



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wicklow Elementary School

100 PLACID LAKE DR

Sanford, FL 32773

407-320-1250

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0811](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0811)

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
No

Minority Rate
67%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
B

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

Wicklow Elementary School

Principal

Martina Herndon

School Advisory Council chair

Alexander Valen

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

Name	Title
Martina Herndon	Principal
Mary McDonough	Assistant Principal
Tricia Bennett	Instructional Reading Coach
Robin Pfeiffer	Instructional Reading Coach
Joseph Roicki	Instructional Math Coach
Cathy Petrazio	Instructional Writing Coach
Michelle Ortiz	Instructional English Language Arts Coach

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

1 Administrator:

Martina Herndon-Principal

4 Instructional:

Elizabeth Bent-Instructional

Patricia Forst-Instructional

Michelle Ortiz-Instructional

Evan Sokolowsky-Instructional

2 Non-Instructional:

Daisha Brown-Non-Instructional

Brenda Griffin-Non-Instructional

8 Parent/Community Members
Stephanie Fernandez-Parent/Community
Carol Howle-Parent/Community
Nathalie Martin-Parent/Community
Melissa Steele-Parent/Community
Paulette Thomas-Parent/Community
Alexander Valen-Parent/Community
Christina Van Zee-Parent/Community
Patrice Washington-Parent/Community
7 Minorities
8 Non-Minorities

Involvement of the SAC in the development of the SIP

The SAC team meets on a monthly basis to discuss plans for improvement of Wicklow Elementary School. They review the FCAT data and other student data and assist with the development of target goals and areas of focus for this school year.

Activities of the SAC for the upcoming school year

SAC will meet monthly to review the progress monitoring data and discuss interventions. SAC will be involved with student performance data, identifying areas of focus as well as reviewing the School Improvement Plan. Additionally, SAC will serve in an advisory capacity to assist the principal in the decisions for the school.

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

School Improvement Funds have been allocated for materials and supplies for on-going support of instruction and Professional Development Opportunities.

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:

Martina Herndon		
Principal	Years as Administrator: 8	Years at Current School: 1
Credentials	-Bachelors in Elementary Education -Masters in Educational Leadership -30 hours complete for Doctorate	
Performance Record	-2013 Assistant Principal of the Year -Assistant Principal of the only elementary school in the district that has maintained an "A" rating on FCAT	

Mary McDonough		
Asst Principal	Years as Administrator: 8	Years at Current School: 8
Credentials	Bachelors in PK-12 in Physical Education Masters in Educational Leadership Masters in Gifted-Computer Education Masters in Mental Health Counseling Specialist in Emotionally Handicap Education Principal Certification	
Performance Record		

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tricia Bennett		
Full-time / School-based	Years as Coach: 2	Years at Current School: 12
Areas	Reading/Literacy	
Credentials	-Masters in Educational Leadership	
Performance Record		

Robin Pfeiffer		
Part-time / School-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	-Masters in Educational Leadership -Bachelors in Elementary Education -ESOL Endorsement -Reading Endorsement -6 years teaching experience	
Performance Record		

Joseph Roicki		
Full-time / School-based	Years as Coach: 1	Years at Current School:
Areas	Mathematics	
Credentials	-Bachelors in K-6 Elementary Education -Masters in Math/Science Education -10 years of teaching experience	
Performance Record		

Cathy Petrazio		
Part-time / School-based	Years as Coach: 13	Years at Current School: 7
Areas	Other	
Credentials	-19 years of teaching experience -served in the capacity of administrator, curriculum coordinator, and coach for 13 years	
Performance Record		

Michelle Ortiz		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	-Certified K-5 -12 years of teaching experience	
Performance Record		

Classroom Teachers

# of classroom teachers	47
# receiving effective rating or higher	0%
# Highly Qualified Teachers	96%

certified in-field

45, 96%

ESOL endorsed

34, 72%

reading endorsed

17, 36%

with advanced degrees

36, 77%

National Board Certified

3, 6%

first-year teachers

3, 6%

with 1-5 years of experience

6, 13%

with 6-14 years of experience

39, 83%

with 15 or more years of experience

21, 45%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

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. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school 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 regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, 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

Wicklow has a core Multi-Tiered System of Support (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 determine why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress as it relates to response to the intensity of 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

MTSS Team consists of a Certified School Counselor, Administration and Grade Level Teams. Grade level teachers are responsible for maintaining data for each student, providing interventions, communicating with parents throughout the process of MTSS and working as a team in a collaborative manner to give insight to other teachers on possible interventions and techniques to implement. The role of Administration is to assist teachers when necessary. The Certified School Counselor is responsible for holding grade level meetings, uploading intervention plans into EdInsight, documenting meetings for each student on EdInsight, moving students within the tiers, tracking intervention plans, scheduling parent meetings after Tier III interventions, making sure all required documentation and interventions are completed to proceed to Student Study Team, scheduling Student Study Team meeting and following referral through evaluation and eligibility meetings.

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

The MTSS team uses the teacher's data and scientific interventions to monitor the fidelity of MTSS at Wicklow Elementary School. All teachers meet with the MTSS team on a regular basis to discuss student data and response to interventions.

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

Data Sources and Management systems used: FCAT, EdInsight, Skyward, Discovery Education, ThinkCentral, IStation, Reading Street, SuccessMaker, Fast ForWord, DRA, SRI, SIPPS Mastery Tests, PASI, and PSI.

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

Teachers and staff are provided yearly PLCs (or Professional Development) by the Certified School Counselor and Administration. At the meetings, teachers receive updates to MTSS and a description of the process. Teachers always have the opportunity to speak with the MTSS throughout the school year for any questions or concerns for MTSS.

Through each Tier of Intervention the parent is involved and is a vital member of the team. Parents will receive a description of MTSS in a letter and an explanation by the classroom teacher during a parent conference. After each Tier of Intervention, parents meet with the classroom teacher to discuss the interventions and data for their student. They will also be a discussion from the teacher to determine the next step in the process.

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 will be provided extended learning time by participating in morning and/or afternoon sessions. Certified teachers will offer intensive instruction, focused on the skills required for the specific grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected utilizing the Discovery Education measurement.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, and Lead Teacher.

Strategy: Weekend Program

Minutes added to school year: 960

Students will participate in a weekend camp, 4 Saturdays for 2 hours each day. The teachers will offer intensive, project-based instruction to deepen the knowledge of students.

Strategy Purpose(s)

- Instruction in core academic subjects
- 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 utilizing the Discovery Education measurement. Additionally, scales and rubrics will be used to determine the increase in knowledge and skills.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Lead Teacher, Teachers

Strategy: Weekend Program

Minutes added to school year: 420

Teachers will participate in a Kagan Professional Development on a workday.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Data will be collected through observation by administration and resource team to determine the implementation and effectiveness of the professional development.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Resource Team

Literacy Leadership Team (LLT)

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

Name	Title
Martina Herndon	Principal
Mary McDonough	Assistant Principal
Tricia Bennett	Reading Coach
Robin Pfeiffer	Reading Coach
Michelle Ortiz	English Language Arts Coach

Name	Title
Cathy Petrazio	Writing Coach

How the school-based LLT functions

The Literacy Leadership Team plays an important role in increasing reading proficiency and literacy excellence for all students. The team oversees and monitors all literacy assessments and facilitates ongoing data analysis to ensure data-driven instruction is provided to all students during "Walk To" groups and during the Literacy Block. The LLT organizes the "Walk To" instruction for each grade level by facilitating data analysis, managing additional providers and materials, and continually monitoring data in order to ensure students are in the group which meets their specific literacy needs. The team provides staff development and modeling on research-based literacy best practices. The team works together to increase student motivation, engagement, and achievement levels in reading and writing through work with students and teachers.

Major initiatives of the LLT

- Facilitate and organize a 30 minute Reading "Walk To" model of instruction at each grade in order to differentiate instruction to meet the needs of all students and increase school-wide reading proficiency. The goal is to increase reading ability and analysis of text for all students.
- Schedule trimester and/or quarterly assessments to find students' reading and writing strengths and weaknesses and to monitor student progress. (DRA, SRI, DE, PSI, PASI, Writing Prompts, etc)
- Conduct monthly data meetings to help teachers better understand and use their students' data. Data meetings will also help teachers make instructional decisions in "Walk To" groups and in the classroom.
- Increase differentiation of instruction in classrooms through Professional Development, collaborative PLC meetings, and lesson study involving small group, conferencing, and a workshop model in reading and writing.
- Facilitate and organize a Writing "Walk To" model of instruction in fourth grade in order to differentiate instruction to meet the needs of all students.
- Collaborate with PLC team members to create or use previously made common assessments on state standards, share instructional strategies for teaching standards, and analyze data from common assessments in order to reflect on teaching and provide targeted remediation where needed.
- Increase "eyes on text" at students' levels by promoting a love of reading, motivation through Accelerated Reader (AR) and other reading incentives, and an emphasis on quality, authentic book selections.

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 in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

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 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	60%	44%	No	64%
American Indian				
Asian	73%		No	75%
Black/African American	43%	34%	No	48%
Hispanic	63%	42%	No	66%
White	73%	60%	No	76%
English language learners	56%	28%	No	60%
Students with disabilities	33%	16%	No	39%
Economically disadvantaged	56%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	19%	66%
Students scoring at or above Achievement Level 4	88	25%	66%

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>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	143	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	38	86%	90%

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)	54	48%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	15%	55%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	23%	55%

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	46	43%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	68%	43%	No	72%
American Indian				
Asian	86%		No	87%
Black/African American	52%	26%	No	57%
Hispanic	71%	44%	No	74%
White	79%	63%	No	81%
English language learners	71%	41%	No	74%
Students with disabilities	49%	21%	No	54%
Economically disadvantaged	65%	40%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	24%	66%
Students scoring at or above Achievement Level 4	68	19%	66%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	113	49%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	58%	66%

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%	66%
Students scoring at or above Achievement Level 4	17	15%	66%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)			
Participation in STEM-related experiences provided for students			

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	92	10%	1%
Students retained, pursuant to s. 1008.25, F.S.	58	6%	1%
Students who are not proficient in reading by third grade	100	65%	20%
Students who receive two or more behavior referrals	36	4%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	41	4%	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

Wicklow parental involvement targets for the school year:

- having parents to participate in school wide activities
- having parents to attend the parent conferences
- Parents log into Skyward Parent Portal

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents log into Skyward Parent Portal	62	9%	50%

Goals Summary

- G1.** All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, and math.

Goals Detail

G1. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, and math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Five Instructional Coaches, Professional Development, Standards-Based Intervention, Tutorial, Intervention Instructional Paraprofessionals, PLCs, Administrative Support, MTSS Team, Grade Level Admin Meetings, Collaborative Planning, Accelerated Reader Program, ELL Support, Guidance Counselors, Mentors, Common Planning, Fast Forward, Success Maker, OPMs, SRI, DE, DRA, PSI, PASI, I-Station, I-Ready, Imagine Learning, and District Curriculum Support Team.

Targeted Barriers to Achieving the Goal

- Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction.

Plan to Monitor Progress Toward the Goal

Assessments, FCAT, DE, PASI, PSI, SuccessMaker Reports, DRAs, I-Ready, I-Station, and Imagine Learning

Person or Persons Responsible

District Personnel, Administration, Teachers, and Instructional Coaches

Target Dates or Schedule:

Weekly/Bi-Weekly/Monthly

Evidence of Completion:

Increase in student knowledge of his/her data, discussions with students, interactions, review, and discussion of teacher data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, and math.

G1.B1 Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction.

G1.B1.S1 Weekly Professional Learning Communities (PLCs) and Professional Developments

Action Step 1

PLCs and Professional Developments

Person or Persons Responsible

Teachers Instructional Coaches PD Facilitators District Curriculum Team

Target Dates or Schedule

Weekly Monthly Bi-Weekly

Evidence of Completion

Assessment Data includes OPMs Agendas Learning Logs Handouts

Facilitator:

Kagan Cooperative Learning Facilitator, Instructional Coaches, and District Curriculum Team

Participants:

All Instructional Staff

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

Classroom Observations of Implementation of Strategies, Data Discussions, Review with teachers, Instructional Coaches, and Administration

Person or Persons Responsible

Instructional Coaches, Administration, and Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Student Data, Administration Observation via Walk-throughs, Agendas, Discussions, and Learning Logs

Plan to Monitor Effectiveness of G1.B1.S1

Provide Professional Developments on how to differentiate Instruction, use data to drive instruction, use effective researched-based cooperative learning in instruction, and implement skill-based interventions.

Person or Persons Responsible

Instructional Coaches, Teachers, Administration, and Instructional Paraprofessionals

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Improvement of student data, agendas, intervention spreadsheets

G1.B1.S2 Scheduled Intervention Meetings and Data Meetings

Action Step 1

Discuss student data and intervention planning.

Person or Persons Responsible

Instructional Coaches Teachers Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Agendas, Intervention Spreadsheets, OPMs, and Student Data

Facilitator:

Instructional Coaches

Participants:

Instructional Staff Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Student data will be collected and analyzed Instructional materials will be reviewed and monitored for effectiveness

Person or Persons Responsible

Teachers Instructional Coaches Administration District Personnel

Target Dates or Schedule

Weekly/Monthly/Bi-Weekly

Evidence of Completion

Student data, Agendas, Learning Logs

Plan to Monitor Effectiveness of G1.B1.S2

On-going Progress Monitoring and review of data

Person or Persons Responsible

Administration Instructional Coaches Teachers District Personnel

Target Dates or Schedule

Weekly/Bi-Weekly/Monthly

Evidence of Completion

Growth Reports, Discussions

G1.B1.S3 Implementation of Teacher and Student Data Notebooks

Action Step 1

Create teacher and student data notebooks with student assessments and student personal goals

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

On-going

Evidence of Completion

Data Notebooks

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Monitor the consistency of usage notebooks of teachers and students

Person or Persons Responsible

Administration Teachers Students

Target Dates or Schedule

On-going Teacher data notebooks during PLCs and data meetings

Evidence of Completion

Classroom Walk-throughs Daily discussions

Plan to Monitor Effectiveness of G1.B1.S3

Monitor of effectiveness for the implementation of teacher and student data notebooks through discussions, reviews, and meetings

Person or Persons Responsible

Administration Teachers Students District Personnel

Target Dates or Schedule

Daily/Weekly/Bi-Weekly/Monthly

Evidence of Completion

Discussions, meetings, and conferences

G1.B1.S4 Walk-throughs and immediate feedback

Action Step 1

Walk-throughs

Person or Persons Responsible

Administration Instructional Coaches Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

i-observation note-taking

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Factual feedback learned through Instructional Rounds Feedback based on Marzano

Person or Persons Responsible

Administration Teachers Instructional Coaches

Target Dates or Schedule

Daily/Weekly/Bi-Weekly/Monthly

Evidence of Completion

i-Observation Note-taking Discussions

Plan to Monitor Effectiveness of G1.B1.S4

Change in instructional practices based on feedback Increase rating in i-Observation

Person or Persons Responsible

Teachers Instructional Coaches Administration

Target Dates or Schedule

Weekly/Bi-Weekly/Monthly

Evidence of Completion

i-Observation Note-Taking

G1.B1.S5 Implement Skill-Based Interventions

Action Step 1

Skill-based interventions implemented daily

Person or Persons Responsible

Teachers Instructional Coaches Administration Instructional Paraprofessionals

Target Dates or Schedule

Daily 30 minute reading block Daily 45 minute writing block for fourth grade

Evidence of Completion

Master Schedule Student Data Data Tracking Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Classroom Observation, Intervention meetings, student data, and data discussions

Person or Persons Responsible

Instructional Coaches Teachers Administration

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Tracking Sheet Student Growth Report District Assessments

Plan to Monitor Effectiveness of G1.B1.S5

On-going progress monitoring District Assessments Teacher Feedback

Person or Persons Responsible

Instructional Coaches Teachers Administration

Target Dates or Schedule

Bi-Weekly/Monthly

Evidence of Completion

Data Tracking Sheets Agendas Intervention Assessments

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

Wicklow School will coordinate Title I, 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 and Title I 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. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, and math.

G1.B1 Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction.

G1.B1.S1 Weekly Professional Learning Communities (PLCs) and Professional Developments

PD Opportunity 1

PLCs and Professional Developments

Facilitator

Kagan Cooperative Learning Facilitator, Instructional Coaches, and District Curriculum Team

Participants

All Instructional Staff

Target Dates or Schedule

Weekly Monthly Bi-Weekly

Evidence of Completion

Assessment Data includes OPMs Agendas Learning Logs Handouts

G1.B1.S2 Scheduled Intervention Meetings and Data Meetings

PD Opportunity 1

Discuss student data and intervention planning.

Facilitator

Instructional Coaches

Participants

Instructional Staff Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Agendas, Intervention Spreadsheets, OPMs, and Student Data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, and math.	\$5,600
Total		\$5,600

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Professional Development Funds and School Improvement Funds	\$5,600	\$5,600
Total	\$5,600	\$5,600

Budget Details

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

G1. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, and math.

G1.B1 Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction.

G1.B1.S1 Weekly Professional Learning Communities (PLCs) and Professional Developments

Action Step 1

PLCs and Professional Developments

Resource Type

Professional Development

Resource

Kagan Facilitator and Kagan Materials

Funding Source

Professional Development Funds and School Improvement Funds

Amount Needed

\$5,600