

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Waller Elementary School  
11332 E HIGHWAY 388  
Youngstown, FL 32466  
850-764-4341

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 88%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 7%

### School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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### SIP Authority and Template

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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

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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.

### 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.

### 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).

### 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.

### 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.

### 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
Focus Year 1	1	Melissa Ramsey

  

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

## Current School Status

### School Information

#### School-Level Information

**School**

Waller Elementary School

**Principal**

Peggy Bunch

**School Advisory Council chair**

James Fath

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

Name	Title
Cindy Busbee	4th Grade Teacher
Christine York	3rd Grade Teacher
Deirdre Schmidt	Intervention Teacher
Kelli Ferns	ESE Teacher
Lauren Hughes	Asst. Administrator
Peggy Bunch	Principal

#### District-Level Information

**District**

Bay

**Superintendent**

Mr. William V Husfelt

**Date of school board approval of SIP**

12/10/2013

### 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 Waller Advisory Council (WAC) is a team of people representing various segments of the community—parents, teachers, administrators, support staff, business/ industry people and other interested community members. The following are listed as active members for SY 2013-2014:

- James Fath, Community Member
- Peggy Bunch, Principal
- Tabitha Miller, Parent
- Myrna Lawrence, Parent
- Kim Cicero, Parent
- Rick Pachucki, Parent
- Evon Beard, Support Staff
- Kelli Ferns, Teacher

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

The purpose of WAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The WAC meets monthly to discuss the current status of the student achievement data and any needs found through the evaluation process. At Mid-year, the student achievement data is analyzed to present changes needed for improvement and that analysis is forwarded to the FL Dept. of Education.

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

The WAC will meet each month to review student data , identify problem areas, develop improvement strategies, monitor their implementation, and then start the process over when the next batch of current student data is available.

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

Waller School Advisory has not received any School Improvement Funds to distribute in the past two years. The WAC would convene to decide how best any funds received would be dispersed to complement the school's improvement plan.

### **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**

Waller Elementary is continuously inviting parents and community members to be a part of the Advisory Council. Invitations are sent via school newsletters, emails, and telephone throughout the school year.

## **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:**

<b>Peggy Bunch</b>		
<b>Principal</b>	<b>Years as Administrator: 14</b>	<b>Years at Current School: 4</b>
<b>Credentials</b>	<p>Bachelor of Arts - Elementary Education, Florida State University;                      Master of Science - Educational Leadership, Florida State University;                      State of Florida Certifications - Elementary Education Principalship;                      Endorsements - Gifted, ESOL</p>	
<b>Performance Record</b>	<p>2012-2013 Principal of Waller Elementary School: Grade C w/ 451 points; 57% Reading Proficiency, 65% Learning Gains, and 70% Learning Gains for the lowest 25%; 51% Math Proficiency, 69% Learning Gains, and 74% Learning Gains for the lowest 25%; 26% Writing Proficiency; 39% Science Proficiency</p> <p>2011-2012 Principal of Waller Elementary School: Grade C w/ 489points; 54% Reading Proficiency and 67% Learning Gains and Lowest 25% - 70%; 52% Math Proficiency, 69% Learning Gains and lowest 25% - 56%; 64% Writing Proficiency; 57% Science Proficiency</p> <p>2010-2011 Principal of Waller Elementary School: Grade C w/ 490 points; 74% Reading Proficiency and 64% Learning Gains; 70% Math Proficiency and 52% Learning Gains; 76% Writing Proficiency; 50% Science Proficiency; 85% AYP (White and Economically Disadvantaged)</p> <p>2009-2010 Principal of Waller Elementary School: Grade C w/ 484 points; 84% Reading Proficiency and 56% Learning Gains; 82% Math Proficiency and 48% Learning Gains; 67% Writing Proficiency; 61% Science Proficiency; 92% AYP (Students with Disabilities)</p> <p>2008-2009 Asst. Principal at Deane Bozeman School: Grade B; Reading Mastery 62%; Math Mastery 68%; Science Mastery 37%; AYP 79% with White, ED, and SWD not making AYP in reading or math</p>	

**Lauren Hughes**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

Bachelor of Arts - Psychology, Florida State University; Master of Business Administration, Florida State University; State of Florida Certifications- Elementary Education, Middle Grades Integrated Curriculum; Endorsements- ESOL, Gifted

**Performance Record**

2011-2013 Lead Program Manager at Beacon Learning Center - located in the District Office  
 2010-2011 - First Grade Teacher at Lynn Haven Elementary School: Grade A with 557 points; 84% Reading Proficiency and 64% Learning Gains; 86% Math Proficiency and 62% Learning Gains; 89% Writing Proficiency; 58% Science Proficiency  
 2009-2010 - Third Grade Teacher at Lynn Haven Elementary School: Grade A with 572 points; 84% Reading Proficiency and 64% Learning Gains; 87% Math Proficiency and 66% Learning Gains; 79% Writing Proficiency; 64% Science Proficiency  
 2008-2009 - Third Grade Teacher at Lynn Haven Elementary School: Grade A with 620 points; 89% Reading Proficiency and 70% Learning Gains; 92% Math Proficiency and 78% Learning Gains; 77% Writing Proficiency; 69% Science Proficiency  
 2007-2008 - Third Grade Teacher at Lynn Haven Elementary School: Grade A with 565 points; 87% Reading Proficiency and 65% Learning Gains; 87% Math Proficiency and 72% Learning Gains; 83% Writing Proficiency; 46% Science Proficiency

**Instructional Coaches**

**# of instructional coaches**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Margo Deal</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Other	
<b>Credentials</b>	M.A. Language and Literature B.A. English Reading Endorsement (last component to be completed Oct 2013) 6-12 Secondary English certification	
<b>Performance Record</b>	She is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts, specifically Writing.	

<b>Karen Beck</b>		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0
<b>Areas</b>	RtI/MTSS	
<b>Credentials</b>		
<b>Performance Record</b>	She is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of MTSS..	

<b>Phuonghoa "Pauline" Vu</b>		
Part-time / District-based	Years as Coach: 9	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BS-Elem Ed. MS-Sped Ed Ed. S-Educational Leadership ESOL Endorsed Reading Endorsed	
<b>Performance Record</b>	She is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.	

<b>Tracy Rogers</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Other	
<b>Credentials</b>	BS & FL certification Elementary Education 1-6 MS & FL certification Reading K-12 National Board Certification middle childhood generalist 2004-2014	
<b>Performance Record</b>	She is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts, specifically Writing.	

<b>Doug Fontaine</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, RtI/MTSS, Other	
<b>Credentials</b>	He is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area Technology and Multi-Media.	
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	30
<b># receiving effective rating or higher</b>	30, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	30, 100%
<b># ESOL endorsed</b>	9, 30%
<b># reading endorsed</b>	3, 10%
<b># with advanced degrees</b>	12, 40%
<b># National Board Certified</b>	1, 3%

**# first-year teachers**

1, 3%

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

9, 30%

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

9, 30%

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

11, 37%

**Education Paraprofessionals**

**# of paraprofessionals**

20

**# Highly Qualified**

20, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

9

**# 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**

1. Work with District Human Resource staff to ensure vacancies are field with highly qualified teachers. (Principal and Human Resource Director)
2. Partner new teachers with staff training specialist. (Principal and Staff Development Director)
3. Have regularly scheduled monthly meetings with new teachers to discuss teacher needs, student data, and professional development opportunities. (Principal and Staff Training Specialist)
4. Provide appropriate and meaningful staff development opportunities for seasoned teachers. (Principal, Asst. Administrator, Title I Resource Teachers, Staff Training Specialist)
5. Provide leadership opportunities to all teachers. (Principal and Asst. Administrator)

**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**

The Lighthouse Team (Dee Schmidt, Jane Schmidt, Christine York, Joe Ann Jones, Bobbie Mertes, Kelli Ferns, Theresa Kostic): This team assists in empowering the school to sustain and continually improve its leadership model based on The Leader in Me program. This includes mentoring teachers, organizing school activities, decorating common areas, leadership roles for students, parental involvement, service learning projects, and training new staff.

Along with meetings with the administration, the Bay District Schools provides a staff training specialist to assist new and seasoned 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**

The members of the MTSS Leadership Team will meet with the faculty, the School Improvement Team, and the School Advisory Council (SAC) to evaluate/monitor the SIP throughout the year. The team will provide data on the targeted students in Tier II and Tier III, help set clear expectations for instruction, make sure that interventions coincide with the SIP goals, and offer suggestions on revising the SIP to meet the needs of all students.

The MTSS Problem Solving process is used in developing and implementing the SIP in that the areas that need improvement are targeted and strategies, or interventions, are developed to make sure that goals are reached. The same process that is used in MTSS for students is used in developing the SIP for the entire school. In addition, modifications are made to the SIP if, in fact, the strategies are found to not be working. New strategies are put into place until the goal is met.

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

The school-based MTSS Team meets once a month (or more if needed). The Intervention teachers will share any new district MTSS information with the team who in turn will share with their respected grade groups. Current interventions will be discussed and reviewed to determine their strengths and/or weaknesses. Progress Monitoring materials will be discussed and reviewed as well to make sure they are being implemented with fidelity. The team will also review current MTSS students, their interventions, and their progress monitoring data to determine those that are making progress and those who need their interventions modified.

The school-based MTSS team works closely with the School Improvement Team to make sure that all aspects of the School Improvement Plan are being considered in regards to student progress and interventions. The members of the MTSS Leadership Team will meet with the faculty, the School Improvement Team, and the School Advisory Council (SAC) to evaluate/monitor the SIP throughout the year. The team will provide data on the targeted students in Tier II and Tier III, help set clear expectations for instruction, make sure that interventions coincide with the SIP goals, and offer suggestions on revising the SIP to meet the needs of all students.

The MTSS school-based leadership team also works closely with the Waller Leadership Team to match student reading/math deficits and appropriate research-based interventions. The Waller Leadership team shares the latest research and research-based materials with the MTSS Team to ensure that everyone at Waller is working toward the same goal of student achievement.

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

The school's Leadership Team pairs monthly to go over each classroom teachers Tier 2 and Tier 3 for fidelity. A form is completed and given to the administration when all files have been checked. This year, through the Bay District Schools Main Information System, FOCUS, and it's counter-part, ENRICH, the fidelity check will be paperless. We will project the FOCUS/ENRICH data input by the classroom teachers each month for discussion and analysis.

**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**

Florida Kindergarten Readiness (FLKRS) and Diagnostic Assessment of Reading (DAR) (reading)  
 Discovery Education Assessment (reading, math, and science)

DIBELS Data System (reading)

www.easycbm.com progress monitoring (math)

Other district approved intervention materials that follow the requirements of MTSS

Data is consistently reviewed by the classroom and intervention teachers. The MTSS team will meet once a month (or more if needed) to review data.

This year, through the Bay District Schools Main Information System, FOCUS, and it's counter-part, ENRICH, the student data will be input by the classroom teachers each month and charted. The Leadership Team will project the FOCUS/ENRICH student data for discussion and analysis at each monthly meeting.

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

Professional development will be provided by the various staff training specialists employed by the district. The professional development will be available to all teachers and para-educators. In addition, the intervention teachers will meet once a month with their assigned grade level to update and train classroom teachers on all areas of MTSS. Training has and will be provided to all staff on math interventions, reading interventions, and progress monitoring materials. The MTSS Team will be a constant, available resource to all staff at all times throughout the school year.

The plan to support MTSS at Waller Elementary will include the analysis of student data to determine the academic need of every student. With the findings in the data analysis, the classroom teacher and administration will determine if Tier I core strategies need to be adjusted prior to placing a student in Tier II strategies. Progress monitoring will be in place to determine the effectiveness of the strategies, moving the student, if need be, to Tier III strategies and continued progress monitoring. Communication between teacher, student, parent, and administration will occur often. Waller teachers and administration will communicate with district level MTSS support personnel for input, advice, and training if needed. Title I funds are used to employ three Intervention (MTSS) teachers, nine para-educators and acquire additional research-based materials for students in the MTSS process.

Waller Elementary teachers are using the Bay District Schools web-based Parent Portal. Teachers are able to communicate through this system, email, and student-led conferences. Parents are invited to meet with the teacher, the guidance counselor and the administration through the Child Study process to review the data and determine what the next best step would be to ensure the student's academic success.

**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:** 30

Students are able to stay after school to participate in activities using robotics elements to design robots and program their capabilities.

**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 is collected at the beginning, the middle, and at the end of each school year to determine the effectiveness of the program. The data is derived from Discovery Education Assessments, classroom assessments, and a robotics demonstration at the end.

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

The administration has appointed a teacher who has been endorsed with Gifted Students Education.

**Literacy Leadership Team (LLT)**

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

Name	Title
Donna Shipes	Kindergarten Teacher
Suzanne Carter	1st Grade Teacher
Bertie Broaddus	2nd Grade Teacher
Christine York	3rd Grade Teacher
Timothy Crowley	4th Grade Teacher
Kimberly Franklin	5th Grade Teacher
Jane Schmidt	Media Specialist
Kelli Ferns	ESE Teacher
Dee Schmidt	Intervention Teacher
Lauren Hughes	Asst. Administrator
Peggy Bunch	Principal

**How the school-based LLT functions**

Waller Elementary's LLT is responsible for implementing the Comprehensive Reading Plan with fidelity. The LLT has scheduled monthly meetings on the second Wednesday of each month. The administrators will lead the group in a book study as well as discuss data collected monthly by the grade level representatives on the schools' lower achieving students. The members of the LLT will disseminate the information to their grade levels.

**Major initiatives of the LLT**

The major initiative of the LLT will be to discuss and demonstrate differentiated instruction strategies and what that looks like in the classroom. Implementing Lesson Study at each grade level will be a direct influence on that initiative.

## Every Teacher Contributes to Reading Instruction

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

Each classroom teacher at Waller elementary has an uninterrupted 90 minute ELA block. Teachers use differentiated literacy stations and implement guided reading each day. Special Area teachers integrate reading skills into their lessons as well. Intervention and ESE resources teachers meet with small groups of students for additional reading instruction. Each teacher attended the Common Core Institute offered by the district. One teacher from each grade level attended an additional Common Core training by the state. Administrators will walk through classrooms during the reading block on a regular basis to ensure each teacher is contributing to the improvement of reading. The data collected in the beginning, middle and end of school through school-wide assessments as well as classroom grade averages will also help determine the teacher's contribution to the improvement of reading.

## 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

Waller Elementary has two Voluntary Pre-school classes on campus that have full access to the amenities of the school all year. We also coordinate with Early Education and Care, Inc., (Head Start) for tours, use of our facilities and special events. We also have planned a day to visit the community offering information for preschool students not registered in an educational program. This effort will be coordinated through our Title I Parent Liaison, our local volunteer Fire Department and our business partners that support our students, community, and school.

## 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

Career field representatives are invited to provide a 30-minute session to explain the education and training required for their job. All students are able to attend three sessions of their choice. This activity will be in its fifth year with representatives from the armed forces, medical fields, forestry, fire department, law enforcement, animal handlers, TV personalities, government officials, and lawyers to name a few.

S.T.E.M. is also provided to the students once per week. There they are able to explore many topics that are of interest to each child. Waller Elementary students are also able to participate in after-school activities such as Robotics Club, Girls on the Run, and Guys on the Go where mentors are able to give some guidance as to being ready for a career or college.

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

Waller Elementary School is a The Leader In Me school. We are teaching through a student workbook at the beginning of school and then ubiquitously throughout the school promoting the 7-Habits of Highly

Effective People (Steven Covey). Each child has a Leadership Notebook that holds their personal mission, vision, and goals as well as the data they collect throughout the year. Our teachers are training the students to conference with their parents about their goals and achievements. Students in fourth and fifth grades have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Safety Patrol (civic responsibility and city police), and Student Council (civic responsibility and city government).

As early as Pre-Kindergarten, Waller's students are given many opportunities to learn the responsibilities of being a leader.

**Strategies for improving student readiness for the public postsecondary level**



## 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	62%	57%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic				
White	63%	59%	Yes	66%
English language learners				
Students with disabilities	43%	30%	No	48%
Economically disadvantaged	61%	56%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	57%	66%
Students scoring at or above Achievement Level 4	63	27%	28%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	161	65%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	42	70%	76%

### 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	23	27%	30%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### 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	56%	51%	No	60%
American Indian				
Asian				
Black/African American				
Hispanic				
White	57%	52%	No	61%
English language learners				
Students with disabilities	47%	33%	No	52%
Economically disadvantaged	55%	49%	No	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	30%	38%
Students scoring at or above Achievement Level 4	50	21%	22%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	167	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	67%	74%

**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	19	59%	39%
Students scoring at or above Achievement Level 4	10	22%	24%

**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)	9		
Participation in STEM-related experiences provided for students	500	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	77	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	33	6%	5%
Students who are not proficient in reading by third grade	97	32%	25%
Students who receive two or more behavior referrals	27	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	4%	4%

**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**

The Title I Resource Teacher and the Parent Liaison will coordinate with the administration/faculty/staff as well as the Waller PTO to offer opportunities for parents to learn how to help their child be successful in academics and goal setting.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Title I Annual Meeting – State developed PowerPoint presentation (AYP, NG-SSS, Parents’ Rights, etc.)	24	6%	10%
Open House – Each teacher provides expectations of student achievement and how parents can support at home	340	85%	100%
Curriculum nights where parents are given specific skills and strategies for student success and how parents can support at home	340	85%	100%
Provide parent leadership opportunities through WAC and PTO meetings	6	1.5%	10%
Publish Newsletter- provide information to parents regarding strategies for success, assessment information, Title I information, etc.	515	100%	100%
Distribute FCAT and other assessment results, progress reports and report cards	515	100%	100%
Student leadership notebooks containing pertinent school information	515	100%	100%
Workshops regarding Technology and access to the parent portal	60	15%	50%
Student led Parent/Teacher conferences	NA	NA%	100%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Waller Elementary will increase the academic performance for students at level 1 and level 2 in all subjects and subgroup areas through targeted instruction based on ongoing examination of triangulated data from various school wide assessments.

## Goals Detail

**G1.** Waller Elementary will increase the academic performance for students at level 1 and level 2 in all subjects and subgroup areas through targeted instruction based on ongoing examination of triangulated data from various school wide assessments.

### Targets Supported

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

- Three intervention teachers and nine paraprofessionals work with tier two and tier three MTSS students to lessen their skills gap and improve performance.
- Grade levels participate in vertical and horizontal planning to ensure our school is working as a team to help meet each student's needs. Horizontal planning will occur during each grade-level's common planning time.
- The school leadership team meets once a month to review data and discuss curricular coordination.
- The Leader in Me program fosters ownership of learning. Students create and monitor academic and personal goals.
- Technology - teachers will incorporate uses of SMART technology in all subject areas to appeal to auditory and visual learners.
- Strong Tier 1 instruction. Each teacher attended the Common Core Institute at GCSC and a representative from each subject area attended an additional CCSS training offered by FLDOE to share with the school.
- Special area teachers work to integrate CCSS standards from the classroom into their lessons.

### Targeted Barriers to Achieving the Goal

- Attendance - absences, tardies, checking out of school early, and parent's lack of transportation
- Motivation
- Following up with data to analyze and share with teachers, intervention teachers, and paraprofessionals.

## Plan to Monitor Progress Toward the Goal

Students who are present at school each day will receive needed instruction to improve performance.

**Person or Persons Responsible**

Peggy Bunch, principal Lauren Hughes, administrative assistant Leadership Team

**Target Dates or Schedule:**

From August 2013 to June 2014

**Evidence of Completion:**

Improved attendance Students at levels 1 and 2's performance will improve.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Waller Elementary will increase the academic performance for students at level 1 and level 2 in all subjects and subgroup areas through targeted instruction based on ongoing examination of triangulated data from various school wide assessments.

**G1.B1** Attendance - absences, tardies, checking out of school early, and parent's lack of transportation

**G1.B1.S5** The Parent Liaison will contact parents if a trend of absences, tardies, or check outs occur. She will offer assistance to help improve the student's attendance.

### Action Step 1

The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance.

#### Person or Persons Responsible

Deserray McQuagge, parent liaison Peggy Bunch, principal Lauren Hughes, administrative assistant Andrea Hodge, guidance counselor

#### Target Dates or Schedule

daily

#### Evidence of Completion

Focus report, documentation of phone calls

#### Facilitator:

Beth Champion, District

#### Participants:

Parent Liaison

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

check FOCUS reports and documentation of phone calls made to parents - follow up if necessary

#### Person or Persons Responsible

Peggy Bunch, principal Lauren Hughes, administrative assistant

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Documentation will be kept in an attendance binder.

### Plan to Monitor Effectiveness of G1.B1.S5

The leadership team will review attendance data and track trends.

#### Person or Persons Responsible

Peggy Bunch, principal Lauren Hughes, administrative assistant Leadership Team

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Leadership team documentation.



## G1.B3 Motivation

**G1.B3.S2** Teachers will use differentiated instruction based on students' level of academic need.

### Action Step 1

Teachers and Intervention teachers will use data to determine grouping of students.

#### Person or Persons Responsible

Classroom teachers Intervention teachers

#### Target Dates or Schedule

#### Evidence of Completion

Teacher's lesson plans will reflect guided instruction in core areas.

#### Facilitator:

Intervention Teachers; Technology Specialist; Media Specialist

#### Participants:

Teachers

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

Administrators will review lesson plans weekly to ensure they include differentiated instruction and flexible grouping. Administrators will visit classrooms to ensure classroom actions reflect lesson plans.

#### Person or Persons Responsible

Peggy Bunch, principal Lauren Hughes, administrative assistant

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Lesson plans. Classroom walk through.

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

Each month the leadership team will meet and review data. Student grouping may need to change. Teachers will monitor grades and regroup students as necessary.

### Person or Persons Responsible

Peggy Bunch, principal Lauren Hughes, administration assistant Leadership team Classroom teachers

### Target Dates or Schedule

monthly

### Evidence of Completion

Leadership documentation. Administrator - teacher conferences. Lesson plans.

**G1.B5** Following up with data to analyze and share with teachers, intervention teachers, and paraprofessionals.

**G1.B5.S1** Assistance with establishing flexible guided grouping and differentiated instruction based on data.

### Action Step 1

All stakeholders will analyze data (DEA assessments, SM5 data, common assessments, MTSS data, district writing assessment) and use it to drive instruction, grouping, and MTSS placement of students.

### Person or Persons Responsible

Teachers, students, parents, administrators

### Target Dates or Schedule

weekly, monthly

### Evidence of Completion

Conference notes, leadership team documentation, lesson plans.

### Facilitator:

The administration and the Intervention teachers will provide small group and individual training sessions for teachers

### Participants:

Teachers, students, parents, administrators

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

After data is analyzed, administrators will need to follow up with teachers to ensure students are regrouped and receiving differentiated instruction based on their current needs.

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

Peggy Bunch, principal Lauren Hughes, administrative assistant

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

Monthly

#### **Evidence of Completion**

Lesson plans, data chat documentation.

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

New data from assessments will be compared to previous data to ensure effectiveness.

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

Peggy Bunch, principal Lauren Hughes, administrative assistant Leadership Team

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

August 2013 - June 2014

#### **Evidence of Completion**

Leadership team documentation.

## 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

Waller Elementary is able to offer at-risk students remedial strategies with three excellent intervention teachers that are Reading Endorsed and/or National Board Certified, or working towards endorsement/certification. The intervention teachers have nine para-educators to work with the at-risk students as well. Their effort is to ensure the foundational skills of those children are firm. The Intervention teachers will coordinate with the grade level teachers to determine appropriate interventions to increase student learning gains and achievement. Waller is also offering after-school tutoring to ensure our students' needs requiring additional remediation are assisted. Waller Elementary School will also provide professional development opportunities to the teachers and Para-educators. Our instructional staff for Students with Disabilities will receive support through the Florida Inclusion Network as well as with Title I.

#### Title I, Part C- Migrant

Migrant services and support are provided by our district and by Panhandle Area Educational Consortium (PAEC). These services and support are provided as needed to our community families.

#### Title I, Part D

Waller Elementary will work hand-in-hand with Bay District School's plan for meeting the educational needs of neglected, delinquent, and at-risk children and youth.

#### Title II

The Title II funds we receive will be used to purchase professional reading/study materials for book studies to affect teacher quality as well as target specific needs found through teacher self-assessments. Our district coordinators with Title II are also offering professional development opportunities as well as subject specific resource materials for teachers.

#### Title III

Bay District will provide educational materials and ELL support services to ensure that the educational needs of our English Language Learners are met. Waller Elementary is working closely with the District coordinator for ELL to obtain on-site training as well as on-line training for teachers who haven't received/completed the ESOL endorsement.

#### Title X- Homeless

Bay District provides a Social Worker for students identified as homeless. The Social Worker coordinates resources (clothing, school supplies, and social services referrals). Waller's Title I resource teacher and Guidance Counselors will also work closely together to provide needed resources and support. Waller's teachers will have an opportunity to hear/receive advice/strategies from the District Coordinator in order to better understand the needs of the homeless.

#### Supplemental Academic Instruction (SAI)

If SAI funds are available, they will be coordinated with Title I funds to provide tutoring sessions for students making Level 1 in reading and math. SAI funds will be used to expand the tutoring program so that all Level 2 students will also receive remedial support.

#### Violence Prevention Programs

The school offers a non-violence program through the Positive Behavior Support (PBS) Model addressing behavioral needs. Waller Elementary will continue to offer explicit, appropriate and consistent strategies in all common areas as well as classrooms. Teachers will be able to design their classroom rules around the school-wide expectations.

#### Nutrition Programs

Chartwell's is working to ensure that all students are receiving the most nutritious meals available.

#### Head Start

Waller Elementary proudly supports the Voluntary Pre-Kindergarten program by providing facilities for two full classes. These children are experiencing the use of the many services provided to all students on the

Waller Elementary campus. The two instructional providers have been a part of the Waller community for several years and are excellent in teaching their students skills that have them well prepared for starting Kindergarten.

#### Adult Education

Through our Title I program, Waller will communicate and partner with the District's Technical/Vocational school to offer computer access to our students' parents for on-line learning (ie. GED, College Coursework) while visiting our on-site Parent Center.

#### Career and Technical Education

Career field representatives are invited to provide a 30-minute session to explain the education and training required for their job. All students are able to attend three sessions of their choice. This activity will be in its fourth year with representatives from the armed forces, medical fields, forestry, fire department, law enforcement, animal handlers, TV personalities, government officials, and lawyers to name a few.

#### Job Training

Students in fourth and fifth grades have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Safety Patrol (civic responsibility and city police), and Student Council (civic responsibility and city government).

As early as Pre-Kindergarten, Waller's students are given many opportunities to learn the responsibilities of being a leader.

## 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.** Waller Elementary will increase the academic performance for students at level 1 and level 2 in all subjects and subgroup areas through targeted instruction based on ongoing examination of triangulated data from various school wide assessments.

**G1.B1** Attendance - absences, tardies, checking out of school early, and parent's lack of transportation

**G1.B1.S5** The Parent Liaison will contact parents if a trend of absences, tardies, or check outs occur. She will offer assistance to help improve the student's attendance.

### PD Opportunity 1

The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance.

#### Facilitator

Beth Champion, District

#### Participants

Parent Liaison

#### Target Dates or Schedule

daily

#### Evidence of Completion

Focus report, documentation of phone calls

## **G1.B3 Motivation**

**G1.B3.S2** Teachers will use differentiated instruction based on students' level of academic need.

### **PD Opportunity 1**

Teachers and Intervention teachers will use data to determine grouping of students.

#### **Facilitator**

Intervention Teachers; Technology Specialist; Media Specialist

#### **Participants**

Teachers

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

#### **Evidence of Completion**

Teacher's lesson plans will reflect guided instruction in core areas.

**G1.B5** Following up with data to analyze and share with teachers, intervention teachers, and paraprofessionals.

**G1.B5.S1** Assistance with establishing flexible guided grouping and differentiated instruction based on data.

### **PD Opportunity 1**

All stakeholders will analyze data (DEA assessments, SM5 data, common assessments, MTSS data, district writing assessment) and use it to drive instruction, grouping, and MTSS placement of students.

#### **Facilitator**

The administration and the Intervention teachers will provide small group and individual training sessions for teachers

#### **Participants**

Teachers, students, parents, administrators

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

weekly, monthly

#### **Evidence of Completion**

Conference notes, leadership team documentation, lesson plans.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Waller Elementary will increase the academic performance for students at level 1 and level 2 in all subjects and subgroup areas through targeted instruction based on ongoing examination of triangulated data from various school wide assessments.	\$11,003
Total		\$11,003

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	\$9,703	\$9,703
School Budget	\$1,300	\$1,300
Total	\$11,003	\$11,003

### Budget Details

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

**G1.** Waller Elementary will increase the academic performance for students at level 1 and level 2 in all subjects and subgroup areas through targeted instruction based on ongoing examination of triangulated data from various school wide assessments.

**G1.B1** Attendance - absences, tardies, checking out of school early, and parent's lack of transportation

**G1.B1.S5** The Parent Liaison will contact parents if a trend of absences, tardies, or check outs occur. She will offer assistance to help improve the student's attendance.

#### Action Step 1

The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance.

**Resource Type**

Personnel

**Resource**

Parent Liaison

**Funding Source**

Title I

**Amount Needed**

\$9,703



**G1.B3 Motivation**

**G1.B3.S2** Teachers will use differentiated instruction based on students' level of academic need.

**Action Step 1**

Teachers and Intervention teachers will use data to determine grouping of students.

**Resource Type**

Personnel

**Resource**

Substitute Teacher - Training can be provided on campus with Peer-Teaching and with District specialist

**Funding Source**

School Budget

**Amount Needed**

\$650

**G1.B5** Following up with data to analyze and share with teachers, intervention teachers, and paraprofessionals.

**G1.B5.S1** Assistance with establishing flexible guided grouping and differentiated instruction based on data.

**Action Step 1**

All stakeholders will analyze data (DEA assessments, SM5 data, common assessments, MTSS data, district writing assessment) and use it to drive instruction, grouping, and MTSS placement of students.

**Resource Type**

Personnel

**Resource**

Substitute Teacher - Training can be provided on campus with Peer-Teaching and with District specialist

**Funding Source**

School Budget

**Amount Needed**

\$650