



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wekiva Elementary School

1450 E WEKIVA TRL

Longwood, FL 32779

407-746-3150

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0651](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0651)

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 31%
Alternative/ESE Center No	Charter School No	Minority Rate 35%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Wekiva Elementary School

Principal

Marjorie Adamczyk

School Advisory Council chair

Lisa Romine

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jeff Fose	Assistant Principal
Mary DeBonville	Reading Coach - ESE Team Leaders
Julie Gabrovic	Science Teacher - Specials Team Leader
Alex Shannon	Primary Math Mentor - Second Grade Team Leader
Laura Northrup	Kindergarten Team Leader
Kelly Crenshaw	Fourth Grade Team Leader
Lynette Hull	Fifth Grade Team Leader
April Abaray	First Grade Team Leader
Chimere Turner	Third Grade Team Leader

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Wekiva SAC consists of the principal, 6 parents, 3 instructional staff members, and 1 non-instructional staff member. SAC parent members are nominated and selected by Wekiva parents. They represent the overall ethnic and economic demographics of the school. Staff members interested in being on the SAC express an interest to the principal.

Wekiva SAC meets monthly. The by-laws are shared in the beginning of the year.

Lisa Romine - Parent - Chairperson

Marjorie Adamczyk - Principal

6 Parents: Lisa Romine, Amanda Propst, Tracy Smith, Tara Williams, Michelle Hill, and Carla Lowe-Tucker

3 Instructional - Teresa Norton, Stefanie Eger, and Natali Kramer

1 Non-Instructional - Mary Susan Trawick

Involvement of the SAC in the development of the SIP

At SAC meetings, throughout the year, the council discusses school, local, and state policies and procedures as they relate to our school. Administration shares staff, building, curriculum and assessments updates and concerns at the SAC meetings. State testing is shared with SAC; learning gains, lowest quartile, and overall outcomes. The principal shares goals, curriculum challenges, assessment barriers, and training. The School Improvement budget is discussed and approved.

Activities of the SAC for the upcoming school year

SAC meets monthly. At the meetings, the principal shares with SAC the school enrollment, budget, building concerns or improvements, changes in peronnell, legislature,as it relates to education, and School Improvment Goals. School Advisory Council approves how School Improvement funds will be spent. They also review the testing data which determines the Action Plans on the School Improvement Plan. The SAC also has an active part in the decision making of A+Recognition money.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds will be used to pay the science teacher to be the Specials Team Leader and any remaining funds will support professional development. SAC believes that the arts (music and art), PE, and Science classes are equally important to the children and should have representation at the team leader meetings.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

98%

certified in-field

57, 100%

ESOL endorsed

44, 77%

reading endorsed

9, 16%

with advanced degrees

28, 49%

National Board Certified

7, 12%

first-year teachers

2, 4%

with 1-5 years of experience

9, 16%

with 6-14 years of experience

22, 39%

with 15 or more years of experience

24, 42%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

11, 92%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools

reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of state. Annually our district participates in many university job fairs and minority and veteran job fairs. The District Human Resource department shares with administration the credentials and certification status of the applicant before we can offer employment.

Retaining Highly Qualified Teachers: Grade level teams meet in Professional Learning Communities to discuss current curriculum and assessment. Wekiva has representation at the District Math Primary and Intermediate Mentor Meetings, Primary and Intermediate Science TASK force meetings, Writing Inter-rated Reliability meetings, and our Reading Coach attends the Literacy Meetings for on-going training throughout the year. Each year, staff members select an academic committee to be on and each month the School Improvement Plan Committees meet. Members from the district meetings share what they have learned or administration shares selected topics for discussion.

Administration meets with Team Leaders to discuss information shared from the district Principal and Superintendent Meetings to keep the staff informed. Team leaders share with their teams how new information can help to raise awareness and achievement in their grade levels.

Professional Learning Committees are scheduled by the administration and Team Leaders lead the discussions related to supporting the curriculum, assessment, or instruction. Administration has district curriculum personnel come to Wekiva to assist with writing, data, and math. PLC and TL help support all staff members at Wekiva.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Wekiva has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.

Once school begins, these new teachers meet monthly with the school-wide mentor. Wekiva invites teachers new to our district or school to these meetings as well.

Selected staff members also help our new teachers. Whether the new teacher is working with a school-wide mentor, or peer teacher, he or she is working with an individual who has been trained by our county to support the teacher’s various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based

interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Reading Coach - Monitors the MTSS process, makes classroom observations, recommends strategies and interventions, recommends and trains for intervention programs, and assists with reading program monitoring. She initiates the problem solving model to help teachers with concerns in reading, schedules MTSS meetings, sends reminders to MTSS team members and takes notes or enters the data into our data management system. She also monitors tier 3 students closely.

Assistant Principal - Monitors the behavioral information, recommends classroom strategies for engagement, and assists with data entry as the testing coordinator.

Guidance Counselor - Serves on the MTSS team to representing both regular education and exceptional education students, initiates the problem-solving model, supports with accommodations vs. modifications concerns.

Principal - Assists the MTSS team with problem-solving model, supports the programs and interventions, monitors the implementation of interventions, supports the materials needed, and supports both the Reading Coach and MTSS team. She makes suggestions on classroom strategies for engagement from classroom walk-through, and determines the need for professional development based on observations.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team and the Positive Behavior Support Team analyzes the data from various assessments and compares it with students who are in the intervention classrooms. Teachers meet with the MTSS team to develop and implement strategies based on the data and observations. Students in the lowest quartile are identified and monitored. Progress monitoring data is entered in EdInsight. Intervention groups are monitored for growth. Throughout the year, MTSS, PLC, TL meetings, Grade Level Meetings, PD, and Committee meetings discuss the school goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Wekiva data is maintained and tracked in EdInsight, Skyward, Discovery Education, and Blackboard. The staff views data from FCAT, CELLA, DE, DRA, SRI, District writing prompts and other academic data and discipline data. The MTSS team along with the teachers monitor the progress of the students in each tier. The core academic programs, intervention programs, and behavior interventions are provided for all students to be successful. If students do not make progress with the core curriculum and/or the classroom behavior plan, additional targeted interventions and individual behavior plans are provided called Tier 2. Students with targeted interventions are referred to the MTSS team with parent notification. If additional targeted intervention continues to show little to no growth, additional time and resources, called Tier 3, are provided. The MTSS problem solving team will continue to provide the appropriate support with parent notification. The MTSS team may determine at Tier 3 status that consideration for additional testing or a referral to Student Study is needed.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Wekiva PLC/PD calendar is in place to meet with teachers to monitor students in their classrooms. The Intervention Chart shares the name of the Intervention teacher, program being used, and who is in the group so we can monitor interventions, enrichment and acceleration groups. The MTSS Team meets regularly. Weekly, teachers can sign up to discuss students in their classroom with the MTSS team and

parents. Professional Learning Committees, grade level team meetings, and ESE support discussions are arranged to provide on-going professional development and planning with MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,500

After school tutorial is provided for ESE students. Wekiva offers 25 hours of after school tutorial for ESE and Tier 3 students in Reading and Math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers in the after school will determine if progress is made based on assessments that are regularly administered such as SRI and DE.

Who is responsible for monitoring implementation of this strategy?

Principal, assistant principal, reading coach and tutorial teachers.

Strategy: Before or After School Program

Minutes added to school year: 2,400

Robotics

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Math and Science DE scores

Who is responsible for monitoring implementation of this strategy?

Bruno Castagnetto and Julie Gabrovic

Strategy: Summer Program

Minutes added to school year: 4,500

Summer Learning Camp or Summer School

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT assessments and SAT 10 determine placement. SRI, Voyager, and DE determine growth

Who is responsible for monitoring implementation of this strategy?

Administration, SLC teachers, MTSS team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Mary DeBonville	Reading Coach
Jeff Fose	Assistant Principal
Stefanie Eger	Kindergarten Teacher
Patricia Gallagher	First Grade Teacher
Alex Shannon	Second Grade Teacher
Suzanne Moeser	Third Grade Teacher
Donna Raby	Fourth Grade Teacher
June Perdomo	Fifth Grade Teacher
Susan Ashcraft	Speech/Language
Katie Kavaliauskas	ESE Teacher
Kylie Kirk	Art Teacher

How the school-based LLT functions

The Literacy Committee meets regularly during PD to discuss reading implementation of the reading series, additional resources to meet the standards, strategies to reach all students, interventions, enrichment interventions, and district initiatives. There is representation from each grade level. The reading coach facilitates the meetings. The team members share the discussion and support with their grade level teams.

Major initiatives of the LLT

This year the LLT will support their teams with the new reading series to assure that the standards are met. The team will monitor the implementation to ensure that support is in place for differentiated instruction, intervention, and accommodations. The reading coach will share how text complexity, rereading of texts, and summarizing the reading is central to lessons. This year there is an emphasis on

students supporting their answers based on evidence from the text in all grade levels and in all subjects areas. DE data will be shared with the team to keep staff informed of areas of concern.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working together to study, develop, share, and learn from state-of-the-art methods for developing literacy skills.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in the Voluntary Pre-K (VPK) Program or students in the PreK-VE Program that are entering regular education classroom will visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	82%	No	87%
American Indian				
Asian	89%	100%	Yes	90%
Black/African American	63%	45%	Yes	66%
Hispanic	79%	63%	No	81%
White	88%	87%	Yes	89%
English language learners	38%	55%	Yes	44%
Students with disabilities	66%	49%	No	69%
Economically disadvantaged	77%	68%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	29%	27%
Students scoring at or above Achievement Level 4	167	52%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	153	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	53	28%	35%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	48%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	46%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		65%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	80%	No	84%
American Indian				
Asian	94%	91%	Yes	95%
Black/African American	63%	55%	No	66%
Hispanic	75%	68%	No	78%
White	84%	85%	Yes	86%
English language learners	58%	73%	Yes	63%
Students with disabilities	65%	58%	No	69%
Economically disadvantaged	68%	65%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	30%	33%
Students scoring at or above Achievement Level 4	163	51%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	138	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	55%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	25%	28%
Students scoring at or above Achievement Level 4	46	40%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	627	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	33	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	29	25%	20%
Students who receive two or more behavior referrals	14	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents logged into Skyward Parent Portal at least once during school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To raise the percent of parents who log in to Skyward to check their child's academic status from 46% to 50%.	240	46%	50%

Goals Summary

- G1.** To increase the percent of accountability group students achieving proficiency (Level 4) on the FCAT Writing Assessment.
- G2.** To increase the percent of accountability group students in lowest 25% making learning gains on the FCAT 2.0 Reading Assessment.
- G3.** To increase the percent of accountability group students in the lowest 25% making learning gains on the FCAT 2.0 Math Assessment

Goals Detail

G1. To increase the percent of accountability group students achieving proficiency (Level 4) on the FCAT Writing Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Prompts are provided for all grade levels district-wide. Classroom teachers will use inter-rated reliability to score the writing prompts to better improve rubric scoring and to determine root cause analysis to understand writing interventions needed.
- New reading textbook series has more writing lessons.
- Technology - ELMO and document cameras can project writing on the large screen. Students can observe student work and analyze it using the device.
- Inter-rater reliability - Teachers work together to score the writing prompts and discuss the writing continuum.
- District School Board approved millage budget has provided Wekiva with increase Professional Development funds. All fourth grade teachers attending a scoring rubric workshop at the district and the funds paid for the substitutes.

Targeted Barriers to Achieving the Goal

- District prompts and new reading textbook do not align. The first prompt was a narrative and some grade levels they have to look for lessons ahead of the district curriculum reading plan to prepare students for narrative lessons. Textbook series has writing lessons but does not allow teachers and students to go through the writing process or reflect on where they are in writing continuum for their grade level.
- Set grade level writing expectations for writing and use inter-rater reliability for fidelity of expectations. Teacher who attends the district inter-rater reliability meetings will share information with the writing committee. Fourth grade teachers will attend district inter-rater reliability training.

Plan to Monitor Progress Toward the Goal

Increase in writing proficiency on data sheets. Implementation of inter-rater reliability

Person or Persons Responsible

Administration, Writing Committee, and grade level writing teachers

Target Dates or Schedule:

After district assessment

Evidence of Completion:

Grade level data sheets and student goal setting, and an increase percent of students proficient in post writing prompt score.

G2. To increase the percent of accountability group students in lowest 25% making learning gains on the FCAT 2.0 Reading Assessment.

Targets Supported

Resources Available to Support the Goal

- Initiating the Reading Coach cycle
- New reading series implementation to meet Common Core Standards, includes many resources including a tier 2 Intervention Kit, and tier 3 My Sidewalk program.
- Additional tier 3 support materials, SIPPS, and Making Meaning
- PLC time to look at resources, assessments, data, and interventions.
- District provided training Val Brown - The two-day Elementary CST Module includes the following: - Understanding and unpacking the CCSS Standards and Shifts. - Using current data and frequent formative assessment data to drive instruction and increase student achievement. - Using Close Reading Strategies and Writing to Learn to deepen knowledge in the content areas. Non-district training with Dr. Kelley, Associate Professor at U.C.F.

Targeted Barriers to Achieving the Goal

- Teachers do not want a Reading Coach, they want a reading teacher to support their low readers. Reading Coach cycle not in place yet. Implementation of Reading Coach cycle will reach more students at Wekiva.
- MTSS procedures, data entry, intervention groups, root cause analysis, and MTSS reviews.

Plan to Monitor Progress Toward the Goal

There will be an increase in reading learning gains of all students making learning gains in all accountability groups in all grade levels. Reading Coach cycle in progress.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule:

MTSS Intervention spreadsheet/chart review 11/7, 12/16, 3/10, and 5/15

Evidence of Completion:

Assessment Growth reports from DE and SRI, Coach Log reflects classroom and teacher support

G3. To increase the percent of accountability group students in the lowest 25% making learning gains on the FCAT 2.0 Math Assessment

Targets Supported

Resources Available to Support the Goal

- Intervention kits
- Dividends
- Many manipulative materials
- Technology online resources and Think Central
- Kagan strategies
- MFAS-CCSS - Math Formative Assessment System Common Core State Standards Task Development with all fourth and fifth grade math teachers

Targeted Barriers to Achieving the Goal

- Need PLC meetings to discuss grade level expectations for common assessments, item analysis to determine what standard/skill needs to be retaught and how, identify lowest quartile students, and create student math goals sheets for tracking their progress.

Plan to Monitor Progress Toward the Goal

Monitoring Lowest Quartile students still not moving to proficiency based on DE and classroom assessments.

Person or Persons Responsible

Administration and classroom math teachers

Target Dates or Schedule:

On-going - after assessments and MTSS review

Evidence of Completion:

Lowest quartile students percentages are reduced.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase the percent of accountability group students achieving proficiency (Level 4) on the FCAT Writing Assessment.

G1.B1 District prompts and new reading textbook do not align. The first prompt was a narrative and some grade levels they have to look for lessons ahead of the district curriculum reading plan to prepare students for narrative lessons. Textbook series has writing lessons but does not allow teachers and students to go through the writing process or reflect on where they are in writing continuum for their grade level.

G1.B1.S1 Dr. Michelle Kelley, U.C.F. Associate Professor of Reading, will have two Professional Learning Community meetings with teachers of ESE, ESOL, and Reading Coach and all Kindergarten, First, Second, and Third grade teachers, The topic is "Understanding and Analyzing the Writing in the CCSS".

Action Step 1

Provide three Professional Development meetings with Dr. Michelle Kelley. Teachers will define the writing CCSS standards.

Person or Persons Responsible

Principal, K - 3 teachers, ESE teachers, ESOL teacher, and consultant

Target Dates or Schedule

9/10/13, 10/29/13 and spring date to be determined

Evidence of Completion

Professional Development Reflection Logs

Facilitator:

Dr. Kelley, U.C.F. Associate Professor in Reading

Participants:

Principal, K-3 teachers, ESE teachers, and ESOL teacher

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

PLC/PD to support writing lessons planning to prepare for the post prompts, support teachers with building a writing continuum with samples, and to record writing data and analyze results on spreadsheet and student goal sheets.

Person or Persons Responsible

Administration and grade level team leaders in K-3.

Target Dates or Schedule

Post Prompt Writing Reveiws - December 13, March 6, and May 8

Evidence of Completion

PLC Schedule/Calendar, Writing Continuum samples, lesson plans support the writing unit of work, and writing prompt data.

Plan to Monitor Effectiveness of G1.B1.S1

Grade level meetings to discuss progress monitoring in writing, goal sheets, and grade level writing samples.

Person or Persons Responsible

Classroom writing teachers, administration, and team leaders.

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing data sheets, PLC, lesson plans, writing continuum samples

G1.B4 Set grade level writing expectations for writing and use inter-rater reliability for fidelity of expectations. Teacher who attends the district inter-rater reliability meetings will share information with the writing committee. Fourth grade teachers will attend district inter-rater reliability training.

G1.B4.S1 PLC time to discuss grade level expectations for writing across the curriculum, update SMART goals to reflection expectations, and use inter-rater reliability to meet expectations.

Action Step 1

District inter-rater reliability training

Person or Persons Responsible

Fourth grade teachers

Target Dates or Schedule

September and another date to be determined.

Evidence of Completion

Reflection logs and PD forms.

Facilitator:

District Writing team

Participants:

Fourth grade teachers.

Action Step 2

PLC time will be scheduled for staff to revise SMART writing grade level goals and goal setting for students.

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

11/4, 12/12 and 4/12 Student Writing Goal Days 3/6 Review SMART Writing Goals and Data

Evidence of Completion

PLC shedule, SMART goals, writing folder expectations, and data sheets

Facilitator:

Administration and Leadership Team

Participants:

Classroom teachers

Action Step 3

PLC time will be scheduled to discuss writing expectations for all subject areas in the grade level. PLC time will be scheduled for teachers to discuss expectations (ie: checklist) for when student work is completed in all writing areas (prompts, journal writing, reading comprehension summaries, and other subject area entries) and how they will use inter-rater reliability.

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

October 8 and October 14

Evidence of Completion

Team leaders will share expectations and inter-rater reliability grouping with administration.

Facilitator:

Administration and Leadership Team

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

PLCs share student's progress, writing prompt data analysis to build reliability, student goal sheets, and observation of student writing.

Person or Persons Responsible

Team leaders, Writing Committee members, Inter-rater reliability staff member, students, and Administration

Target Dates or Schedule

District inter-rater reliability meetings, committee meetings, monthly team leader meeting minutes, student goal writing goal setting days - November 4, December 12 and April 14

Evidence of Completion

PLC summaries, inter-rater reliability grouping, writing prompt growth, lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

Teams will revise and collect data sheets to share with administration, team leaders will share inter-rater reliability grouping and SMART goals with administration and writing committee

Person or Persons Responsible

Administration, classroom teachers, team leaders, and Writing Committee

Target Dates or Schedule

November, December and April

Evidence of Completion

Lesson plans, Observations, Committee agenda, grade level SMART goals, prompt data sheets, and student goals sheets

G2. To increase the percent of accountability group students in lowest 25% making learning gains on the FCAT 2.0 Reading Assessment.

G2.B1 Teachers do not want a Reading Coach, they want a reading teacher to support their low readers. Reading Coach cycle not in place yet. Implementation of Reading Coach cycle will reach more students at Wekiva.

G2.B1.S1 Implement the Reading Coach cycle.

Action Step 1

District Reading Coach meetings to discuss the reading program and assessment to help and prepare staff with reading instructional practices.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

9/13, 10/15, 2/18, 3/27, and 5/15

Evidence of Completion

District PD sign-in sheet and reflection log

Action Step 2

Reading Coach will attend UF Coach Institute for three days and 6 half days to become more familiar with coach cycle and be certified. • Develop a shared understanding of the frameworks of effective teaching to assist teachers to reach more students in the lowest quartile. • Explore high impact instructional strategies • Learn the philosophy and mechanics of collaborative peer coaching • Learn strategies for supporting principals and teachers • Utilize an online platform to enhance participant learning and support development

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

10/11, 15, 16, 11/21, 12/12, 1/16, 2/20, and 4/17

Evidence of Completion

Walk-throughs and feedback, Intervention data analysis and root cause intervention group planning, intervention training, and PLC trainings

Facilitator:

UF Coach Institute, District Teacher and Learning

Participants:

Reading Coach

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

Reading Coach observation and feedback with teachers. Assisting grade levels with root cause reading problems and assist with interventions. PLC training to support reading materials. Support intervention teachers with reading training.

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

On-going

Evidence of Completion

PLC calendar of trainings and data meetings, coaches log, training for interventions, professional development for teachers or staff

Plan to Monitor Effectiveness of G2.B1.S1

MTSS data reviews and reports with classroom teachers including ESE and ESOL.

Person or Persons Responsible

Reading Coach, Administration, ESE, ESOL, classroom teachers, Literacy Committee

Target Dates or Schedule

Interventions are fluid groups, but are updated every 6 weeks. MTSS is on-going.

Evidence of Completion

MTSS data input in EdInsight, Intervention spreadsheet, classroom observation and support for teachers, PD for staff or teachers to support interventions and learning gains.

G2.B4 MTSS procedures, data entry, intervention groups, root cause analysis, and MTSS reviews.

G2.B4.S1 Meetings with reading coach to discuss MTSS procedures and meeting with county to be trained on EdInsight. Teachers meet with reading coach to discuss progress monitoring and classroom strategies.

Action Step 1

PLC training for all instructional staff using EdInsight. EdInsight has MTSS, assessment and attendance reports.

Person or Persons Responsible

Amy Elwood, Exceptional Student Services Intervention Specialist, Reading Coach, ESE, Administration, ESOL, and classroom teachers.

Target Dates or Schedule

September 6, 2013

Evidence of Completion

Reflection logs

Action Step 2

Reading Coach and teachers meeting to discuss MTSS team and strategies to raise learning gains. Interventions and tutoring placement.

Person or Persons Responsible

MTSS Team, ESE teachers, ESOL teacher, and tutorial teachers

Target Dates or Schedule

MTSS calendar dates October 24, 25, 31, November 1, December 6, 9, 10, 13, February 27, 28, March 6, 7, May 5, 6, 8, and 9 ESE and Reg. Tutorial Schedule

Evidence of Completion

Data sources for these meetings are the MTSS calendar, MTSS spreadsheet, classroom data, and district assessment on EdInsight.

Facilitator:

Reading Coach

Participants:

Classroom teachers, ESE support teachers, and ESOL teacher

Plan to Monitor Fidelity of Implementation of G2.B4.S1

MTSS review of interventions

Person or Persons Responsible

Administration, Reading Coach, and Literacy Team

Target Dates or Schedule

November 7, December 16, March 10 and May 15

Evidence of Completion

MTSS Intervention Spreadsheet and EdInsight

Plan to Monitor Effectiveness of G2.B4.S1

MTSS spreadsheet completion and Intervention meetings with reading coach, and observations

Person or Persons Responsible

Administration, reading coach and Literacy Team

Target Dates or Schedule

On-going

Evidence of Completion

Data resources monitoring learning gains are MTSS spreadsheet, and classroom data sheets, and EdInsight.

G3. To increase the percent of accountability group students in the lowest 25% making learning gains on the FCAT 2.0 Math Assessment

G3.B4 Need PLC meetings to discuss grade level expectations for common assessments, item analysis to determine what standard/skill needs to be retaught and how, identify lowest quartile students, and create student math goals sheets for tracking their progress.

G3.B4.S1 PLC time to create student goal setting sheets for tracking. PLC time to analyze the data from assessments in order to plan for math interventions. PLC time to track progress for MTSS tier 2 and tier 3 students.

Action Step 1

PLC time analyze math data, lowest quartile, highlight skills for review, and determine math interventions. Teachers and student goal setting

Person or Persons Responsible

Administration, classroom math teachers, ESE and ESOL teachers

Target Dates or Schedule

November and March

Evidence of Completion

PLC time for EdInsight and DE assessment, lowest quartile student identified, skill reviewed determined, student math data tracking sheets in place,

Facilitator:

Administration, Leadership Team, and MTSS team

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Discovery Education results will be analyzed by the teams to determine standards that need review, determine interventions, Student will set goals and the teachers will monitor that they completed the goal sheet. Administration meetings with teachers of students in the LQ that are not progressing to determine root cause reasons during MTSS meetings.

Person or Persons Responsible

Administration, classroom math teachers, support teachers, MTSS team

Target Dates or Schedule

DE test in October, December, and March MTSS meetings are on-going

Evidence of Completion

PLC calendar for DE grade level results review. Lowest quartile students identified. MTSS meetings, Goal sheets are implemented.

Plan to Monitor Effectiveness of G3.B4.S1

Teachers have data sheets with LQ students, students have math goal sheets, and assessment shows learning gains.

Person or Persons Responsible

Administration, MTSS team, classroom teachers

Target Dates or Schedule

After assessments,during MTSS meetings which are on-going throughout the year

Evidence of Completion

Student math data tracking sheets, PLC calendar, MTSS and assessment in EdInsight.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Wekiva will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase the percent of accountability group students achieving proficiency (Level 4) on the FCAT Writing Assessment.

G1.B1 District prompts and new reading textbook do not align. The first prompt was a narrative and some grade levels they have to look for lessons ahead of the district curriculum reading plan to prepare students for narrative lessons. Textbook series has writing lessons but does not allow teachers and students to go through the writing process or reflect on where they are in writing continuum for their grade level.

G1.B1.S1 Dr. Michelle Kelley, U.C.F. Associate Professor of Reading, will have two Professional Learning Community meetings with teachers of ESE, ESOL, and Reading Coach and all Kindergarten, First, Second, and Third grade teachers, The topic is "Understanding and Analyzing the Writing in the CCSS".

PD Opportunity 1

Provide three Professional Development meetings with Dr. Michelle Kelley. Teachers will define the writing CCSS standards.

Facilitator

Dr. Kelley, U.C.F. Associate Professor in Reading

Participants

Principal, K-3 teachers, ESE teachers, and ESOL teacher

Target Dates or Schedule

9/10/13, 10/29/13 and spring date to be determined

Evidence of Completion

Professional Development Reflection Logs

G1.B4 Set grade level writing expectations for writing and use inter-rater reliability for fidelity of expectations. Teacher who attends the district inter-rater reliability meetings will share information with the writing committee. Fourth grade teachers will attend district inter-rater reliability training.

G1.B4.S1 PLC time to discuss grade level expectations for writing across the curriculum, update SMART goals to reflection expectations, and use inter-rater reliability to meet expectations.

PD Opportunity 1

District inter-rater reliability training

Facilitator

District Writing team

Participants

Fourth grade teachers.

Target Dates or Schedule

September and another date to be determined.

Evidence of Completion

Reflection logs and PD forms.

PD Opportunity 2

PLC time will be scheduled for staff to revise SMART writing grade level goals and goal setting for students.

Facilitator

Administration and Leadership Team

Participants

Classroom teachers

Target Dates or Schedule

11/4, 12/12 and 4/12 Student Writing Goal Days 3/6 Review SMART Writing Goals and Data

Evidence of Completion

PLC shedule, SMART goals, writing folder expectations, and data sheets

PD Opportunity 3

PLC time will be scheduled to discuss writing expectations for all subject areas in the grade level. PLC time will be scheduled for teachers to discuss expectations (ie: checklist) for when student work is completed in all writing areas (prompts, journal writing, reading comprehension summaries, and other subject area entries) and how they will use inter-rater reliability.

Facilitator

Administration and Leadership Team

Participants

Classroom teachers

Target Dates or Schedule

October 8 and October 14

Evidence of Completion

Team leaders will share expectations and inter-rater reliability grouping with administration.

G2. To increase the percent of accountability group students in lowest 25% making learning gains on the FCAT 2.0 Reading Assessment.

G2.B1 Teachers do not want a Reading Coach, they want a reading teacher to support their low readers. Reading Coach cycle not in place yet. Implementation of Reading Coach cycle will reach more students at Wekiva.

G2.B1.S1 Implement the Reading Coach cycle.

PD Opportunity 1

Reading Coach will attend UF Coach Institute for three days and 6 half days to become more familiar with coach cycle and be certified. • Develop a shared understanding of the frameworks of effective teaching to assist teachers to reach more students in the lowest quartile. • Explore high impact instructional strategies • Learn the philosophy and mechanics of collaborative peer coaching • Learn strategies for supporting principals and teachers • Utilize an online platform to enhance participant learning and support development

Facilitator

UF Coach Institute, District Teacher and Learning

Participants

Reading Coach

Target Dates or Schedule

10/11, 15, 16, 11/21, 12/12, 1/16, 2/20, and 4/17

Evidence of Completion

Walk-throughs and feedback, Intervention data analysis and root cause intervention group planning, intervention training, and PLC trainings

G2.B4 MTSS procedures, data entry, intervention groups, root cause analysis, and MTSS reviews.

G2.B4.S1 Meetings with reading coach to discuss MTSS procedures and meeting with county to be trained on EdInsight. Teachers meet with reading coach to discuss progress monitoring and classroom strategies.

PD Opportunity 1

Reading Coach and teachers meeting to discuss MTSS team and strategies to raise learning gains. Interventions and tutoring placement.

Facilitator

Reading Coach

Participants

Classroom teachers, ESE support teachers, and ESOL teacher

Target Dates or Schedule

MTSS calendar dates October 24, 25, 31, November 1, December 6, 9, 10, 13, February 27, 28, March 6, 7, May 5, 6, 8, and 9 ESE and Reg. Tutorial Schedule

Evidence of Completion

Data sources for these meetings are the MTSS calendar, MTSS spreadsheet, classroom data, and district assessment on EdInsight.

G3. To increase the percent of accountability group students in the lowest 25% making learning gains on the FCAT 2.0 Math Assessment

G3.B4 Need PLC meetings to discuss grade level expectations for common assessments, item analysis to determine what standard/skill needs to be retaught and how, identify lowest quartile students, and create student math goals sheets for tracking their progress.

G3.B4.S1 PLC time to create student goal setting sheets for tracking. PLC time to analyze the data from assessments in order to plan for math interventions. PLC time to track progress for MTSS tier 2 and tier 3 students.

PD Opportunity 1

PLC time analyze math data, lowest quartile, highlight skills for review, and determine math interventions. Teachers and student goal setting

Facilitator

Administration, Leadership Team, and MTSS team

Participants

All instructional staff

Target Dates or Schedule

November and March

Evidence of Completion

PLC time for EdInsight and DE assessment, lowest quartile student identified, skill reviewed determined, student math data tracking sheets in place,

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase the percent of accountability group students achieving proficiency (Level 4) on the FCAT Writing Assessment.	\$5,550
G2.	To increase the percent of accountability group students in lowest 25% making learning gains on the FCAT 2.0 Reading Assessment.	\$11,400
Total		\$16,950

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Professional Development Funds	\$4,350	\$0	\$4,350
Professional Development and School Improvement	\$1,200	\$0	\$1,200
SAI and ESE	\$0	\$11,400	\$11,400
Total	\$5,550	\$11,400	\$16,950

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase the percent of accountability group students achieving proficiency (Level 4) on the FCAT Writing Assessment.

G1.B1 District prompts and new reading textbook do not align. The first prompt was a narrative and some grade levels they have to look for lessons ahead of the district curriculum reading plan to prepare students for narrative lessons. Textbook series has writing lessons but does not allow teachers and students to go through the writing process or reflect on where they are in writing continuum for their grade level.

G1.B1.S1 Dr. Michelle Kelley, U.C.F. Associate Professor of Reading, will have two Professional Learning Community meetings with teachers of ESE, ESOL, and Reading Coach and all Kindergarten, First, Second, and Third grade teachers, The topic is "Understanding and Analyzing the Writing in the CCSS".

Action Step 1

Provide three Professional Development meetings with Dr. Michelle Kelley. Teachers will define the writing CCSS standards.

Resource Type

Professional Development

Resource

Funding

Funding Source

Professional Development Funds

Amount Needed

\$4,350

G1.B4 Set grade level writing expectations for writing and use inter-rater reliability for fidelity of expectations. Teacher who attends the district inter-rater reliability meetings will share information with the writing committee. Fourth grade teachers will attend district inter-rater reliability training.

G1.B4.S1 PLC time to discuss grade level expectations for writing across the curriculum, update SMART goals to reflection expectations, and use inter-rater reliability to meet expectations.

Action Step 1

District inter-rater reliability training

Resource Type

Professional Development

Resource

Funding Source

Professional Development and School Improvement

Amount Needed

\$1,200

G2. To increase the percent of accountability group students in lowest 25% making learning gains on the FCAT 2.0 Reading Assessment.

G2.B4 MTSS procedures, data entry, intervention groups, root cause analysis, and MTSS reviews.

G2.B4.S1 Meetings with reading coach to discuss MTSS procedures and meeting with county to be trained on EdInsight. Teachers meet with reading coach to discuss progress monitoring and classroom strategies.

Action Step 2

Reading Coach and teachers meeting to discuss MTSS team and strategies to raise learning gains. Interventions and tutoring placement.

Resource Type

Personnel

Resource

Funding Source

SAI and ESE

Amount Needed

\$11,400