



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Wellington Elementary School

13000 PADDOCK DR

Wellington, FL 33414

561-651-0600

[www.edline.net/pages/wellington\\_elementary\\_school](http://www.edline.net/pages/wellington_elementary_school)

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
48%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
51%

## School Grades History

**2013-14**  
B

**2012-13**  
A

**2011-12**  
B

**2010-11**  
A

## 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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>13</b>
<b>Goals Summary</b>	<b>17</b>
<b>Goals Detail</b>	<b>17</b>
<b>Action Plan for Improvement</b>	<b>20</b>
<b>Part III: Coordination and Integration</b>	<b>39</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>40</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>44</b>

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## Purpose and Outline of the SIP

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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.

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### Part I: Current School Status

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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.

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### Part II: Expected Improvements

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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).

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### Part III: Coordination and Integration

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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.

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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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

Wellington Elementary School

##### Principal

Eugina Smith Feaman, Ed. D.

##### School Advisory Council chair

Cathy West

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

##### Name

Kim Harrington

##### Title

Assistant Principal

#### District-Level Information

##### District

Palm Beach

##### Superintendent

Mr. E. Wayne Gent

##### Date of school board approval of SIP

11/19/2013

### 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

The majority of the members of SAC are not district employees. The SAC membership is comprised of the principal, Eugina Feaman, Ed. D., teachers, non-instructional staff, community members. The SAC membership represents groups that are in the demographics of the school.

#### Involvement of the SAC in the development of the SIP

Members of the SAC assisted with writing the goals. In addition, the plan was presented to SAC with requests for additions/changes.

#### Activities of the SAC for the upcoming school year

Review SIP and provide direction/suggestions for implementation of strategies. Approve budget requests.

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

SIP funds will be utilized to purchase Razkids and Starfall Plus computer assisted reading programs.

#### 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 &lt; 10)

**Administrator Information:****Eugina Smith Feaman, Ed. D.**

Principal

Years as Administrator: 10

Years at Current School: 2

**Credentials**

B.S. English- Hampton University  
 Masters in Teaching- Hampton University  
 Educational Specialist in Educational Leadership- Argosy University  
 Educational Doctorate in Educational Leadership- Argosy University  
 Florida Education Certificate- English 5-9, ESOL Endorsement, School Principal K-12

**Performance Record**

Principal of Wellington Elementary School in 2012-2013 school year; Grade A. Reading Mastery 69%, Math Mastery 65%, Writing Mastery 61%, Science Mastery 65%  
 Principal of Wellington Elementary School in 2011-2012 school-year' Grade B.  
 Reading Mastery: 67%, Math Mastery: 57%, Writing Mastery 84%; Science Mastery: 67%  
 Principal of Cholee Lake Elementary School in 2009-2010 school-year; Grade C  
 Reading Mastery: 64%, Math Mastery: 65%, Science Mastery: 43%  
 Principal of Cholee Lake Elementary School in 2008-2009: Grade A, Reading Mastery: 64%, Math Mastery: 67%, Science Mastery: 39%

**Kim Harrington**

Asst Principal

Years as Administrator: 15

Years at Current School: 8

**Credentials**

Bachelor of Arts in Psychology from the University of Georgia  
 Masters in Educational Leadership from Barry University.  
 Florida Education Certificate- English 5-9; School Principal K-12;  
 ESOL Endorsed.

**Performance Record**

Assistant Principal of Wellington Elementary in 2012-2013 school year; Grade A. Reading Mastery 69%, Math Mastery 65%, Writing Mastery 61%, Science Mastery 65%  
 Assistant Principal of Wellington Elementary School in 2011-2012 school-year' Grade B. Reading Mastery: 67%, Math Mastery: 57%, Writing Mastery 84%; Science Mastery: 67%  
 Assistant Principal of Wellington Elementary 2005-2010-school grade A

**Classroom Teachers****# of classroom teachers**

59

**# receiving effective rating or higher**

59, 100%

**# Highly Qualified Teachers**

169%

**# certified in-field**

49, 83%

**# ESOL endorsed**

49, 83%

**# reading endorsed**

4, 7%

**# with advanced degrees**

19, 32%

**# National Board Certified**

3, 5%

**# first-year teachers**

3, 5%

**# with 1-5 years of experience**

10, 17%

**# with 6-14 years of experience**

17, 29%

**# with 15 or more years of experience**

39, 66%



**Education Paraprofessionals****# of paraprofessionals**

13

**# Highly Qualified**

10, 77%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Administration attended the PBC School District Job Fair to recruit teachers. In addition, administration screens and interviews applicants for various instructional positions. During the school-year new teachers are provided Professional Development Opportunities and book studies provided at school site. Teachers are also given a choice to team with other teachers in either one grade level or a multi-grade level model. Teachers informed of training and course opportunities to expand certification and professional growth. In addition, we appropriately place college practicum students and student teachers with highly qualified staff.

**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**

New teachers are paired with veteran teachers in their grade level who have Clinical Education Training. They have monthly meetings with their mentor and administration. Teachers review Observation Requirements, best teaching practices, as well as the school-wide procedures. Mentors will strengthen new educator knowledge of instructional practices and begin their process of lifelong learning through Month to Month Activities. The activities will include the following: Creating Competency in Lesson Planning, Instructional Delivery, the Learning Environment and Promoting Congeniality and Professionalism. The mentors will conduct non evaluative observations of their paired new educator and then model where the points of light should be shone. Every month mentor and new educator will meet to discuss progress and of mastering their desired goals.

**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 RtI Leadership Team meets regularly, both formally and informally, with the school's Principal and Assistant Principal to discuss the needs of the students and teachers based upon both aggregate and individual data. Classroom teachers collect data from classroom assessments, district diagnostics, as well as state assessments. This data is reviewed and analyzed in graph form by the school's psychologist. These needs assessments are included during the development of the School Improvement Plan.

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

The school's RtI Team consists of the Guidance Counselor, School Psychologist, ESE Coordinator, Principal, Assistant Principal, SAI Teacher, and classroom teacher. The school's RtI Leadership Team meets regularly to discuss the procedural and scheduling needs of the RtI process. Included in these meetings are the prioritizing of students discussed on the agenda based on their academic and behavioral data; communication with teachers, parents, and other key participants.

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

Administration monitors the RtI process during classroom walkthroughs and the development of the school schedule. We ensure time in the calendar to have regularly scheduled RtI meetings and provide time in the master schedule for teachers to implement intervention services with students and collect student data. When we meet as a team, we review and analyze the data submitted.

### **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**

Classroom teachers collect and submit student work samples, classroom assessments (Core K12, FCAT weekly, teacher made, K-4 Literacy Assessment, chapter test, and SRI data). In addition behavior contracts and family history checklists are submitted dependent upon the concern(s) being considered. Attendance and truancy are also monitored by the school's truancy liaison.

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

Faculty members are provided information regarding the RtI process during Faculty Meetings and Staff Development activities. Additionally, this year, informational sessions will be held during the beginning of the school year to provide faculty members with another opportunity to receive pertinent RtI information.

## **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:** 3,600

Students who are below proficiency for Reading in grades 3-5 will be able to receive afterschool tutorial for 1 hour 2 days a week/ from November 2013-April 2014.

**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?**

Data will be collected after students take the FCAT and when they take the diagnostics assessments. Teachers and administration will analyze student learning gains and proficiency levels.

**Who is responsible for monitoring implementation of this strategy?**

Tutorial teachers and administration will monitor tutorial and student progress.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Eugina Feaman, Ed. D.	Principal
Kim Harrington	Assistant Principal
Gerri Atkinson	SAI teacher
Lori Elion	SLP
Debbie Huey	ESE teacher
Anna McClanahan	1st grade teacher
Jennifer Allen	2nd grade teacher
Lisa Robinson	4th grade teacher
Rosanne Tatti	3rd grade teacher
Marti Samulkewitsch	5th grade teacher
Stacey Oswald	1st grade teacher

**How the school-based LLT functions**

The Literacy Leadership Team meets monthly to analyze and discuss the academic needs of the students, particularly students who are in the lowest 25%, or within our targeted areas in need of improvement. The team makes recommendations to the Faculty and Administration relative to curriculum, program, and instructional matters, including the use of effective instructional practices and programs.

**Major initiatives of the LLT**

Increasing the percentage of our students in the lowest 25% in making learning gains.  
Improving the coordination of instructional efforts through implementation of iiii and the RtI process.  
Improving communication between grade levels relative to preparing students for the next grade level.  
Informing parents of strategies to improve literacy at home through reading night.

### **Every Teacher Contributes to Reading Instruction**

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

Reading teachers have a 90 minute literacy block. This year, the new literacy series has been adopted and students have leveled books available for reading in their classroom library. In addition, students are able to check out books from the school's media center. We also promote Scholastic Inc.'s Reading Counts program.

Students who are below grade level receive iiii services (30 minutes of reading instruction in addition to the 90 minute block).

Teachers also incorporate reading through the other content areas of math, science, and social studies.

### **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**

Wellington Elementary has a four ESE PreK units on campus. Students participating in those classes are made a part of the regular school day activities. We also hold a kindergarten "RoundUp" in the Spring to inform parents about our school, tour kindergarten classes, and learn about kindergarten readiness. We also involve our local PreK programs and give them information about our school and the expectations for kindergarten readiness. In addition, we hold ESE PreK to K transition meetings with the IEP teams of students as needed.

## 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	70%	69%	No	73%
American Indian				
Asian				
Black/African American	45%	47%	Yes	51%
Hispanic	65%	68%	Yes	69%
White	79%	75%	No	81%
English language learners	44%	52%	Yes	50%
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	58%	58%	Yes	62%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	33%	35%
Students scoring at or above Achievement Level 4	147	36%	38%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	278	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	50	67%	72%

**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)	26	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	34%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	24%	29%

**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	70	61%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	72%	65%	No	75%
American Indian				
Asian				
Black/African American	45%	42%	No	51%
Hispanic	67%	62%	No	70%
White	82%	71%	No	84%
English language learners	44%	56%	Yes	50%
Students with disabilities	48%	23%	No	54%
Economically disadvantaged	60%	55%	No	64%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	33%	35%
Students scoring at or above Achievement Level 4	132	32%	35%

**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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	286	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	62%	67%

**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	51	33%	35%
Students scoring at or above Achievement Level 4	50	32%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**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)	2		2
Participation in STEM-related experiences provided for students	700	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	14	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	46	31%	26%
Students who receive two or more behavior referrals	38	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	2%	1%

**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**

Our goal is to provide more opportunities for parents to participate in school-sponsored events (open house, parent conference, academic night, PTO). We will provide parental participation opportunities during the day and evening so that parents can choose. We would also like to increase the number of volunteer hours for FY14.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
For parents to participate in at least one school-sponsored event.	700	95%	100%

**Area 10: Additional Targets****Additional targets for the school**

Wellington Elementary School will infuse the content required by Florida Statue 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust  
History of Africans and African Americans  
Hispanic Contributions  
Women's Contributions  
Sacrifices of Veterans

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse the content in lessons throughout the year	65	100%	100%



## Goals Summary

- G1.** Increase Reading FCAT 2.0 performance by 5%
- G2.** The number of fifth graders achieving proficiency in FCAT Science will improve by 5%.
- G3.** The number of fourth grade students scoring at Achievement Level 3.5 and higher in writing on FCAT Writes will increase by 5% .

## Goals Detail

### G1. Increase Reading FCAT 2.0 performance by 5%

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

#### Resources Available to Support the Goal

- Literacy Series-Wellington Elementary is using Scholastic's Everyday Literacy which consist of classroom book sets for read alouds, shared reading, and independent reading. This series also has a resource room that consists of six packs of leveled books with thirty five titles per level A-Z.
- cohort training-Palm Beach County is providing monthly grade level support meetings to assist with the implementation of the new series. Each grade level has lead teacher that attends the monthly meetings and brings information back to their grade level.
- Reading Night at Barnes and Noble-Our school hosts annual reading night out at the local Barnes and Noble bookstore.
- Teacher Collaboration-The lead teachers of the grade level cohort groups bring the information back to their grade levels to discuss which aids in their grade level planning.

#### Targeted Barriers to Achieving the Goal

- new literacy series-Due to the fact that teachers do not have a basal textbook for each student and a teacher edition, some teachers are having to "rethink" their approach to their reading block.
- Higher order thinking skills
- Increased use of nonfiction text
- Number of students who need services and the variety of student reading needs within the classroom
- Students require extra time and practice for the mastery of concepts

## Plan to Monitor Progress Toward the Goal

Fall and Winter diagnostics

### Person or Persons Responsible

Administration and Teachers

### Target Dates or Schedule:

September 2013 and December 2013

### Evidence of Completion:

Student scores

**G2.** The number of fifth graders achieving proficiency in FCAT Science will improve by 5%.

### Targets Supported

- Science - Elementary School

### Resources Available to Support the Goal

- Think Central
- Science Lab
- Science Journals
- Science Night at Wellington Elementary- Science Fair
- Classroom libraries, e-books, non-fiction books in Media Center, web based resources

### Targeted Barriers to Achieving the Goal

- Gaps in students background knowledge.
- Lack of vocabulary.
- Students' difficulty with higher order thinking skills.

## Plan to Monitor Progress Toward the Goal

The Fall and Winter Diagnostics will be used to monitor progress towards meeting our goal. The FCAT 2.0 scores will determine whether the goal was met.

### Person or Persons Responsible

The classroom teachers and administration will monitor student progress.

### Target Dates or Schedule:

Progress will be monitored in January after the Winter Diagnostic.

### Evidence of Completion:

We will know we are progressing towards our goal if our diagnostic scores improve. The results of the FCAT 2.0 will determine whether or not we meet our goal.

**G3.** The number of fourth grade students scoring at Achievement Level 3.5 and higher in writing on FCAT Writes will increase by 5% .

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- WES will teach concepts, strategies and techniques for writing using the Writers Workshop model. Teachers will use Mentor Texts in different genres and styles that are aligned with the literacy program. The model will include Read Alouds, Mini Lessons, Independent Writing/ Conferring, Guided Writing and Sharing of Narrative, Informational and Procedure (How to) writing.
- District Writing Cohort
- Planning Cycle, Writing Template, Learning Village Unit of Study

**Targeted Barriers to Achieving the Goal**

- Teachers not trained in Writers Workshop.
- Students need to improve writing habits such as stamina, volume and generating ideas.

**Plan to Monitor Progress Toward the Goal**

Small Moment Writing Palm Beach Performance and Palm Beach Writes

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule:**

A district schedule of assessing writing and On-going monitoring by teachers of daily writing.

**Evidence of Completion:**

Writing Portfolios with published works and FCAT WRITES

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase Reading FCAT 2.0 performance by 5%

**G1.B1** new literacy series-Due to the fact that teachers do not have a basal textbook for each student and a teacher edition, some teachers are having to "rethink" their approach to their reading block.

**G1.B1.S1** literacy series training-Each teacher attended the literacy series training before the school year began. There is ongoing support through district provided by literacy trainers assigned to our school as well as the monthly cohort meetings.

#### Action Step 1

Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers and the monthly cohort meetings for the grade level lead teacher.

#### Person or Persons Responsible

Wellington Elementary's assigned literacy trainers, grade level teachers, grade level lead teachers

#### Target Dates or Schedule

ongoing (monthly)

#### Evidence of Completion

Agenda, sign in sheets

#### Facilitator:

Kelly Gilbert & Jennifer Jones

#### Participants:

Grade level reading teachers

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

Walk throughs, informal and formal evaluations, lesson plans,

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

i observation data and lesson plans

### **Plan to Monitor Effectiveness of G1.B1.S1**

Students making progress in moving through the levels of the literacy series.

#### **Person or Persons Responsible**

Administration and Teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Reading Running Records and EDW classroom reports

## **G1.B2 Higher order thinking skills**

### **G1.B2.S1 Incorporate higher order thinking skills within lessons**

#### **Action Step 1**

Use of Fountas & Pinnell's System of Strategic Actions

##### **Person or Persons Responsible**

Teachers/students

##### **Target Dates or Schedule**

ongoing

##### **Evidence of Completion**

Reading Running Records/Comprehension Conversations, diagnostic, FCAT

##### **Facilitator:**

Kelly Gilbert & Jennifer Jones

##### **Participants:**

K-5 Reading Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Walk-throughs, formal and informal evaluations, student work samples, student observation

##### **Person or Persons Responsible**

Administration, Teachers

##### **Target Dates or Schedule**

ongoing

##### **Evidence of Completion**

i observation data, student data

## Plan to Monitor Effectiveness of G1.B2.S1

Student progress

### Person or Persons Responsible

Teachers, Students

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student data (test results, teacher observations)

## G1.B3 Increased use of nonfiction text

**G1.B3.S1** Incorporate nonfiction text (math, science, social studies) within the reading lessons.

### Action Step 1

Teachers use nonfiction text from literacy series resource room and the "Investigators" component from the literacy series.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Lesson plans

## Plan to Monitor Fidelity of Implementation of G1.B3.S1

Look for use of nonfiction text

### Person or Persons Responsible

Administration

### Target Dates or Schedule

ongoing

### Evidence of Completion

Lesson plans and i observation data

### Plan to Monitor Effectiveness of G1.B3.S1

Look for use of nonfiction strategies

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student assessments, observations

### G1.B3.S2 Employ reading strategies in content area reading.

**Action Step 1**

Use reading strategies, for example, anticipation guides, graphic organizers, study guides, etc. in content area lessons.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Lesson plans and products

### Plan to Monitor Fidelity of Implementation of G1.B3.S2

Look for use of reading strategies in content areas.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Lesson plans, i observation



## Plan to Monitor Effectiveness of G1.B3.S2

Improvement of students' scores

### Person or Persons Responsible

Administration & Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

Diagnostic and FCAT data

**G1.B4** Number of students who need services and the variety of student reading needs within the classroom

**G1.B4.S1** Implement immediate intensive intervention (iii), Supplemental Academic Instruction (SAI), and ESE inclusions/pullout to meet variety of student reading needs.

### Action Step 1

Identify students' reading needs and offer services

### Person or Persons Responsible

Administration & Teachers

### Target Dates or Schedule

ongoing

### Evidence of Completion

iii and SAI records, ESE placements

### Facilitator:

Loris Barr

### Participants:

SAI Teacher

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

Evidence of services being received

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

iii logs, SAI records, student progress monitoring records

### Plan to Monitor Effectiveness of G1.B4.S1

Look for student progress

#### Person or Persons Responsible

Administration & Teachers

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Reading Running Records, formal/informal student data, classroom observation

### G1.B5 Students require extra time and practice for the mastery of concepts

#### G1.B5.S1 Provide after school tutoring for students requiring extra time and practice.

##### Action Step 1

Provide after school tutorial in reading for students requiring extra time and practice to master concepts.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

November - April

#### Evidence of Completion

Attendance records

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Students showing a weakness in reading will be offered the opportunity to attend after school tutorial

#### **Person or Persons Responsible**

Administration & Teachers

#### **Target Dates or Schedule**

November- April

#### **Evidence of Completion**

Registrations and attendance

### **Plan to Monitor Effectiveness of G1.B5.S1**

Look for student progress in reading for students attending after school tutorial

#### **Person or Persons Responsible**

Administration and Teachers

#### **Target Dates or Schedule**

November- April

#### **Evidence of Completion**

Student data, Reading Running Record, classroom observation

**G2.** The number of fifth graders achieving proficiency in FCAT Science will improve by 5%.

**G2.B1** Gaps in students background knowledge.

**G2.B1.S1** LTM meetings will address the science benchmarks and share best practices to use with children in the classroom.

**Action Step 1**

Teachers will meet regularly to address student benchmarks and best practices. Results of diagnostics will identify student progress and areas that need to be retaught.

**Person or Persons Responsible**

Fifth grade teachers

**Target Dates or Schedule**

LTM Meetings

**Evidence of Completion**

LTM notes, lesson plans, student work samples

**Facilitator:**

District Trainers

**Participants:**

Fifth grade teachers

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

Lesson plans, walk-throughs, formal and informal observations, student work samples

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

i Observation data and lesson plans

### Plan to Monitor Effectiveness of G2.B1.S1

LTM discussions, student progress

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Assessments, Diagnostic Scores, Student Work Samples

### G2.B1.S2 Students will participate in hands on lessons in the Science Lab.

**Action Step 1**

Students will participate in hands on lessons in the classroom and the Science Lab.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, student work samples,

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plans will be evaluated for the inclusion of hands on lessons.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

I observations, lesson plan reviews

### **Plan to Monitor Effectiveness of G2.B1.S2**

Student work samples and responses after participating in hands on lessons.

**Person or Persons Responsible**

Classroom teachers and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom Assessments, Diagnostic tests

### **G2.B1.S3 Students will participate in Science Fair.**

**Action Step 1**

Students will complete a Science Fair project.

**Person or Persons Responsible**

Classroom Teachers, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment of the Science Fair projects.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Student or classroom completion of Science Fair projects. Checklist of dates when steps in the project are due.

**Person or Persons Responsible**

Classroom teachers, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Monitoring of steps completed with checklists, lesson plans, student work samples

### Plan to Monitor Effectiveness of G2.B1.S3

Student understanding of the Scientific process.

#### Person or Persons Responsible

Classroom Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Classroom Assessments, Student work samples, Assessments of the Science Fair Projects

### G2.B2 Lack of vocabulary.

**G2.B2.S1** Utilize science based non-fiction readers and science journals in the classroom.

#### Action Step 1

Classroom teachers will incorporate non-fiction science based trade books and ebooks into their lessons.

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans

#### Action Step 2

Teachers will incorporate the use of science journals in their classroom lessons.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Lesson plans, formal and informal evaluations, walk throughs

#### **Person or Persons Responsible**

Administration and classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

I observation data, student work samples,

### **Plan to Monitor Effectiveness of G2.B2.S1**

Student work samples and responses.

#### **Person or Persons Responsible**

Classroom teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom Assessments

### **G2.B2.S2 Use web based resources to help build background knowledge and vocabulary.**

#### **Action Step 1**

Teachers will incorporate resources from the web (video clips, science programs, etc.) into their lessons

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plans, student work samples



### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Teachers will incorporate web based resources when appropriate.

#### **Person or Persons Responsible**

Classroom teachers, Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

I observation, Review of lesson plans

### **Plan to Monitor Effectiveness of G2.B2.S2**

Student responses, Student work samples

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom Assessments, Diagnostic results

### **G2.B3 Students' difficulty with higher order thinking skills.**

#### **G2.B3.S1 Include higher order questions and activities used in lessons presented to students.**

#### **Action Step 1**

Include higher order questions and activities used in lessons presented to students.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

I observations, Student work samples, lesson plans

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

Walk throughs, formal and informal observations, lesson plans, student work samples

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

I observation, Lesson plans, student data, student observation

### Plan to Monitor Effectiveness of G2.B3.S1

Student Progress

**Person or Persons Responsible**

Classroom teachers, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student data, Classroom Assessments, Diagnostics

**G3.** The number of fourth grade students scoring at Achievement Level 3.5 and higher in writing on FCAT Writes will increase by 5% .

**G3.B1** Teachers not trained in Writers Workshop.

**G3.B1.S1** District Trainers will come on campus and model and teach how to Plan for Our Writing Unit of Study Across Time and the Balanced Literacy Components

**Action Step 1**

Writers Workshop Training

**Person or Persons Responsible**

District Literacy Trainers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and Plans

**Facilitator:**

District trainers from Elementary Curriculum Dept.

**Participants:**

Teachers and Administration

**Action Step 2**

Teachers in 4th grade will implement the district-wide Writing Plan-Top Score Writing.

**Person or Persons Responsible**

4th grade writing teachers

**Target Dates or Schedule**

daily in writing lessons

**Evidence of Completion**

Student responses on PB Writes and FCAT Writes

**Facilitator:**

Area 3 District Writing trainers

**Participants:**

4th grade Writing teachers

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Training for Writers Workshop

**Person or Persons Responsible**

District Trainers from Department of Elementary Ed.

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Writing Portfolios, Palm Beach Writes and Palm Beach Performance Assessments AND FCAT Writes!

### **Plan to Monitor Effectiveness of G3.B1.S1**

Training in Writers Workshop

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson Plans, Writing Portfolios and IObservations

**G3.B2** Students need to improve writing habits such as stamina, volume and generating ideas.

**G3.B2.S1** Incorporate writing across the content areas with science and math.

**Action Step 1**

Increase writing practice through science or math response journals

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans and IObservations

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Writing Practice

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going schedule of IObservations and Lesson Plan Checks

**Evidence of Completion**

Lesson Plans, Writing Portfolios and IObservations

### Plan to Monitor Effectiveness of G3.B2.S1

Writing Practice

**Person or Persons Responsible**

Teachers and Adminsitration

**Target Dates or Schedule**

Scheduled Writing Assessments by District

**Evidence of Completion**

FCAT Writes and Palm Beach Writes and Palm Beach Performance Assessments

**G3.B2.S2** Conduct mini lessons of writing strategies/skills, literary elements, voice, discriptive writing, genre studies and text features.

**Action Step 1**

Conduct Mini Lessons

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson Plans and IObservations

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Effectiveness of G3.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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

Wellington Elementary is not a Title I school. However, students who qualify do have the option to receive free/reduced lunch through the School Food Service. The district's nutritional program requires that all students take a vegetable and fruit during lunch. In addition, all students are able to receive free breakfast daily.

Our school Migrant Liaison provides services and support to students and parents in need and coordinates with district staff resources when needed. .

Title III Services are provided through the district for education materials and ELL district support services to improve

the education of immigrant and English Language Learners. At the school level, teachers are ESOL endorsed to utilize appropriate strategies and there is a Community Language Facilitator (CLF) that assists ELL students in the classroom.

The District receives funds for programs such as Red Ribbon Week and Positive Behavior Supports that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. Teachers implement safety and drug-free lessons with students. Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors. We communicate with parents any behavior concerns, utilize interventions, and monitor SwPBS during RtI and grade level meetings. We instill an appreciation for multicultural diversity through our antibullying campaigns, and celebration of disability awareness weeks

Title X- Homeless

The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate

education. The school guidance counselor and administration work with families who are homeless in order to provide needs.

Supplemental Academic Instruction (SAI)- SAI funds are utilized to purchase an SAI teacher that provides small group intensive reading instruction during the school day to students in grades 2 and 3 who are below reading proficiency and to

those 4th and 5th graders in Tier III of the RtI process.

## 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. Increase Reading FCAT 2.0 performance by 5%

**G1.B1** new literacy series-Due to the fact that teachers do not have a basal textbook for each student and a teacher edition, some teachers are having to "rethink" their approach to their reading block.

**G1.B1.S1** literacy series training-Each teacher attended the literacy series training before the school year began. There is ongoing support through district provided by literacy trainers assigned to our school as well as the monthly cohort meetings.

#### PD Opportunity 1

Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers and the monthly cohort meetings for the grade level lead teacher.

##### Facilitator

Kelly Gilbert & Jennifer Jones

##### Participants

Grade level reading teachers

##### Target Dates or Schedule

ongoing (monthly)

##### Evidence of Completion

Agenda, sign in sheets



## **G1.B2** Higher order thinking skills

### **G1.B2.S1** Incorporate higher order thinking skills within lessons

#### **PD Opportunity 1**

Use of Fountas & Pinnell's System of Strategic Actions

##### **Facilitator**

Kelly Gilbert & Jennifer Jones

##### **Participants**

K-5 Reading Teachers

##### **Target Dates or Schedule**

ongoing

##### **Evidence of Completion**

Reading Running Records/Comprehension Conversations, diagnostic, FCAT

## **G1.B4** Number of students who need services and the variety of student reading needs within the classroom

**G1.B4.S1** Implement immediate intensive intervention (iii), Supplemental Academic Instruction (SAI), and ESE inclusions/pullout to meet variety of student reading needs.

#### **PD Opportunity 1**

Identify students' reading needs and offer services

##### **Facilitator**

Loris Barr

##### **Participants**

SAI Teacher

##### **Target Dates or Schedule**

ongoing

##### **Evidence of Completion**

iii and SAI records, ESE placements

**G2.** The number of fifth graders achieving proficiency in FCAT Science will improve by 5%.

**G2.B1** Gaps in students background knowledge.

**G2.B1.S1** LTM meetings will address the science benchmarks and share best practices to use with children in the classroom.

### **PD Opportunity 1**

Teachers will meet regularly to address student benchmarks and best practices. Results of diagnostics will identify student progress and areas that need to be retaught.

#### **Facilitator**

District Trainers

#### **Participants**

Fifth grade teachers

#### **Target Dates or Schedule**

LTM Meetings

#### **Evidence of Completion**

LTM notes, lesson plans, student work samples

**G3.** The number of fourth grade students scoring at Achievement Level 3.5 and higher in writing on FCAT Writes will increase by 5% .

**G3.B1** Teachers not trained in Writers Workshop.

**G3.B1.S1** District Trainers will come on campus and model and teach how to Plan for Our Writing Unit of Study Across Time and the Balanced Literacy Components

**PD Opportunity 1**

Writers Workshop Training

**Facilitator**

District trainers from Elementary Curriculum Dept.

**Participants**

Teachers and Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and Plans

**PD Opportunity 2**

Teachers in 4th grade will implement the district-wide Writing Plan-Top Score Writing.

**Facilitator**

Area 3 District Writing trainers

**Participants**

4th grade Writing teachers

**Target Dates or Schedule**

daily in writing lessons

**Evidence of Completion**

Student responses on PB Writes and FCAT Writes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase Reading FCAT 2.0 performance by 5%	\$24,000
G3.	The number of fourth grade students scoring at Achievement Level 3.5 and higher in writing on FCAT Writes will increase by 5% .	\$1,000
Total		\$25,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
District Area 3 trainers, School substitute funds	\$1,000	\$0	\$0	\$1,000
School Substitute Funds	\$500	\$0	\$0	\$500
Keely Spinelli-Wellington Education Grant	\$0	\$10,000	\$0	\$10,000
Keely Spinelli-Wellington Education Grant and Aftercare Funds	\$0	\$0	\$13,000	\$13,000
School Substitute Funds and Internal Accounts	\$0	\$0	\$500	\$500
Total	\$1,500	\$10,000	\$13,500	\$25,000

### Budget Details

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

## **G1. Increase Reading FCAT 2.0 performance by 5%**

**G1.B1** new literacy series-Due to the fact that teachers do not have a basal textbook for each student and a teacher edition, some teachers are having to "rethink" their approach to their reading block.

**G1.B1.S1** literacy series training-Each teacher attended the literacy series training before the school year began. There is ongoing support through district provided by literacy trainers assigned to our school as well as the monthly cohort meetings.

### **Action Step 1**

Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers and the monthly cohort meetings for the grade level lead teacher.

#### **Resource Type**

Professional Development

#### **Resource**

Teachers will receive professional development surrounded on the new literacy series

#### **Funding Source**

District Area 3 trainers, School substitute funds

#### **Amount Needed**

\$1,000

## **G1.B2 Higher order thinking skills**

**G1.B2.S1** Incorporate higher order thinking skills within lessons

### **Action Step 1**

Use of Fountas & Pinnell's System of Strategic Actions

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Fountas and Pinnell Prompting Guides and LLI intervention

#### **Funding Source**

Keely Spinelli-Wellington Education Grant

#### **Amount Needed**

\$10,000

**G1.B5** Students require extra time and practice for the mastery of concepts

**G1.B5.S1** Provide after school tutoring for students requiring extra time and practice.

**Action Step 1**

Provide after school tutorial in reading for students requiring extra time and practice to master concepts.

**Resource Type**

Evidence-Based Program

**Resource**

Tutorial for students in Aftercare and the Lowest 25%

**Funding Source**

Keely Spinelli-Wellington Education Grant and Aftercare Funds

**Amount Needed**

\$13,000

**G3.** The number of fourth grade students scoring at Achievement Level 3.5 and higher in writing on FCAT Writes will increase by 5% .

**G3.B1** Teachers not trained in Writers Workshop.

**G3.B1.S1** District Trainers will come on campus and model and teach how to Plan for Our Writing Unit of Study Across Time and the Balanced Literacy Components

**Action Step 1**

Writers Workshop Training

**Resource Type**

Professional Development

**Resource**

Professional Development on Writers Workshop

**Funding Source**

School Substitute Funds

**Amount Needed**

\$500

**Action Step 2**

Teachers in 4th grade will implement the district-wide Writing Plan-Top Score Writing.

**Resource Type**

Evidence-Based Program

**Resource**

Paper, Substitutes

**Funding Source**

School Substitute Funds and Internal Accounts

**Amount Needed**

\$500