

Manatee County Public Schools

# Frances Wakeland Elementary School



## 2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	B*

### School Board Approval

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

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

Wakeland's mission is 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.

#### 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.

### School Leadership Team

#### Membership

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

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

#### Duties

##### 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.

### Early Warning Systems

#### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	3	4	0	2	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	7	5	0	3	4	2	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	17	27	15	0	0	0	0	0	0	0	59

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	10	6	3	0	0	0	0	0	0	0	20

**The number of students identified as retainees:**

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

**Date this data was collected**

Sunday 8/26/2018

#### Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

#### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

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

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

Our Science scores performed the lowest. This is a trend, as Science scores are routinely our lowest score.

#### Which data component showed the greatest decline from prior year?

Math scores showed a decline. In particular, Math results of students identified in the Lowest 25% in 4th and 5th Grades showed a greater decline than other students in their grade levels.

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

Math results of students identified in the Lowest 25% in 4th and 5th Grades showed the biggest gap when compared to the state average.

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

Our ELA scores showed the most improvement. This is not a trend yet. If scores improve again this year for ELA, we would then term it a "trend."

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

The contributing factors that most influenced the ELA results include: 1. Continued use of Writing and Inquiry Cross-Content areas. Our application of these strategies continue to improve. 2. The use of Thinking Maps - to understand text structures, as well as students gaining the ability to organize information independently.

### School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	50%	56%	63%	47%	52%
ELA Learning Gains	67%	54%	55%	52%	51%	52%
ELA Lowest 25th Percentile	66%	47%	48%	19%	47%	46%
Math Achievement	61%	60%	62%	66%	52%	58%
Math Learning Gains	46%	61%	59%	67%	54%	58%
Math Lowest 25th Percentile	32%	47%	47%	36%	45%	46%
Science Achievement	42%	49%	55%	56%	45%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (6)	0 (0)	0 (3)	0 (2)	0 (1)	0 (0)	0 (12)
One or more suspensions	3 (5)	4 (0)	0 (4)	2 (6)	4 (0)	1 (6)	14 (21)
Course failure in ELA or Math	7 (0)	5 (3)	0 (5)	3 (7)	4 (0)	2 (1)	21 (16)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (28)	27 (7)	15 (18)	59 (53)

### Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	49%	8%	57%	0%
	2017	44%	50%	-6%	58%	-14%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	58%	51%	7%	56%	2%
	2017	69%	52%	17%	56%	13%
Same Grade Comparison		-11%				
Cohort Comparison		14%				
05	2018	68%	52%	16%	55%	13%
	2017	52%	48%	4%	53%	-1%
Same Grade Comparison		16%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	56%	5%	62%	-1%
	2017	63%	51%	12%	62%	1%
Same Grade Comparison		-2%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	60%	61%	-1%	62%	-2%
	2017	72%	59%	13%	64%	8%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				
05	2018	62%	58%	4%	61%	1%
	2017	62%	53%	9%	57%	5%
Same Grade Comparison		0%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	49%	-7%	55%	-13%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	75	75	30	42	50					
ELL	28	61	71	38	34	35					
ASN	92			85							
BLK	43	62		40	24						
HSP	46	68	68	51	41	38	23				
WHT	82	64		80	56		60				
FRL	42	63	64	45	39	28	22				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	77	69	40	73	73	45				
ELL	13	42	48	32	48	50					
ASN	67			83							
BLK	37	72	69	53	62	62	20				
HSP	34	48	50	50	66	55	29				
WHT	84	76		89	69		78				
FRL	34	53	51	49	62	59	22				



### Part III: Planning for Improvement

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

**Areas of Focus:**

Activity #1	
<b>Title</b>	High Yield Teaching Strategies
<b>Rationale</b>	Through the proper implementation of High Yield Teaching Strategies, teacher efficacy will improve and lead to increased achievement scores. John Hattie's "10 Mind-frames for Visible Learning" will be the subject of a school-wide book study that shall include on-going application of learned strategies. Additionally, teachers and staff will be directed to always include Science and students in the lowest 25% in Math, when planning for implementation of learned High Yield Teaching strategies.
<b>Intended Outcome</b>	Through the proper implementation of High Yield Teaching strategies, all students will achieve significant learning that it will result in FSA and Science scores of 65% or higher for all school grade categories (buckets), by the end of the 2018-2019 school year.
<b>Point Person</b>	Mario Mendoza (mendozam@manateeschools.net)
Action Step	
<b>Description</b>	1. Phase 1 - A. Purchase books for all staff.  B. Jigsaw and assign Chapters to small groups of 4 staff members. Chapters will be assigned to some staff by greatest area for growth, based on the Teacher Evaluation System and informal observations.  C. Staff will meet, before or after school, to conduct a discussion from the reading and create a small 15 minute presentation about High Yield strategies they learned about.  D. Presentations will include student work samples of the strategies being used. Presentations will be conducted during staff meetings for the benefit of all staff.
	E. In their lesson plans, teachers will be expected to include and highlight in gray, High Yield strategies they are incorporating.
	2. Phase 2 - Includes a grade level team adopting a High Yield strategy NOT assigned to any members of their team previously, then conducting a presentation that includes student work - Projected Start for this - April of 2019.  3. Phase 3 - Includes individual teachers or teams selecting another High Yield strategy of personal interest to them. This will require the purchase of professional books that dive more in depth into particular strategies or attending conferences. All learning will be presented to staff, and all presentations are expected to include examples of teachers have used strategies with our students.
<b>Person Responsible</b>	Mario Mendoza (mendozam@manateeschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Effectiveness will be monitored through: 1. Student work data meetings 2. IReady Diagnostic data meetings 3. Benchmark Assessment data meetings
<b>Person Responsible</b>	Mario Mendoza (mendozam@manateeschools.net)

Activity #2	
<b>Title</b>	Writing and Inquiry Across All Content Areas
<b>Rationale</b>	Writing and Inquiry across all content areas has demonstrated to furnish students with more opportunities the "think" more deeply about the subject area content they are learning. Additionally, writing in different content areas to demonstrate learning is a more complex and challenging task that further prepares students for standardized testing and raises academic achievement levels.
<b>Intended Outcome</b>	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 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.
<b>Point Person</b>	Aliki Bovoletis (bovoletisa@manateeschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continue implementation of Thinking Maps with an emphasis on Writing after Thinking.</li> <li>2. Develop menus of Inquiry strategies for all staff. Add how writing may be integrated into Inquiry strategies.</li> <li>3. Train all new to Wakeland staff on use of Thinking Maps and use of Inquiry.</li> </ol>
<b>Person Responsible</b>	Shana Berg (bergs@manateeschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Train and survey staff.</li> <li>2. Observed implementation of strategies.</li> <li>3. Documented strategies in Lesson Plans.</li> <li>4. iReady Results</li> <li>5. Benchmark Assessments</li> <li>6. Student work samples</li> </ol>
<b>Person Responsible</b>	Aliki Bovoletis (bovoletisa@manateeschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

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

Keeping Parents Informed-

- Summer Introduction Letter from Teacher
- 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

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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.

#### **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.

**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.

**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.

## Part V: Budget

**Total:**

**\$7,357.00**