Frances Wakeland Elementary School

2017-18 Schoolwide Improvement Plan

Frances Wakeland Elementary School

2121 26TH AVE E, Bradenton, FL 34208

http://www.edline.net/pages/sdmcwakelandes

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	D

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 Manatee 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in <u>section 1008.33, Florida Statutes,</u> is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Frances Wakeland Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <u>Lucinda Thompson</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Manatee County School District is to educate and develop all students today for their success tomorrow.

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

b. Provide the school's vision statement.

The vision of Manatee County Public Schools is to be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

The vision of the community of Wakeland Elementary School of International Studies, where students are empowered to be leaders of their learning, is committed to developing passionate, life-long learners who contribute to their community, nation and the world.

2. School Environment

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

At Wakeland, we embrace diversity and multiculturalism through our IB Programme and International Mindedness. Our students and staff examine other world cultures through our six "Transdisciplinary Units of Study." Furthermore, we are the only, non-charter, Manatee County public elementary school that teaches a foreign language (Spanish).

Processes that exist to build positive relationships between teachers and students, and parents as well include:
-Summer introduction letter - When teachers receive their class lists in late July, they send introduction letters to each of their students.
-Back to School Night - Provides parents and students an opportunity to meet teachers prior to the first day of school.
-Within the first three weeks of school, every classroom teacher makes a "positive phone call" to every student in their class.
-Parent U - within three weeks of first day for logistical Q and A sessions. The second Parent U is held six to eight weeks into the school year with a focus on each of the academic subject areas.
-Through PTO, many other events are created to foster a positive learning environment centered around the "whole child."

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

With consistency, teachers first follow progressive protocols for student misbehavior which include the Dojo behavior system. The Dojo Behavior system awards points for positive choices students make. After certain amounts of positive points students can earn privileges and rewards. If students do not earn positive points there are consequences such as reflections, phone call home, minor referral guidance visit, and office referral. Part of every discussion with students who have

misbehaved includes the use of applicable Learner Profile Attributes (most often: Principled, Caring, and Communicator).

During the 2nd Quarter, Wakeland ES invites the District's Safe & Drug Free Program Specialist to speak to our 5th graders on the topic of "Bullying" and how to keep it out of Wakeland.

c. 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.

All teachers undergo "Nuts and Bolts of IB" training with our IB Coordinator. This training includes the Learner Profile Attributes and the use of Interactive LP Boards to positively reinforce students who exhibit the desired behaviors.

With the aid of the Student Support Specialist, we will create a PBS-like model aligned to the IB Learner Profile Attributes - Caring, Principled, Reflective, and Communicator. The development of this plan will include school wide expectations for behavior in areas such as the cafeteria, Inquiry Center, Computer Lab, hall ways, playground, and each of the dismissal areas.

Teachers will be responsible for teaching these behavioral expectations.

d. 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.

During the first days of school, teachers review classroom and school-wide processes and procedures. The expectation is that every person on our campus deserves to be treated with dignity and respect.

Social-emotional needs are met through access to our guidance counselor. Wakeland also has a growing mentor program, which resulted from a partnership between the Pirates baseball organization and Big Brothers, Big Sisters.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The Wakeland Data Team will meet once per Quarter to review the following data:

1. Attendance Rate/Unexcused Tardy - students with an attendance rate below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Based on these statistics, the A Team determines which households will receive "Possibility of Choice Revocation Letters" by certified mail. All parents/guardians MUST have a conference with a school administrator and sign a contract to improve attendance.

2. Discipline - targeted students for discipline Data Team review include those who have earned 2 referrals by end of 1st Quarter, 3+ referrals by the end of 2nd Quarter, 4+ referrals by the end of 3rd Quarter.
Based on these statistics, the A Team determines which households will receive "Possibility of Choice Revocation Letters" by certified mail. All parents/guardians MUST have a confrence with a school administrator and sign a contract to improve behavior.

3. Core Course Failure - students who have failed one or more Core Courses in a single quarter are reviewed by the A Team and will determine recommendation for RTI review. The RTI team then makes Tier 1, Tier 2, and Tier 3 placement and necessary interventions.

4. Level 1 Achievement Level - All students who score a level 1 on the State's Standardized Achievement Test will automatically be placed in the grade level's lowest 25% for remediation.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	0	3	2	1	0	0	0	0	0	0	0	0	12
One or more suspensions	5	0	4	6	0	6	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	3	5	7	0	1	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	28	7	18	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	0	0	3	1	1	0	0	0	0	0	0	0	8

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

Tier 1 - Core
Entry Criteria:
• All students meet school-wide behavioral expectations.
* Students take the I-Ready Diagnostic Assessment.
Interventions:
• School-wide expectations posted in classrooms, hallways and cafe
• School-wide expectations consistently taught and reinforced
• Classroom behavior plan.Monitored/assessed through Classroom DoJo
• School-wide use of Learner Profile and Attitudes
• Behavior Tracking FormS
Minor Discipline Referral
• Office Discipline Referral (ODR)
School wide incentives
Look-For:
• Modeling of school-wide expectations by teacher.
• Book of the month emphasizing an attitude and Learner Profile.
Suggested Resources:
• PBIS Website
• District training: Behavioral Tools Training
• District training: PCM

Staff:
• Leadership Team Members

• Teacher (Reg. & ESE)
• Guidance Counselor
• Trained Para

Tier 2 - Supplemental
Entry Criteria:
•Student displays behavior significantly different from expectations and peers over an extended period of time.
*Students scored below 50% on the I-Ready Diagnostic Assessment
Interventions:
In addition to Core…
* Students will receive a minimum of 60 minutes in reading and/or 60 minutes of math I-ready practice a week.
* Students will receive small group instruction in reading and/or math weekly
• Targeted small group or individual counseling
• Conferencing with student and relevant adults regarding targeted behaviors
• Research-based interventions focusing on school-wide expectations
• Grade level Behavior committee meetings to discuss effectiveness of interventions
• Check In/Check Out (CICO) sheets targeting school-wide expectations
• Behavior Point Sheets
• Behavior Contracts
• Cool Down Areas
• Rewards/Incentives
Suggested Resources:
* I-Ready
• PBIS Website
• Behavior Intervention Manual
• Behavior Tools Training
• District training: PCM training
• District Behavior referral

Staff:
• Leadership Team Members
• Teacher (Reg. & ESE)
• Guidance Counselor
• School Psychologist
• School Social Worker
• ESE Strategy Specialist (FBA) /District Behavior Specialist

Tier 3 - Intensive
Entry Criteria:
*Student not making adequate progress based on Tier 2 data or Tier 2 supports so intensive that classroom teacher requires more assistance to maintain
Interventions:
In addition to Core and Supplemental Intervention…
* More frequent small group instruction
* One on one instruction.
• Intensive Functional Behavior Assessment (FBA)
• Individualized behavior modification plan

• Research-based interventions targeted to student needs
• Individualized instruction/counseling (group no larger than 3)
• Conferencing with student and relevant adults regarding behavior contract
• Continue CICO sheets targeting one goal based on School Wide Expectations
Suggested Resources:
• PBIS Website
• Behavior Intervention Manual
• Behavior Tools Training
• District training: PCM training
• District Behavior referral

Staff:
• Leadership Team Members
• Teachers (Reg. & ESE)
• Guidance Counselor
• School Psychologist
• School Social Worker
• ESE Strategy Specialist
• District Behavior Specialist
• ESOL Specialist

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

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

2. Description

Wakeland Elementary has very strong family and community involvement. Wakeland's efforts to sustain family and community involvement can be categorized as follows:
Building Positive Relationships with Families through various events-
-Summer Play Date
-Grandparents Week
-Walk-a-thon
-Pajama Day
-International Festival
-Father/Daughter Dance
-Mother/Son Kickball Game
-Family mini golf outing
-Family Beach Day at Coquina Key
Keeping Parents Informed-
-Summer Introduction Letter from Teacher
-Welcome Back to School Principal Letter
-School Marquee

-Positive Phone Calls
-Back to School Night
-SAC Meetings (8)
-Parent U - I
-Discover Wakeland
-Participation in School Fair Night
-School Tours
-FB
-School Website
-Connect Ed Calls
-Student Led Conference Night
-Parent/Teacher Conferences
-Style Request Letters

2. 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.

Our Community Partners are an integral part of our school community. Our partnerships are strong and long standing. The Principal recently earned the Districts Business Partner Coordinator of the Year award. To sustain our current partnerships, Wakeland gives back in any way possible to each of our major partners.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Mendoza, Mario	Principal
Bovoletis, Aliki	Assistant Principal
Berg, Shana	Instructional Coach
Kitchner, Jaime	Dean

b. Duties

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

The entire Leadership Team is also on the school Data Team. All members of the Leadership Team participate in data disaggregation and analysis. The Leadership Team meets 1x per week to discuss instructional support that leads to a systematic professional development plan for teachers and staff.

Additionally, members of the Data Team, including the entire Leadership Team, will meet with the TCT Leaders every two weeks to discuss school wide academic trends and needs, and problem-solve. The Leadership Team then monitors accountability towards shared decisions.

2. 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.

Through PLC's, SAC meetings, and personnel interviews, the Leadership Team identified school needs, which included: a need for aligning human resources, more orderly school routines, additional time for collaboration, and alignment of school curriculum to District Curriculum.

To align our human resources, we built a Master Schedule with staggering MTSS Blocks. This allows our ESE Teacher and ESE Paraprofessional, our Gifted Teacher, and our grade level paraprofessionals, to all push into a grade level. This model maximizes the use of our personnel to meet the needs of all learners, for either remediation or enrichment. Other ESE Personnel such as OT, PT, and Speech will push in core subject areas where appropriate, or, pull out during Fine Arts time.

Our teachers ALL volunteer to give up a planning period in order to collaborate with the IB Coordinator and other members of the Leadership Team in curriculum planning and alignment, on a weekly basis. This, coupled with Master Schedule configuration, allowed for more teacher collaborative time.

Data Meetings occur three times a semester. First meeting is vertical across all grade levels, second is in teams and the third is a individual data meeting with administration and teacher. IBLT Leader Meetings every two weeks. Leadership Team (A Team) meets twice a week. Additionally, members of the Leadership Team (A Team) meet with grade level TCT's to plan lessons weekly. This schedule of meetings allows for the Leadership Team (A Team) to remain highly connected to the Assessment/ Progress Monitoring of student learning growth, as well as the Lesson Planning/Unit Planning process.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mario Mendoza	Principal
Eduardo Guererro	Parent
Ivette Smith	Parent
Meghan Johnson	Education Support Employee
Aliki Bovoletis	Parent
Kim Stroud	Parent
Adeeti Joshi	Education Support Employee
Kim Daglish	Business/Community
Nichole Harord	Parent
Ciara Bostock	Parent
Adi Chirivi	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan was presented and approved by last year's SAC, in September of 2016. SAC reviewed progress towards goals in February of 2017.

b. Development of this school improvement plan

The School Improvement Plan will be presented for approval to SAC, in September of 2017. SAC will review progress towards goals quarterly during the 2017-2018 academic school year.

c. Preparation of the school's annual budget and plan

SAC will vote on the use of SIP funds for the 2017-2018 school year, in order to achieve SIP Goals.

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

School improvement funds were used to purchase Top score writing program.
Money was also used to to pay for substitutes to allow teachers to anaylze data and plan to meet students individual needs in Math and Reading, including writing. Money was also use to train a group of teacher on how to use Thinking Maps.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Mendoza, Mario	Principal
Bovoletis, Aliki	Assistant Principal
Berg, Shana	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

At Wakeland, the LLT promotes literacy through the following ways:
-Organizing the Summer Reading/Writing project. Students are assigned a Summer Reading/Writing project. Students who participate in the project earn the privilege of participating in a Fall Reading/ Writing Celebration. Part of this celebration includes receiving a free book, thereby associating more reading as a reward.

-Members of the LLT provided PD on strategies to help teachers deliver effective ELA instruction.

-LLT initiatives such as: During ELA Block of instruction, teachers refer to students as "readers" or "writers" instead of the generic "class." AND, students are allowed to choose books at their independent reading levels in their own book baskets during certain portions of the day.

-LLT members are often "guest readers" and will go into classrooms to model reading during a read

aloud.

-The entire school participates in LLT organized events such as: International Peace Day in September and Dr. Seuss Week in the Spring.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

-Wakeland teachers ALL volunteer a planning period per week in order to collaborate with the IB
Coordinator and other members of the Leadership Team in curriculum planning and alignment.
-Master Schedule configuration, allows for common teacher planning periods.
-Teachers were invited to Element of Escape for a team building event.
-TCT's all wrote Essential Agreements for their own "way of work."
-Team members are invited to participate during interview process for any new hires.
-During hiring process, collaboration is a clear expectation of all candidates applying for ANY school positions.

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

-Team members are invited to participate during interview process for any new hires. This allows for
multiple perspectives on a single candidates attributes.
-Implemented screening process. Every applicant must come in and interview with at least one member
of the Leadership Team (A Team) in order to be invited for a larger team interview. All applicants for
teaching positions are invited to a screening.
-A description of teaching expectations is added to classroom teacher job postings. It reads:
So you want to be a Wakeland teacher?
Congratulations on wanting to be the best. Our ideal candidates view teaching as much more than a job;
it is a calling. Our teachers are passionate, caring, and committed to making a real difference in the lives
of our children. We're collaborative and we're family! Our teachers MUST undergo over 30 hours of
International Baccalaureate Training, meaningful and supportive hands on Professional Development,
give up weekly planning periods for collaboration, participate in school wide book studies, and most
importantly, love teaching ALL children. Apply only if you feel you're ready to be a difference maker!
-Retain teachers by providing a positive work environment, with a mission and purpose that aligns to a
sense of passion for making a difference.
-Provide professional development and support, including Wakeland Induction, Breakfast Clubs,
Wakeland Coaching Cycles, and Wakeland U,FLIBS, IB Category 1.
-Provide teachers with leadership opportunities for growth, for example being a team leader, committee
leader, or project leader.

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

Grade level TCT Leaders serve as a resource and mentor. These teachers are generally the most
informed regarding processes, procedures, practices, and decisions.

Teachers "new to Wakeland" are also paired with one to two other mentor teachers at other grade levels,
who have been at Wakeland for three years or less. This gives the "new to Wakeland" teacher an
opportunity to meet teachers at other grade levels, AND, pairs them with another educator who knows
what it is like to be new to Wakeland.

IB Coordinator also serves as a mentor and resource to staff. She delivers a PD cycles that includes: ELA instruction, Math Instruction, Researcher's Workshop (Inquiry in the classroom) Instruction, and IB Components Instruction. A cycle for each topic may last one to two weeks. Every cycle includes:

1. PD and follow up reading regarding topic.
2. Live delivery/modeling of what lesson looks like in action.
3. Co-teaching a lesson.
4. Teaching a lesson with IB Coordinator feedback.
5. Administrative accountability check with feedback to teacher. Step 5 also serves to inform administrators of further PD needs. Needs are reported to IB Coordinator who can follow up with additional PD where needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Wakeland ensures its core instructional programs and materials are aligned to Florida's standards by:

*Following the SDMC Curriculum Maps for 17-18 to plan lessons.

*Adhering to the SDMC Standards Pacing Guide.

*Administration, SSS, or IB Curriculum Coordinator sit in weekly during teacher weekly planning meetings, in order to ensure lessons are aligned to Florida standards.

*Allowing each grade level to meet for an entire day, analyzing Q1 data (Benchmark Assessments, iReady, F&P's...), then collaborating on lessons to reteach standards we demonstrate growth is needed. For Grades 3-5, teachers also use the FSA Spec's to ensure activities and assignments are taught and assessed at the appropriate rigor. Grade levels participate in this planning activity again after Q2.

b. Instructional Strategies

1. 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.

Grade level TCT's sit through the DMR process to identify a Power Standard to address with a research-based solution that will also incorporate Writing or Inquiry in order to align to our SIP. The team collaborates and agrees on the solution. An example of this is, the modification of our Math Block, which had a school-wide impact. We redesigned the components of what teachers and students do during this block of time to include: a Productive Struggle, Share-out, and more complex math problems. This was a change in core instruction, Tier 1.

At Tier 2 in math and reading students will receive 60 minutes of i-Ready time, per subject area, per week, along with small group instruction during the MTSS Block. Groups are formed based on student proficiency levels and needs.

2. 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: After School Program

Minutes added to school year: 1,500

Students will receive small group instruction/remediation in reading and vocabulary. Program is called Club Excel. This is an After School Program.

Strategy Rationale

The after school program aims to provide remediation with older students in grades 3-5. Supervising teacher will work with students as well. The aim is to provide remediation in a way that is not stigmatizing to struggling students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bovoletis, Aliki, bovoletisa@manateeschools.net

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

We will be utilizing F & P's to monitor progress in reading over time. The F&P scores will be triangulated with I-ready. Scores are to ensure all students are making progress accurately. The goal is accelerate reading skills and ability at a rate faster than one year's growth in order to narrow the achievement gap.

Strategy: After School Program

Minutes added to school year: 1,500

This program will let a child's imagination soar as they draw, paint, color and create a new project each week. Jackie's Art Club allows students to go on a fun journay where art is the key to self discovery and learning.

Strategy Rationale

The after school program aims to provided an enrichment opportunity for student to explore art, learn new vocabulary and make real world connections through self expression.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mendoza, Mario, mendozam@manateeschools.net

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

Four project will be used to collect data: Whimsical Pop Art, Landscapes and Dancing Pumpkins, Watercolor Cows, and Black Cats.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

At the Kindergarten level:
-Wakeland will provide Tours for parents during the instructional day so that they may be prepared for expectations and rigor.
-Through our PTO we carry out the Summer Play Date prior to the first day of school. The target audience is all new students. This provides families an opportunity to meet in a social setting (at the Wakeland playground) and ask questions as well.
-Parent U's are specifically geared and differentiated for parents at this grade level.

At the 5th grade level:
-We host a Johnson Middle School evening event (in combination with our PTO night). Parents may ask Johnson's principal questions regarding the IB MYP.
-Students and parents are encouraged to tour Johnson Middle School.
-Bullying prevention class is taught by the District Safe & Drug Free Schools Specialist.
-Guidance Counselor assists in articulation process.

b. College and Career Readiness

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

Wakeland Elementary has developed an extremely strong partnership with the Pirates/Marauders organization. Employees of this organization mentor many of our most "At Risk" students. Wakeland Elementary School also had a partnership with BIG brothers, Big Sister and Bostock's Martial Arts.

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

Not applicable for this age group.

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

-Through the Inquiry Process, students are asked how what they learn applies to the "real world."
-Guest speakers come in to talk about their careers, answer questions and reinforce the importance of academics.

-Our students participate in the BIZ Town field trip. This field trip forces students to take up employment in Biz Town in positions such as: CEO, journalist, CFO, cashier, banker... The entire Town functions interdependently through students being able to carry out their job responsibilities.

4. 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.

-Wakeland initiated a partnership program, F.L.A.G., with Unidos Now.

-Wakeland also improves future post secondary readiness through:
Indicator 5--- Advanced Placement, International Baccalaureate, Advanced International Certificate of

Education, and dual enrollment courses are rigorous courses that help prepare students for success in college.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Through the implementation of Acceleration, the lowest 25% of students in ELA and Math will achieve gains, at an equal or greater rate, than the rest of the student population, by the end of the 17-18 school year, as measured by FSA.

G2. Through the implementation of Writing Cross-Content and Inquiry Cross-Content, all students will make one or more year's growth by the end of the 17-18 school year in ELA, Math, and Science. Evidence of growth in ELA and Math will include FSA. Evidence of growth for Science will include SSA. Wakeland will rank in the top 10 schools in Manatee County as measured by the State's overall school grade.

Strategic Goals Detail

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

G1. Through the implementation of Acceleration, the lowest 25% of students in ELA and Math will achieve gains, at an equal or greater rate, than the rest of the student population, by the end of the 17-18 school year, as measured by FSA. `1a`

🔑 G097684

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Deep understanding of "how" to scaffold grade level activities and resources
- Deep understanding of "how" to preview concepts, skills, terms and graphic organizers before the lesson.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional Development on Acceleration
- I-ready
- District Assessments
- IB Coordinator
- Professional Development on Thinking Maps

Plan to Monitor Progress Toward G1. `8`

Lowest 25% in ELA and Math will make gains

Person Responsible
Aliki Bovoletis

Schedule
Quarterly, from 8/5/2017 to 5/31/2018

Evidence of Completion
Quarterly benchmark assessments I-ready

G2. Through the implementation of Writing Cross-Content and Inquiry Cross-Content, all students will make one or more year's growth by the end of the 17-18 school year in ELA, Math, and Science. Evidence of growth in ELA and Math will include FSA. Evidence of growth for Science will include SSA. Wakeland will rank in the top 10 schools in Manatee County as measured by the State's overall school grade. `1a`

🔍 G097685

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	75.0
FSA ELA Achievement	75.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Deep understanding of "how" writing can be used cross-content

- Deep understanding of "how" Inquiry can be used cross-content

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Wonders textbook

- Teachers

- IB Coordinator

- Common grade level planning time

- Scheduled data meetings

- Professional Development time

- Top Score Writing Program

- iReady

- Comprehension Tool Kit

- District Instructional Specialists, Curriculum Specialists, SIP Team

- Thinking Maps

Plan to Monitor Progress Toward G2. `8`

iReady data in Math and Reading, as well as District Benchmark Assessments will be reviewed through out the school year to determine progress toward goals.

Person Responsible

Mario Mendoza

Schedule

Quarterly, from 9/15/2017 to 6/5/2018

Evidence of Completion

Proficiency growth in Math, ELA, and Science on all District Assessments demonstrate goals are being met. A Team attendance and participation ensures goal implementation.

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. Through the implementation of Acceleration, the lowest 25% of students in ELA and Math will achieve gains, at an equal or greater rate, than the rest of the student population, by the end of the 17-18 school year, as measured by FSA. 1

🔑 G097684

G1.B1 Deep understanding of "how" to scaffold grade level activities and resources 2

🔑 B262541

G1.B1.S1 Professional Development on how to scaffold grade level activities. Distinguishing between scaffolding and differentiation. 4

🔑 S278041

Strategy Rationale

A teacher, helps individual learners by providing them with exactly the support they need to move forward and make growth while focusing on grade level standards.

Action Step 1 5

Professional Development on Scaffolding

Person Responsible

Aliki Bovoletis

Schedule

Triannually, from 8/4/2017 to 8/4/2018

Evidence of Completion

Sign in Sheet Observations from walk-throughs Observation form lesson plan meetings

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

Teachers will complete sign in sheets for attending Professional development

Person Responsible

Aliki Bovoletis

Schedule

Triannually, from 8/5/2017 to 6/1/2018

Evidence of Completion

Sign in Sheets Observations from walk-throughs Observation form lesson plan meetings

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

Scaffolding will be implemented into daily lessons

Person Responsible

Aliki Bovoletis

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Observations from walk-throughs Observation form lesson plan meetings

G1.B2 Deep understanding of "how" to preview concepts, skills, terms and graphic organizers before the lesson. 2

🔑 B262542

G1.B2.S1 Professional Development on how to preview concepts, skills, vocabulary and using graphic organizers. 4

🔑 S278042

Strategy Rationale

Previewing concepts and vocabulary helps connect students prior knowledge to new learning witch help students make connections, retain information and develop a deeper understanding of the concepts.

Action Step 1 5

Professional Development on how to preview concepts, skills, vocabulary and using graphic organizer.

Person Responsible

Aliki Bovoletis

Schedule

Quarterly, from 8/7/2017 to 8/10/2017

Evidence of Completion

Sign in sheet

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

Teachers will complete sign in sheets for attending professional development

Person Responsible

Mario Mendoza

Schedule

On 8/10/2017

Evidence of Completion

sign-in sheets

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

Previewing will be implemented in daily lesson plans

Person Responsible

Mario Mendoza

Schedule

On 8/7/2017

Evidence of Completion

Increase in the percent of teachers including preview strategies in observed lessons and in lesson plans.

G2. Through the implementation of Writing Cross-Content and Inquiry Cross-Content, all students will make one or more year's growth by the end of the 17-18 school year in ELA, Math, and Science. Evidence of growth in ELA and Math will include FSA. Evidence of growth for Science will include SSA. Wakeland will rank in the top 10 schools in Manatee County as measured by the State's overall school grade. [1]

🔍 G097685

G2.B2 Deep understanding of "how" writing can be used cross-content [2]

🔍 B262545

G2.B2.S1 Teacher/Team led PD on how writing strategies have been used. This will allow for the entire school to grow in this strategy by seeing what others are doing well. [4]

🔍 S278043

Strategy Rationale

Teachers learn best from colleagues who are working under similar conditions with similar children.

Action Step 1 [5]

PD - PLW Action Research, teachers will present parts of their PDP's aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.

Person Responsible

Mario Mendoza

Schedule

On 5/27/2018

Evidence of Completion

-PD Calendar -Training materials

Action Step 2 [5]

Inquiry through writing

Person Responsible

Shana Berg

Schedule

Evidence of Completion

Action Step 3 5

Inquiry through Math Journals

Person Responsible

Jaime Kitchner

Schedule

On 12/12/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

TCT Data Meetings, walk through's, TCT lesson plans and meetings

Person Responsible

Mario Mendoza

Schedule

Biweekly, from 8/31/2017 to 6/10/2018

Evidence of Completion

PLW's, walk through's, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

TCT Data Results, walkthrough ratings

Person Responsible

Aliki Bovoletis

Schedule

Monthly, from 8/31/2017 to 6/10/2018

Evidence of Completion

1. Data results. 2. Graph 3C and 3B ratings average over the course of the school year.

G2.B3 Deep understanding of "how" Inquiry can be used cross-content 2

🔑 B262546

G2.B3.S1 PD - PLW Action Research, teachers will present parts of their PDP's aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well. 4

🔑 S278044

Strategy Rationale

Teachers learn best from colleagues who are working under similar conditions with similar children.

Action Step 1 5

Teachers will present parts of their PDP's that are mostly aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.

Person Responsible

Shana Berg

Schedule

Evidence of Completion

PD-Calander-Training Materials

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

walk through's,TCT lesson plans and meetings

Person Responsible

Mario Mendoza

Schedule

Evidence of Completion

PLW's walk through's, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Walk through's, Lesson plans, and the PD

Person Responsible

Mario Mendoza

Schedule

Evidence of Completion

teachers implementing new learning in lesson plans and through observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.A2 A374548	Inquiry through writing	Berg, Shana	9/20/2017		No End Date one-time
G2.B3.S1.MA1 M404232	Walk through's, Lesson plans, and the PD	Mendoza, Mario	8/31/2017	teachers implementing new learning in lesson plans and through observations	No End Date biweekly
G2.B3.S1.MA1 M404233	walk through's,TCT lesson plans and meetings	Mendoza, Mario	8/31/2017	PLW's walk through's, lesson plans	No End Date weekly
G2.B3.S1.A1 A374550	Teachers will present parts of their PDP's that are mostly aligned to our SIP's two major...	Berg, Shana	11/29/2017	PD-Calander-Training Materials	No End Date semiannually
G1.B2.S1.MA1 M404227	Previewing will be implemented in daily lesson plans	Mendoza, Mario	8/7/2017	Increase in the percent of teachers including preview strategies in observed lessons and in lesson plans.	8/7/2017 one-time
G1.B2.S1.MA1 M404228	Teachers will complete sign in sheets for attending professional development	Mendoza, Mario	8/10/2017	sign-in sheets	8/10/2017 one-time
G1.B2.S1.A1 A374546	Professional Development on how to preview concepts, skills, vocabulary and using graphic organizer.	Bovoletis, Aliki	8/7/2017	Sign in sheet	8/10/2017 quarterly
G2.B2.S1.A3 A374549	Inquiry through Math Journals	Kitchner, Jaime	11/15/2017		12/12/2017 one-time
G2.B2.S1.A1 A374547	PD - PLW Action Research, teachers will present parts of their PDP's aligned to our SIP's two major...	Mendoza, Mario	9/14/2017	-PD Calendar -Training materials	5/27/2018 one-time
G1.MA1 M404229	Lowest 25% in ELA and Math will make gains	Bovoletis, Aliki	8/5/2017	Quarterly benchmark assessments I-ready	5/31/2018 quarterly
G1.B1.S1.MA1 M404225	Scaffolding will be implemented into daily lessons	Bovoletis, Aliki	8/10/2017	Observations from walk-throughs Observation form lesson plan meetings	6/1/2018 monthly
G1.B1.S1.MA1 M404226	Teachers will complete sign in sheets for attending Professional development	Bovoletis, Aliki	8/5/2017	Sign in Sheets Observations from walk-throughs Observation form lesson plan meetings	6/1/2018 triannually
G2.MA1 M404234	iReady data in Math and Reading, as well as District Benchmark Assessments will be reviewed through...	Mendoza, Mario	9/15/2017	Proficiency growth in Math, ELA, and Science on all District Assessments demonstrate goals are being met. A Team attendance and participation ensures goal implementation.	6/5/2018 quarterly
G2.B2.S1.MA1 M404230	TCT Data Results, walkthrough ratings	Bovoletis, Aliki	8/31/2017	1. Data results. 2. Graph 3C and 3B ratings average over the course of the school year.	6/10/2018 monthly
G2.B2.S1.MA1 M404231	TCT Data Meetings, walk through's, TCT lesson plans and meetings	Mendoza, Mario	8/31/2017	PLW's, walk through's, lesson plans	6/10/2018 biweekly
G1.B1.S1.A1 A374545	Professional Development on Scaffolding	Bovoletis, Aliki	8/4/2017	Sign in Sheet Observations from walk-throughs Observation form lesson plan meetings	8/4/2018 triannually

V. Professional Development Opportunities

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

G1. Through the implementation of Acceleration, the lowest 25% of students in ELA and Math will achieve gains, at an equal or greater rate, than the rest of the student population, by the end of the 17-18 school year, as measured by FSA.

G1.B1 Deep understanding of "how" to scaffold grade level activities and resources

G1.B1.S1 Professional Development on how to scaffold grade level activities. Distinguishing between scaffolding and differentiation.

PD Opportunity 1

Professional Development on Scaffolding

Facilitator

Aliki Bovoletis

Participants

All Instructional Staff

Schedule

Triannually, from 8/4/2017 to 8/4/2018

G1.B2 Deep understanding of "how" to preview concepts, skills, terms and graphic organizers before the lesson.

G1.B2.S1 Professional Development on how to preview concepts, skills, vocabulary and using graphic organizers.

PD Opportunity 1

Professional Development on how to preview concepts, skills, vocabulary and using graphic organizer.

Facilitator

Aliki Bovoletis

Participants

Instructional Staff

Schedule

Quarterly, from 8/7/2017 to 8/10/2017

G2. Through the implementation of Writing Cross-Content and Inquiry Cross-Content, all students will make one or more year's growth by the end of the 17-18 school year in ELA, Math, and Science. Evidence of growth in ELA and Math will include FSA. Evidence of growth for Science will include SSA. Wakeland will rank in the top 10 schools in Manatee County as measured by the State's overall school grade.

G2.B2 Deep understanding of "how" writing can be used cross-content

G2.B2.S1 Teacher/Team led PD on how writing strategies have been used. This will allow for the entire school to grow in this strategy by seeing what others are doing well.

PD Opportunity 1

PD - PLW Action Research, teachers will present parts of their PDP's aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.

Facilitator

ILT

Participants

Wakeland Staff

Schedule

On 5/27/2018

PD Opportunity 2

Inquiry through writing

Facilitator

Shana Berg/ Jaime Kitchner

Participants

Staff

Schedule

PD Opportunity 3

Inquiry through Math Journals

Facilitator

Shana Berg/ Jaime Kitchner

Participants

Stff

Schedule

On 12/12/2017

G2.B3 Deep understanding of "how" Inquiry can be used cross-content

G2.B3.S1 PD - PLW Action Research, teachers will present parts of their PDP's aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.

PD Opportunity 1

Teachers will present parts of their PDP's that are mostly aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.

Facilitator

ILT

Participants

Wakeland Staff

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development on Scaffolding				$4,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0571 - Frances Wakeland Elementary School	School Improvement Funds		$4,650.00
			*Notes: Thinking Maps Training in October 2016 (Year 1) 3 Train the Trainers @ $1200 each = $3600 7 Curriculum binders @ $150 each = $1050 Total = $4650 *How much training will be accomplished is dependent on how much funding Wakeland obtains. Thinking Maps - 2 Year Plan (Total of two years) 6 Train the Trainers @ $1200 each = $7200 28 Curriculum binders @ $150 each = $4200 Total = $11,400*			
2	G1.B2.S1.A1	Professional Development on how to preview concepts, skills, vocabulary and using graphic organizer.				$0.00
3	G2.B2.S1.A1	PD - PLW Action Research, teachers will present parts of their PDP's aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.				$0.00
4	G2.B2.S1.A2	Inquiry through writing				$0.00
5	G2.B2.S1.A3	Inquiry through Math Journals				$0.00
6	G2.B3.S1.A1	Teachers will present parts of their PDP's that are mostly aligned to our SIP's two major strategies for improvement. This will allow for the entire school to grow in this strategy by seeing what others are doing well.				$0.00
					Total:	$4,650.00