervention by the interventionists.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/196562.

Description

A PIP has been uploaded for this school or district - see the link above.

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

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:

Name	Title
Gaymont, Stephen	Assistant Principal
Pittman, Teresa	Other
Thomas, Julie	Instructional Coach
Vanorsdale, Barbara	Other
White, Sherryl	Guidance Counselor
Wright, Michael	Instructional Coach
Riker, William	Principal
Rullo, Diane	Teacher, K-12
Prentice, Nina	Teacher, K-12
Oglesby, Melanie	Teacher, K-12

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, reviews implementation of intervention support and documentation, assesses the needs for adequate professional development to support MTSS /RtI implementation, and communicates with parents regarding school-based MTSS /RtI plans and activities.

Assistant Principal: Maintains records related to discipline, attendance and students receiving interventions. Develops behavior and attendance contracts with students and parents. Links information to PBS team. Coordinates professional development for staff members and keeps PLC records.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach - Reading: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides

support for assessment and implementation monitoring.

Instructional Coach – Math: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech-Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will meet weekly (Wednesdays) to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention. The team will meet with grade level teachers to discuss area of concern and plan a way to meet the needs of the students.

The major initiatives of the PSLT for the 2014-2015 school year are:

• Behavior support (with the PBS team) including safety and discipline.

• Academic Support (with the Curriculum Team) for literacy, math, science and writing.

• Attendance – with the goal of reducing ISS, OSS and tardies.

Academic Intervention Referrals – the team will work to see that students referred for SWD and ALPHA screening receive services in a timely manner.

Title I, Part A

Services are provided to ensure that students requiring additional remediation receive additional instruction through the extended learning program. The school utilizes funds to hire needed personnel and purchase needed instructional materials. The district provides professional development to teachers and staff as needed. Wahneta Elementary also uses funds to promote parent and community involvement in the school, as well as for kindergarten readiness.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents/ The liaison coordinates with Title I and other programs to ensure student needs are met. The school personnel refer students and their families to Migrant Services for aid. Wahneta Elementary provides office space to Migrant Liaison staff and a Migrant Community Center for parents. Wahneta has two paraprofessionals paid for out of Title I migrant funds. The two work every day with our migrant students and log what they have done with each student daily.

Title I, Part D

Services are coordinated with the district Drop-Out Prevention Program, as needed.
Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplemental education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Wahneta Elementary are used for the purchase of new technology for classrooms such as SmartBoards, computer projectors and document cameras.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL students.
Title X- Homeless
District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education
Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
Wahneta Elementary has a bully-free zone policy. The school counselor provides education to students on violence prevention and safety practices, as well as counseling and support as needed. School-Student-Patrols aid in maintaining a violence-free environment in the school.
Nutrition Programs
100% of Wahneta Elementary students are part of the free/reduced school meals program. The program serves breakfast and lunch to all students.
Housing Programs
District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Migrant Liaison also assists families in locating a residence.
Head Start
Wahneta Elementary sponsors six Head Start units on-campus. The Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives, Inc. Child Find is available to assist families of preschoolers with low readiness rates.
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christina Sudduth	Parent
Barbara VanOrsdale	Teacher
Rosalinda Villeda	Parent
Dr. William Riker	Principal
Mr. Gaymont	Principal
Johann Rivera	Education Support Employee
Connie McKinzie	Teacher
Santos Saucedo	Parent
Fransisco Cruz	Parent
Carmela Ramos	Parent

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

Will occur at first SAC meeting of this year.

Development of this school improvement plan

The School Improvement Plan is always on the agenda for our first SAC meeting. We discuss in detail the changes made in the formation of the SIP. We go over test results and staff changes and ask for suggestions and input to assist us in the development of the plan. We discuss the progress of the plan as the year progresses.

Preparation of the school's annual budget and plan

Will occur at first SAC meeting of this year.

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

We have been targeting technology and teacher inservice for the use of our school improvement funds. Our students need to be using technology every day. Our teachers need to be up on the latest strategies to assist our students in their achievement and proficiency growth.

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

It will be uploaded when completed.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Thomas, Julie	Teacher, K-12
Pittman, Teresa	Other

Duties

Describe how the LLT promotes literacy within the school

• Teachers will be responsible for determining the instructional focus of whole group lessons and small group differentiated instruction based on State standards and levels of cognitive complexity.
• Benchmarks assessments aligned with defined learning outcomes will begin being developed and implemented to assist in identifying students' strengths and weaknesses.
• The pacing for the instruction will be reviewed at PLC grade level meetings with respect to alignment with district provided learning maps and the amount of time available before FSA testing to ensure that all benchmarks are taught and reviewed.
• The administrative team; Principal, Assistant Principal, Reading and Math coaches, and writing resource teacher, will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conducting meetings with teachers to discuss all of the information collected.
• All staff members will participate in professional learning communities and utilize the support of their colleagues during weekly meetings.
• An analysis of learning gains allowed the strongest (no new teachers) teachers to be paired with the weakest students.
• Using FSA scores, student learning gains helped the administration schedule teachers with students to prevent low-performing teachers from teaching the same class again.
• Teachers will begin utilizing classroom work and assessment data to find where students are struggling and their greatest needs, as well as strengths.
• Lessons selected by the instructional coaches will be aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FSA.
• Data will be examined and discussed between teacher and administration to ensure the effectiveness of the learning.
The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data notebooks and student portfolios will be utilized to provide evidence of instruction, assessment and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching and re-assessing.
Other members of the team represented by grade levels are;
K-Elders
1-Porterfield
2-Pirke
3-McKinzie
4-Fox
5-Taylor
Specials-Morse

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

Common planning time promotes collegiality. The leadership team meets weekly with each grade level during PLC time. Collaborative planning is encouraged during all other common planning opportunities to

focus on teaching strategies, aligned resources and assessments, and analysis of data to drive instructional planning and small groups/center time. Classroom observations and data visits will be analyzed to provide additional conversation topics, instructional focus, and professional development.

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

Every year we use the Polk County Recruitment System to interview highly qualified personnel. The principal and/or assistant principal reviews the applications and establishes interview times. The interviews are conducted by the administrative team and a candidate is picked based on the responses to the questions asked. The hired teacher is teamed up with the grade level and supported by the team of teachers. The instructional coaches also help mentor all new teachers to answer questions in a timely manner and assist them in any way possible. All new teachers will be provided a binder to support and help direct their instructional focus around State standard requirements.

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

The new teachers are mentored by the instructional coaches. They both have educational leadership certification. They work well modeling and coaching our new teachers to help them settle in, adjust and become a productive member of the team.

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

Dana center training have informed the administrative team on PLC standards focus. An established PLC time with each grade level and members of the leadership team is where mapping tools are provided to each teacher to direct grade level conversations around standard "deconstruction". Discussions around any disconnections between Standard expectations and resources, and/or assessments, are encouraged and supported.

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

We use a combination of prior year standardized test data, current year FAIR data and formative classroom assessments to meet student needs. Student groupings are differentiated and fluid based on continued examination of changes in data stemming from FAIR and formative assessments. Wahneta Elementary school will be working on the development of "Benchmark Mastery" assessments to provide further analysis and differentiation opportunities.

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 Day

Minutes added to school year: 60

K-5 reading instruction has been increased to remediate students during this time.

Strategy Rationale

This is an area of need and, as data shows us that there is an additional need for extended time in Reading, Math and Science. Teachers will use extended hours to assist students in areas of deficiencies in the area of Reading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Gaymont, Stephen, stephen.gaymont@polk-fl.net

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

Progress monitoring and formative assessment will help keep teachers informed of the students mastery of skills and need for additional instruction based on learning aligned with the new standards.

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

Wahneta has fifty-four students and six CDATs for this year in the Head Start program. The Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives, Inc. Child Find is available to assist families of preschoolers with low readiness rates.
CDAT paraprofessionals screen children twice a year using the CORE assessment tool and The Ages and Stages, a developmental screen tool. Children are screened and totals are tallied to be sent to the district office to determine readiness rates. Children must score at a certain developmental level according to their age to be considered on level. Those children scoring what is considered below level for their age are remediated to bring their academics up to what is considered on grade level.
These Head start students, in addition to some of the children from the Guadalupe Head Start Program, feed into our five Kindergarten classrooms. Kindergarten teachers work closely with all Head Start paraprofessionals and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten registration to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our Head Start students and families announcing upcoming events and expectations for school.
During the first forty-five days of school, Kindergarten students are screened using FLKRS and FAIR.

This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

Discussions are beginning between the leadership team and kindergarten faculty on the development of a "summer kit" for parents of incoming kindergarten students.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. Teachers will utilize formative assessment data to drive planning and implementation of standards-based instruction.

G2. With the support of administration and coaches, teachers will determine and utilize appropriate resources and activities to align with the deconstructed components of the standards.

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. Teachers will utilize formative assessment data to drive planning and implementation of standards-based instruction. `1a`

Targets Supported `1b`   🔍 G073294

Indicator	Annual Target
FSA Mathematics - Achievement	46.0

Resources Available to Support the Goal `2`

- IBTP

- Data Tracking Tool

Targeted Barriers to Achieving the Goal `3`

- Development/Location of formative assessment

- How/When to implement formative assessment

- How to analyze/interpret data to drive planning

Plan to Monitor Progress Toward G1. `8`

PLCs will be used to discuss formative assessment data in order to drive planning and implementation of standards-based instruction.

Person Responsible
William Riker

Schedule
Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion
PLC sign-in sheets

G2. With the support of administration and coaches, teachers will determine and utilize appropriate resources and activities to align with the deconstructed components of the standards. 1a

🔍 G073295

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	47.0

Resources Available to Support the Goal 2

- Reading and Math Coaches

- Administration

- District and Region Support Coaches

- Curriculum maps and binders (standards, item specifications)

- Moodle

- Go Math and Reading Wonders

Targeted Barriers to Achieving the Goal 3

- Teachers lack of understanding on how to evaluate if a resource meets the deconstructed components of standards.

Plan to Monitor Progress Toward G2. 8

Tracking resource alignment by standard

Person Responsible

William Riker

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Resource alignment inventory.

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

G1. Teachers will utilize formative assessment data to drive planning and implementation of standards-based instruction. 1

🔑 G073294

G1.B1 Development/Location of formative assessment 2

🔑 B191524

G1.B1.S1 Utilize county assessments and/or create formative assessments in Reading and Math. 4

🔑 S202994

Strategy Rationale

To utilize the data derived from the assessments in planning.

Action Step 1 5

Identify county assessments available and/or create standards/modules/unit assessments.

Person Responsible

Michael Wright

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Assessments to be used.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor that tests are created/identified according to testing calendar.

Person Responsible

William Riker

Schedule

Monthly, from 9/8/2015 to 9/10/2015

Evidence of Completion

Taken tests.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor that tests are created/identified according to testing calendar.

Person Responsible

William Riker

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Taken tests.

G1.B2 How/When to implement formative assessment 2

🔑 B191525

G1.B2.S1 Utilize county assessment calendar in combination with the start and end dates of the Modules/Units in Math and Reading. 4

🔑 S202995

Strategy Rationale

Ensure assessment is timed appropriately for student understanding of specific standards.

Action Step 1 5

Using the county assessment calendar and county curriculum maps for the beginning and end of unit/modules, we will develop a school-based assessment calendar. [copy]

Person Responsible

Stephen Gaymont

Schedule

Evidence of Completion

Wahneta school-based assessment calendar

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Completion of the school-based assessment calendar

Person Responsible

William Riker

Schedule

On 9/10/2015

Evidence of Completion

Wahneta school-based assessment calendar

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monitor the completion of assessments on the school-based assessment calendar.

> ### Person Responsible
>
> William Riker
>
> ### Schedule
>
> Monthly, from 9/10/2015 to 9/10/2015
>
> ### *Evidence of Completion*
>
> The completed assessments.

G1.B3 How to analyze/interpret data to drive planning `2`

🔑 B191526

G1.B3.S1 School-based Leadership team conducts analysis at the conclusion of each formative assessment. `4`

🔑 S202996

> ### Strategy Rationale
>
> To ensure the analysis is complete and accurate.

Action Step 1 `5`

Collect student outcome data and place into data tracking tool.

> ### Person Responsible
>
> Michael Wright
>
> ### Schedule
>
> Quarterly, from 9/8/2015 to 9/10/2015
>
> ### *Evidence of Completion*
>
> Completed data tracking tool.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Share data tracking form with teachers to identify trends and student needs

Person Responsible

Julie Thomas

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Completed plans based on the data shared.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Examine the ongoing changes in data after subsequent assessment.

Person Responsible

Michael Wright

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Completed plans based on the data shared.

G2. With the support of administration and coaches, teachers will determine and utilize appropriate resources and activities to align with the deconstructed components of the standards. 1

🔑 G073295

G2.B1 Teachers lack of understanding on how to evaluate if a resource meets the deconstructed components of standards. 2

🔑 B191527

G2.B1.S1 Teachers bring resources/activities to PLCs prior to in-class use. 4

🔑 S202998

Strategy Rationale

Review and determine alignment prior to implementation.

Action Step 1 5

Schedule weekly PLCs with a focus on resource/activity alignment.

Person Responsible

William Riker

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

PLC sign in sheets and records

Action Step 2 5

PD during collaborative planning to increase student's ability/opportunities to explain their work utilizing standards language/vocabulary.

Person Responsible

William Riker

Schedule

Quarterly, from 10/6/2015 to 1/29/2016

Evidence of Completion

Agenda of PD session

Action Step 3 `5`

PD during collaborative planning to increase student's ability/opportunities to explain the strategies they are utilizing.

Person Responsible

William Riker

Schedule

Monthly, from 10/6/2015 to 1/29/2016

Evidence of Completion

Agenda of PD session

Action Step 4 `5`

PD during collaborative planning to have teachers develop questions that are planned and deliberate.

Person Responsible

Schedule

Monthly, from 10/6/2015 to 1/29/2016

Evidence of Completion

Agenda of PD session

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Reflect on resources as compared to student data.

Person Responsible

William Riker

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Inventory of resources based on standard.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Develop a monitoring schedule for school based leadership team.

Person Responsible

William Riker

Schedule

Weekly, from 10/15/2015 to 6/1/2016

Evidence of Completion

Documents on OneDrive

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Monitor student data to examine the efficacy of resources chosen.

Person Responsible

William Riker

Schedule

Monthly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Student performance data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Develop a monitoring tool to be utilized by the school based leadership to provide feedback to teachers on the action step and look-for improvements.

Person Responsible

Michael Wright

Schedule

On 10/23/2015

Evidence of Completion

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.B1.S1.A1	Identify county assessments available and/or create standards/modules/unit assessments.	Wright, Michael	9/8/2015	Assessments to be used.	6/8/2016 quarterly
G1.B2.S1.A1	Using the county assessment calendar and county curriculum maps for the beginning and end of unit/modules, we will develop a school-based assessment calendar. [copy]	Gaymont, Stephen	9/8/2015	Wahneta school-based assessment calendar	one-time
G1.B3.S1.A1	Collect student outcome data and place into data tracking tool.	Wright, Michael	9/8/2015	Completed data tracking tool.	9/10/2015 quarterly
G2.B1.S1.A1	Schedule weekly PLCs with a focus on resource/activity alignment.	Riker, William	9/8/2015	PLC sign in sheets and records	6/8/2016 weekly
G2.B1.S1.A2	PD during collaborative planning to increase student's ability/opportunities to explain their work utilizing standards language/vocabulary.	Riker, William	10/6/2015	Agenda of PD session	1/29/2016 quarterly
G2.B1.S1.A3	PD during collaborative planning to increase student's ability/opportunities to explain the strategies they are utilizing.	Riker, William	10/6/2015	Agenda of PD session	1/29/2016 monthly
G2.B1.S1.A4	PD during collaborative planning to have teachers develop questions that are planned and deliberate.		10/6/2015	Agenda of PD session	1/29/2016 monthly
G1.MA1	PLCs will be used to discuss formative assessment data in order to drive planning and implementation of standards-based instruction.	Riker, William	9/8/2015	PLC sign-in sheets	6/8/2016 monthly
G1.B1.S1.MA1	Monitor that tests are created/identified according to testing calendar.	Riker, William	9/8/2015	Taken tests.	6/8/2016 monthly
G1.B1.S1.MA1	Monitor that tests are created/identified according to testing calendar.	Riker, William	9/8/2015	Taken tests.	9/10/2015 monthly
G1.B2.S1.MA1	Monitor the completion of assessments on the school-based assessment calendar.	Riker, William	9/10/2015	The completed assessments.	9/10/2015 monthly
G1.B2.S1.MA1	Completion of the school-based assessment calendar	Riker, William	9/8/2015	Wahneta school-based assessment calendar	9/10/2015 one-time
G1.B3.S1.MA1	Examine the ongoing changes in data after subsequent assessment.	Wright, Michael	9/8/2015	Completed plans based on the data shared.	6/8/2016 monthly
G1.B3.S1.MA1	Share data tracking form with teachers to identify trends and student needs	Thomas, Julie	9/8/2015	Completed plans based on the data shared.	6/8/2016 monthly
G2.MA1	Tracking resource alignment by standard	Riker, William	9/8/2015	Resource alignment inventory.	6/8/2016 quarterly
G2.B1.S1.MA1	Monitor student data to examine the efficacy of resources chosen.	Riker, William	9/8/2015	Student performance data.	6/8/2016 monthly
G2.B1.S1.MA4	Develop a monitoring tool to be utilized by the school based leadership to provide feedback to teachers on the action step and look-for improvements.	Wright, Michael	10/23/2015		10/23/2015 one-time
G2.B1.S1.MA1	Reflect on resources as compared to student data.	Riker, William	9/8/2015	Inventory of resources based on standard.	6/8/2016 weekly
G2.B1.S1.MA2	Develop a monitoring schedule for school based leadership team.	Riker, William	10/15/2015	Documents on OneDrive	6/1/2016 weekly

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 Opportunities

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

G1. Teachers will utilize formative assessment data to drive planning and implementation of standards-based instruction.

G1.B1 Development/Location of formative assessment

G1.B1.S1 Utilize county assessments and/or create formative assessments in Reading and Math.

PD Opportunity 1

Identify county assessments available and/or create standards/modules/unit assessments.

Facilitator

Michael Wright

Participants

Grades 3, 4 and 5

Schedule

Quarterly, from 9/8/2015 to 6/8/2016

G2. With the support of administration and coaches, teachers will determine and utilize appropriate resources and activities to align with the deconstructed components of the standards.

G2.B1 Teachers lack of understanding on how to evaluate if a resource meets the deconstructed components of standards.

G2.B1.S1 Teachers bring resources/activities to PLCs prior to in-class use.

PD Opportunity 1

PD during collaborative planning to increase student's ability/opportunities to explain their work utilizing standards language/vocabulary.

Facilitator

School based leadership team

Participants

Teachers

Schedule

Quarterly, from 10/6/2015 to 1/29/2016

PD Opportunity 2

PD during collaborative planning to increase student's ability/opportunities to explain the strategies they are utilizing.

Facilitator

School based leadership team

Participants

Teachers

Schedule

Monthly, from 10/6/2015 to 1/29/2016

PD Opportunity 3

PD during collaborative planning to have teachers develop questions that are planned and deliberate.

Facilitator

School based leadership team

Participants

Teachers

Schedule

Monthly, from 10/6/2015 to 1/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Identify county assessments available and/or create standards/modules/unit assessments.	$0.00
2	G1.B2.S1.A1	Using the county assessment calendar and county curriculum maps for the beginning and end of unit/modules, we will develop a school-based assessment calendar. [copy]	$0.00
3	G1.B3.S1.A1	Collect student outcome data and place into data tracking tool.	$0.00
4	G2.B1.S1.A1	Schedule weekly PLCs with a focus on resource/activity alignment.	$0.00
5	G2.B1.S1.A2	PD during collaborative planning to increase student's ability/opportunities to explain their work utilizing standards language/vocabulary.	$0.00
6	G2.B1.S1.A3	PD during collaborative planning to increase student's ability/opportunities to explain the strategies they are utilizing.	$0.00
7	G2.B1.S1.A4	PD during collaborative planning to have teachers develop questions that are planned and deliberate.	$0.00
		Total:	$0.00