



2013-2014 SCHOOL IMPROVEMENT PLAN

Phyllis Wheatley Elementary
1475 MARVIN C ZANDERS AVE
Apopka, FL 32703
407-884-2250

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
86%

Alternative/ESE Center
No

Charter School
No

Minority Rate
93%

School Grades History

2013-14
B

2012-13
D

2011-12
F

2010-11
D

2009-10
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
Monitoring Only	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Wheatley Elementary

Principal

Sean S. Brown

School Advisory Council chair

Desiree Traylor

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

Name	Title
Sean S. Brown	Principal
Robin Broner	Assistant Principal
Kimberly Hankerson	CRT
Cecelia Ward	Reading Coach
Kimberly Caleb	Math Coach
Allyson Prince	Science Coach
Monica Godfrey	Writing Coach
Courtney Hankerson	Administrative Dean
Sonya Worrell	Guidance Counselor

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

Desiree Traylor- Chairperson
 Veronica Rogers- Co-Chairperson
 Kimberly Hankerson- Secretary
 Sean S. Brown- Member
 Robin Broner- CAT Member
 Billie Dean- Community Member

Tashanda Brown-Cannon-CAT Member
Marion Ivey- Member

Involvement of the SAC in the development of the SIP

The SAC committee made recommendations for the 2013-2014 school improvement plan and will review and approve upon completion.

Activities of the SAC for the upcoming school year

Reviewing the SIP
SAC Retreat
Review the School's Safety Plan and Procedures
Review School Benchmark and FCAT data
Provide SAC registration forms to parents and community members at "Meet the Teacher" and "Open House"
Send personal emails to community members asking them to join SAC

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

Family Math Nights- \$500
Reading Literacy Family Nights- \$500
Science Night- \$500
SAC retreat- \$750

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:

Sean S. Brown

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

BA-Music Education
 BA-Elementary Education
 MS-Educational Leadership
 Certifications:
 School Principal
 K-12

Performance Record

Wheatley Elementary School
 2012-2013 Grade D
 Reading Proficiency 41%, Learning Gains= 69%, Lowest 25%= 71%
 Math Proficiency 44%, Learning Gains= 58%, Lowest 25%= 48%
 Writing Proficiency 59%
 Science Proficiency 36%
 Oslo Middle School
 2011-2012: Grade C
 Reading FCAT Proficiency 48%, Learning Gains= 63%, Lowest 25%= 69%
 Math FCAT Proficiency 48%, Learning Gains= 58%, Lowest 25%= 59%
 Writing Proficiency 82%
 Science Proficiency 44%
 2010-2011: Grade B
 Reading FCAT Proficiency 70%, Learning Gains= 63%, Lowest 25%= 68%
 Math FCAT Proficiency 61%, Learning Gains= 64%, Lowest 25%= 62%
 Writing Proficiency 84%
 Science Proficiency 44%
 Citrus Elementary
 2009-2010:
 Reading FCAT Proficiency 48%, Learning Gains= 63%, Lowest 71% 69%
 Math FCAT Proficiency 48%, Learning Gains= 58%, Lowest 25%= 59%
 Writing Proficiency 82%
 Science Proficiency 44%
 Citrus Elementary
 2009-2010: Grade A
 Reading FCAT Proficiency 48%, Learning Gains= 63%, Lowest 25%= 69%
 Math FCAT Proficiency 48%, Learning Gains= 58%, Lowest 25%= 59%
 Writing Proficiency 82%
 Science Proficiency 44%
 Grade A
 2008-2009:
 Reading FCAT Proficiency 71%, Learning Gains 65%,

Lowest 25% 68%

Math FCAT Proficiency 65%, Learning Gains 67%, Lowest 25%=
65%

Writing Proficiency 96%

Science Proficiency 41%

Grade A

2007-2008:

Reading FCAT Proficiency 70%, Learning Gains 68%,
Lowest 25% 70%

Math FCAT Proficiency 66%, Learning Gains 76%, Lowest 25%=
73%

Writing Proficiency 91%

Science Proficiency 44%

Robin Broner

Asst Principal

Years as Administrator: 3

Years at Current School: 2

Credentials

BS-Business Economics
 MS-Counseling and Psychology
 Ed.S- Educational Leadership Specialist
 Certifications: ESE K-12, Guidance and Counseling K-12
 Educational Leadership K-12

Performance Record

Wheatley Elementary School
 2012-2013 Grade D
 Reading Proficiency =41%, Learning Gains= 69%, Lowest 25%= 71%
 Math Proficiency= 44%, Learning Gains= 58%, Lowest 25%= 48%
 Writing Proficiency =59%
 Science Proficiency= 36%
 Wheatley Elementary
 2011-2012: Grade F
 Reading FCAT Proficiency 25%, Learning Gains= 51%, Lowest 25%= 69%
 Math FCAT Proficiency= 27%, Learning Gains= 43%, Lowest 25%= 58%
 Writing Proficiency 66%
 Science Proficiency 17%
 Rock Springs Elementary
 Year 2010-2011
 School Grade A
 Points =537
 Reading FCAT Proficiency= 84% Learning Gains= 67%, Lowest 25%= 55%
 Math FCAT Proficiency= 86%, Learning Gains= 59%, Lowest 25%= 61%
 Writing FCAT Proficiency= 80%
 Science FCAT Proficiency= 59%
 67% = made Level 3 and above in reading
 56%= made learning gains in reading
 58% = made learning gains who are economically disadvantaged
 Tangelo Park Elementary
 Year 2009-2010
 School Grade A
 Meeting Standards
 Reading FCAT Proficiency =76%, Learning Gains =60%, Lowest 25% Reading =53%
 Math FCAT Proficiency =83%, Learning Gains =69%, Lowest 25% Math= 67%
 Writing FCAT Proficiency =85%
 Science FCAT Proficiency= 57%

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cecelia Ward		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BA-Hospitality Management MS-Educational Leadership Certifications: ESOL, National Board, Elementary Education 1-6	
Performance Record	Wheatley Elementary School 2012-2013 Grade D Reading FCAT Proficiency 41%, Learning Gains= 69% , Lowest 25% =71% Math FCAT Proficiency 44%, Learning Gains= 58%, Lowest 25%= 48% Writing FCAT Proficiency 59% Science FCAT Proficiency 36% Wolf Lake Elementary 11-12- Grade A 97% of AYP criteria satisfied. Reading FCAT Proficiency- 70% HS, 69% LG, 71% LG lowest 25% Math FCAT Proficiency- 75% HS, 75%= LG, LG Lowest 25%= 61% Writing FCAT Proficiency- 87% HS Science- 53% HS 10-11- School Grade A 97% of AYP criteria satisfied. Reading- 88% HS, 71% LG, 70% LG lowest 25% Math- 85% HS, 63% LG, 53% LG Lowest 25% Writing- 82% HS Science- 60% HS 09- 10- School Grade B 90% of AYP criteria satisfied. Reading- 83% HS, 67% LG, 64% LG lowest 25% Math- 86% HS, 60% LG, 47% LG lowest 25% Writing- 88% HS, Science- 62% HS 08-09- School Grade A 100% of AYP criteria satisfied. Reading- 82% HS, 71% LG, 71% LG lowest 25% Math- 82% HS, 75% LG, 77% LG lowest 25% Writing- 93% HS Science- 52% HS 07-08- School Grade A 95% of AYP criteria satisfied. Reading- 81% HS, 74% LG, 65% LG lowest 25% Math- 75% LG, 83% LG, 61% LG lowest	

25%

Writing- 77% Science- 50% HS

Monica Godfrey

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Other

Credentials

B. A. in English Education

M.Ed. in English Language Arts Education

Performance Record

Ocoee High School

2013 FCAT Writes Performance Data:

92% scored at 3 or better

73% scored at 3.5 or better

38% scored at 4 or better

Allyson Prince

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Science, Data, Other

Credentials

BS Finance

MBA Business Administration

MA Science Education

EdS Educational Leadership

9-12 Biology certification

5-9 Science

Educational Leadership

Performance Record

Wheatley Elementary School

2012-2013 Grade D

Reading Proficiency 41%, Learning Gains= 69, Lowest 25%= 71%

Math Proficiency 44%, Learning Gains= 58%, Lowest 25%= 48%

Writing Proficiency 59%

Science Proficiency 36%

Kimberly Caleb

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

[none selected]

Credentials

BA- Business Management

MA-Management and Administration of Educational Programs

Certifications: ESOL, PreK-3, Elementary Ed. K-6

Performance Record

Wheatley Elementary School

2012-2013 Grade D

Reading Proficiency 41%, Learning Gains= 69%, Lowest 25%= 71%

Math Proficiency 44%, Learning Gains= 58%, Lowest 25%= 48%

Writing Proficiency 59%

Science Proficiency 36%

Richmond Heights

2011-2012: Grade I

2010-2011: Grade D

Reading FCAT Proficiency 52%, Learning Gains= 54%, Lowest 25%= 43%

Math FCAT Proficiency 53%, Learning Gains= 49%, Lowest 25%= 50%

Writing Proficiency 94%

Science Proficiency 6%

2009-2010; AYP-No, 75% met writing proficiency, Grade C; 2008-2009; AYP-No, 92% met writing proficiency, Grade A; 2007-2008; AYP-Yes, 100% met writing proficiency, Grade B;

Classroom Teachers**# of classroom teachers**

33

receiving effective rating or higher

21, 64%

Highly Qualified Teachers

100%

certified in-field

33, 100%

ESOL endorsed

14, 42%

reading endorsed

2, 6%

with advanced degrees

9, 27%

National Board Certified

1, 3%

first-year teachers

6, 18%

with 1-5 years of experience

8, 24%

with 6-14 years of experience

15, 45%

with 15 or more years of experience

4, 12%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

In order to recruit highly qualified teachers, our school provides teacher incentive pay along with retention pay. To retain these effective teachers our Instructional Coach, Kimberly Hankerson, assigns mentors for beginning and identified teachers, facilitates and/or monitors ongoing professional development, arranges common (shared) planning opportunities, holds bi-monthly beginning teacher meetings, and monitors weekly mentor-mentee meetings.

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 teacher mentoring program is designed to increase our retention of highly qualified, beginning teachers. Our program includes orientation, professional development, opportunities to observe best practices in teaching and learning, and personal and professional support for beginning and other identified teachers. These teachers will also receive feedback on their work in light of student achievement data. The majority of our mentors and mentees are paired based on their grade level with teachers that have a proven track record based on data. Others are paired with coaches based on individual needs and like-interests. Activities throughout the year will include goal setting, peer

observations, reflective conferences, data-driven discussions, and analyzing student work. Our mentoring program will provide the tools necessary for our beginning and targeted teachers to become reflective classroom teachers.

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

Teachers will begin by implementing the core curriculum with fidelity. Next, students are identified and placed in their identified intervention group, based on assessment data. When a student drops below grade level or shows minimal to no progress; the tiered process begins. Teachers will complete a problem solving request form; MTSS Coach will forward the information to the Child Study Team (CST) to determine student's needs. Meeting with teacher and most appropriate CST members will be set to determine why the problem exists through data analysis, identifying specific skill area deficits and coming up with a plan of action. An action plan will be implemented and monitored through CST supervision and progress monitoring for approximately 4-6 weeks or 3 data points. If success continues to be minimal, teacher will complete the intervention analysis form to schedule meeting to access prior interventions and intensify the help needed.

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

As part of the successful implementation of the MTSS process, each member of the CST has been assigned duties. Administration: sets vision for problem solving process and facilitates review of fidelity in implementation by conducting classroom walkthroughs and attended data meetings. Coaches/Dean: provides expertise on appropriate interventions for identified needs. They help to select, design, implement, and interpret whole school screening programs and assessment plans. They also participate in the design and delivery of professional development and support colleagues through mentoring, pushing in/pulling out of small groups/individuals. Coaches also work in close collaboration to provide consistency in reinforcing those necessary skills to achieve success. MTSS Coach: collaborates and facilitates meeting with teachers to track documentation and schedule CST meetings.

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

Wheatley Elementary has put in place effective instruction delivered with fidelity in general education classrooms by highly qualified instructors. Accurate and timely data compiled graphically and interpreted by those with the appropriate expertise. The data is used to target specific skill or behavioral concerns and to make logical and reasonable decisions about an intervention plan. Intervention plans are written with realistic goals and are implemented for realistic time frame of 4-6 weeks. Progress monitoring is consistent and revisions are made as needed to provide as many opportunities as possible for progress to be made in the regular education setting. The MTSS process will be monitored by classroom walkthroughs, common planning, and data meetings.

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

Wheatley Elementary utilizes the states Houghton Mifflin Journey's core reading curriculum and Go Math the state math curriculum. Within the core curriculum there are built in (re-teach/assess) resource

assessment to continually monitor student progress. Wheatley also monitors student's progress through weekly data meetings, common planning and daily walkthroughs to assess the fidelity, rigor and student engagement in all areas of curriculum.

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

As the MTSS Child Study Team, we will provide professional development to teachers on how to use data to drive their instruction as well as how to implement small group/individual instructions based on student needs. We will also encourage teachers to continually keep the lines of communication open with parents and to use time during parent /teacher conference to share the progress monitoring data with the parents.

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: 256**

The STEAM grant is a 21st Century program in which reading and math are analyzed and developed through science, technology, engineering and the art. It is a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts, all relate to one another in reality. This framework, not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual. The STEAM structure explains how all the divisions of education and life work together, therefore it offers a formal place in the STEAM structure for the language arts, social studies, and the purposeful integration of the exploratory subjects including; the arts, music, CTE and physical education divisions of public education. Shifting to a STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Enrichment outcomes will be measured by pre, mid and post testing and/or surveys developed prior to the start of the program through a team effort of the project coordinator-lead teacher, enrichment instructors and the principal. The effectiveness of the core educational services, enrichment and support activities and community partnerships will be considered carefully every nine weeks. Database management files will be used to serve as a record-keeping system for all collected quantitative and qualitative data (participating student rubric scores, pre-mid-post teacher created assessments/surveys), as well as attendance tracking (collected on a daily basis). The project coordinator-lead teacher will gather and report data monthly. Specified rubrics, teacher created benchmark assessments, and surveys will be designed and developed prior to the start of the program through a collaborative effort between the project coordinator-lead teacher and grade level teachers based on the Marzano model-research based instructional strategy adopted district-wide. Monthly meetings between appropriate school staff including the project coordinator-lead teacher, teacher tutors, and resource teachers will be done to ensure appropriate instruction is being provided in the 21st STEAM CCLC Program that complements and enhances what is being taught during the regular school day, with modifications being made as needed. Constant communication will be kept through meetings, e-mails and telephone calls with the principal and project coordinator-lead teacher. The project will cooperatively participate in any national evaluations conducted by the Florida and Federal DOE.

Who is responsible for monitoring implementation of this strategy?

The STEAM Grant Program Coordinator and Administration

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

Name	Title
Sean S. Brown	Principal
Robin Broner	Assistant Principal
Cecelia Ward	Reading Coach
Monica Godfrey	Writing Coach
Kimberly Hankerson	CRT

How the school-based LLT functions

Monthly meetings are held to focus on enhancing the implementation of the 130-minute ELA block with fidelity to interpret NGSSS, CCSS and benchmarks across grade levels. The team will also foster instructional research-based best practices in the classroom with questioning using Webb's DOK and provide cutting edge ideas to facilitate quality instruction.

Major initiatives of the LLT

The major initiative of the LLT is to increase our percentage of students reading on grade level and above by implementing standards-based instruction and rigorous tasks. In order to promote and support local and state literacy initiatives, we will plan and implement a school-wide literacy night, accelerated reader program, and integrate reading and language arts across all content areas.

Every Teacher Contributes to Reading Instruction

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

To ensure that every teacher contributes to the reading improvement of every student, teachers attend on-going professional development, implement rigorous standards-based instruction, actively participate in weekly common planning and data meetings, and observe demonstration classrooms.

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

Local preschools, Head Start, VPK and daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective kindergartners and their parents.

Parents are encouraged to bring their students to "Meet the Teacher" during preplanning week and also participate in Open House.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and FAIR to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with students who are experiencing transitional difficulties.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

At Wheatley we provide students with instruction across content areas. In every subject, teachers use real-world applications to reinforce students' higher-order academic skills and enhance rigor in the classroom. We provide students with the opportunity to participate in reading, math, and science nights; as well as, teach-in. During these events, real-world people are brought in to speak about their careers.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

At Wheatley, we offer the STEAM program which is a 21st century grant that provides students with reading and math instruction, which is analyzed and developed through science, technology, engineering and the arts. It is a contextual curriculum where the students have opportunity to select specific courses that relate to science, engineering, technology, or the arts.

Strategies for improving student readiness for the public postsecondary level

NA

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	38%	41%	Yes	44%
American Indian				
Asian				
Black/African American	36%	43%	Yes	42%
Hispanic	46%	34%	No	51%
White				
English language learners	40%	36%	No	46%
Students with disabilities	28%	29%	Yes	35%
Economically disadvantaged	38%	41%	Yes	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	20%	30%
Students scoring at or above Achievement Level 4	25	17%	25%

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>		100%
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)	99	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	102	71%	75%

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)	20	45%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	23%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	30%	35%

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	25	59%	70%
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	34%	44%	Yes	41%
American Indian		0%		
Asian		0%		
Black/African American	33%	42%	Yes	39%
Hispanic	41%	47%	Yes	47%
White		0%		
English language learners	38%	46%	Yes	44%
Students with disabilities	22%	29%	Yes	30%
Economically disadvantaged	34%	44%	Yes	41%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	30%	40%
Students scoring at or above Achievement Level 4	17	12%	20%

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>		100%
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	84	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	16	48%	65%

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	10	26%	31%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

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)	286		
Participation in STEM-related experiences provided for students	160	56%	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	136	48%	40%
Students retained, pursuant to s. 1008.25, F.S.	13	22%	14%
Students who are not proficient in reading by third grade	35	58%	45%
Students who receive two or more behavior referrals	41	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	14%	10%

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

We will increase parental involvement through PTA, SAC, curriculum nights, school performances, and award ceremonies. We also have added a Parent Resource Program Assistant to assist with increasing our parental involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement by 15% to ensure 50% parent participation in 3 or more school-wide events	50	17%	30%

Goals Summary

- G1.** Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.
- G2.** Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

Goals Detail

G1. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- MTSS Team
- MTSS 10-day cycle
- Researched-based instructional and intervention materials
- Progress monitoring and assessment data
- Leadership team

Targeted Barriers to Achieving the Goal

- Teachers inconsistently progress monitor students
- Teachers lack of understanding of differentiated instructional strategies

Plan to Monitor Progress Toward the Goal

Analyze assessment and iObservation data to measure progress toward achieving our goal. Adjustments will be made based on data.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

September/Bi-weekly

Evidence of Completion:

Assessment and iObservation data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

Targets Supported

- Writing
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Items Specifications
- IMS
- CPalms
- FCAT SCaT
- Thinking Maps
- Science Boot Camp
- Acaletics
- Houghton Mifflin Journeys
- Marzano Art & Science
- Go Math
- Common Core Standards
- NGSSS

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge with creating rigorous centers
- Lack of knowledge of Marzano's DQ2, DQ3,DQ4 and Webb's Depth of Knowledge
- Teachers lack of planning rigorous lessons

Plan to Monitor Progress Toward the Goal

Analyze assessment and iObservation data to determine progress toward the goal.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

September/weekly

Evidence of Completion:

Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

G1.B1 Teachers inconsistently progress monitor students

G1.B1.S1 Teachers will administer formative assessments as indicated by the progress monitoring schedule and analyze data to make instructional decisions.

Action Step 1

The reading coach will create a progress monitoring schedule, administer student assessments and facilitate data meetings to create fluid intervention groups.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, MTSS Coach

Target Dates or Schedule

October/bi-weekly

Evidence of Completion

Progress monitoring schedule, assessment data, and the intervention groups and data meeting minutes

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

Administrators will participate in data meetings and observe tier-2 and tier-3 interventions.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, CRT, and MTSS Coach

Target Dates or Schedule

Weekly classroom observations, bi-weekly data meetings

Evidence of Completion

iObservation and data meeting notes

Plan to Monitor Effectiveness of G1.B1.S1

Administrators monitor for effectiveness by analyzing progress monitoring data and winter benchmark assessment data to determine if skills mastered in intervention have transferred over to the core.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, and MTSS Coach

Target Dates or Schedule

Bi-weekly data meetings

Evidence of Completion

Progress monitoring data and Performance Matters

G1.B2 Teachers lack of understanding of differentiated instructional strategies

G1.B2.S1 Building teacher capacity through professional development on differentiated instructional strategies, to include small-group instruction, scaffolding instruction, and grouping based on data. (N)

Action Step 1

School based coaches will provide professional develop for differentiated instructional strategies.

Person or Persons Responsible

Reading Coach (Cecelia Ward)

Target Dates or Schedule

October 24, 2013/ ongoing through weekly common planning and data meetings

Evidence of Completion

Exit slips and sign-in sheets

Facilitator:

Reading Coach (Cecelia Ward)

Participants:

K-5 teachers, special area teachers, paraprofessionals

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

Administrators will monitor for fidelity by reviewing lesson plans and observing classroom instruction.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly lesson plan checks

Evidence of Completion

iObservation data and lesson plan feedback

Plan to Monitor Effectiveness of G1.B2.S1

We will analyze classroom walk-through data and student achievement data, and identify trends to make instructional decisions.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly leadership team meetings

Evidence of Completion

iObservation data and student achievement data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G2.B1 Lack of teacher knowledge with creating rigorous centers

G2.B1.S1 Provide professional development on creating rigorous centers that target students specific learning needs

Action Step 1

Reading coach will provide professional development on creating rigorous literacy centers.

Person or Persons Responsible

Reading Coach and District Coaches

Target Dates or Schedule

October/weekly common planning

Evidence of Completion

Sign-in sheets and exit slips

Facilitator:

Reading Coach and District coaches

Participants:

K-5 teachers

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

Fidelity will be monitored by observing classrooms and reviewing lesson plans.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

November/weekly

Evidence of Completion

iObservation and lesson plan feedback

Plan to Monitor Effectiveness of G2.B1.S1

We will analyze iObservation and student assessment data.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September/weekly

Evidence of Completion

iObservation data

G2.B2 Lack of knowledge of Marzano's DQ2, DQ3,DQ4 and Webb's Depth of Knowledge

G2.B2.S1 Professional development on Marzano's Art & Science of Teaching (N)

Action Step 1

Administrators will provide professional development on Marzano's DQ2, DQ3, DQ4 and Webb's Depth of Knowledge.

Person or Persons Responsible

Assistant Principal and Leadership Team

Target Dates or Schedule

November 5, 12, & 19/on-going common planning

Evidence of Completion

Sign-in sheets, exit slips, and reflection logs

Facilitator:

Assistant Principal and Leadership Team

Participants:

K-5 teachers

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

Administrators will observe instruction and review lesson plans.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September/Weekly

Evidence of Completion

iObservation data and lesson plan feedback

Plan to Monitor Effectiveness of G2.B2.S1

The leadership team and teachers will analyze our student achievement data.

Person or Persons Responsible

Leadership Team and Teachers

Target Dates or Schedule

September/weekly

Evidence of Completion

Assessment data

G2.B2.S3 Implement the coaching cycle for teachers in need of additional support providing standards-based instruction using Marzano's Design Questions 2, 3, and 4 (N)

Action Step 1

School-based and STO coaches will facilitate the coaching cycle with selected teachers based on iObservation (Element 44) and assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

September/Monthly

Evidence of Completion

Coaching assignments and coaching logs

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Administration will observe classroom instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

September/weekly

Evidence of Completion

iObservation data

Plan to Monitor Effectiveness of G2.B2.S3

Leadership team will analyze benchmark, progress monitoring, and classroom walk-through data.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September/bi-weekly

Evidence of Completion

Student assessment data and iObservation

G2.B3 Teachers lack of planning rigorous lessons

G2.B3.S2 Facilitate structured common planning (N)

Action Step 1

During common planning school-based coaches, district coaches, and teachers will deconstruct standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.

Person or Persons Responsible

School-based Coaches and District Coaches

Target Dates or Schedule

September/weekly

Evidence of Completion

Lesson plans, meeting notes, and coaching logs

Plan to Monitor Fidelity of Implementation of G2.B3.S2

The leadership team will review lesson plans and observe classrooms.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September/weekly

Evidence of Completion

Lesson plan feedback and iObservation data

Plan to Monitor Effectiveness of G2.B3.S2

The leadership team will analyze and monitor student achievement and iObservation data.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September/weekly

Evidence of Completion

Lesson plan feedback and iObservation data

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

Title I, Part A

The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. Funds will be used to provide after school programs. The district coordinates Title I services for educational services and staff development.

Title I, Part C- Migrant

The district-based migrant liaison provides services and support as needed to qualifying students and parents.

Title I, Part D

The district receives funds for students in need of neglected and delinquent services.

Title II

Teachers participate regularly in research-based professional learning based on student assessment data to promote the implementation with fidelity of appropriate best practices to support district initiatives and academic/behavioral goals as set forth in the School Improvement Plan.

Title III

Funds for educational services, resources, and ELL support are provided through the district to improve the education of

immigrants and English Language Learners.

Title X- Homeless

Our district homeless social worker provides resources, such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds are directed to the support of hiring intensive reading teachers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates Red Ribbon week, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our dean of students and outside agency counselors provide resources to parents and families in need of support.

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. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

G1.B2 Teachers lack of understanding of differentiated instructional strategies

G1.B2.S1 Building teacher capacity through professional development on differentiated instructional strategies, to include small-group instruction, scaffolding instruction, and grouping based on data. (N)

PD Opportunity 1

School based coaches will provide professional develop for differentiated instructional strategies.

Facilitator

Reading Coach (Cecelia Ward)

Participants

K-5 teachers, special area teachers, paraprofessionals

Target Dates or Schedule

October 24, 2013/ ongoing through weekly common planning and data meetings

Evidence of Completion

Exit slips and sign-in sheets

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G2.B1 Lack of teacher knowledge with creating rigorous centers

G2.B1.S1 Provide professional development on creating rigorous centers that target students specific learning needs

PD Opportunity 1

Reading coach will provide professional development on creating rigorous literacy centers.

Facilitator

Reading Coach and District coaches

Participants

K-5 teachers

Target Dates or Schedule

October/weekly common planning

Evidence of Completion

Sign-in sheets and exit slips

G2.B2 Lack of knowledge of Marzano's DQ2, DQ3,DQ4 and Webb's Depth of Knowledge

G2.B2.S1 Professional development on Marzano's Art & Science of Teaching (N)

PD Opportunity 1

Administrators will provide professional development on Marzano's DQ2, DQ3, DQ4 and Webb's Depth of Knowledge.

Facilitator

Assistant Principal and Leadership Team

Participants

K-5 teachers

Target Dates or Schedule

November 5, 12, & 19/on-going common planning

Evidence of Completion

Sign-in sheets, exit slips, and reflection logs