Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wolf Lake Elementary
1771 W PONKAN RD
Apopka, FL 32712
407-464-3342

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	46%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Wolf Lake Elementary

Principal
Caroll Grimando

School Advisory Council chair
Denise Alhemovich

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

Name	Title
Caroll Grimando	Principal
Patricia Ius	Assistant Principal
Beverly Torrance	Reading Coach, ESOL CCT, Grades 3-5 Intervention Specialist
Jamie Dozier	Curriculum Resource Teacher
Nannette Dominguez	Staffing Specialist
Melody Tennis-Slotsve	Administrative Dean
Jennifer Dickmyer	MTSS Coach, Staffing Specialist
Chrystal LaVoie	Grades K, 1, 2 Intervention Specialist

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

Denise Alhemovich chair Teacher
Amber E. Anderson Parent
Cheron Anderson Parent
Mikeal Blake Parent
Mary Block 5 Teacher
Holly Bowman Parent
Tiffany Bottom Parent
Camille Campbell Parent
Justin Campbell Parent

La Sandra English Parent
Caroll Grimando Principal
Tanya Marshall Parent
Sarah Martin Parent
Pamela Mckinley Parent
Stacy Mulcare-Brodie Parent
Martha Nelson Parent
Robert Rightmyer Business/Community
Karen Saint Cyr Parent
Angela Sander Parent
Pam Schwartz ESE Teacher
Melanie Simmons Parent
Angela Smith 4 Teacher
Paramdai Somwaru Teacher
Edna Springer Parent
Alisha Taylor Parent
Linda Knudsen Classified

Involvement of the SAC in the development of the SIP

The SAC membership is representative, in its composition, of the Wolf Lake Elementary School community. This is in compliance with Florida Statutes. The SAC reviewed the SIP Plan for the 2012-13 school year at several meetings. Ideas for each section of the plan for the 2013-14 SIP were generated and discussed, based on disaggregated student achievement data.
The SAC developed, administered, and implemented School Effectiveness Surveys to parents, students and staff. The results of the surveys were reviewed at the School Advisory Council Retreat, at Parent Teacher Association Meetings, and at a Faculty Meeting. Ideas for each part of the 2013-14 SIP were generated based on feedback from the surveys.

Activities of the SAC for the upcoming school year

The SAC will begin the year by reviewing the computation of the school grade for 2013. The draft of the 2013-14 SIP will be presented and edits to the plan will be solicited.
As student achievement data becomes available, the SAC will review that data and make recommendations on changes to instruction. The principal or her designee will provide a school update at each meeting. Faculty members will present to the committee as the year progresses on the progress of various instructional initiatives. The SAC will provide feedback on this information, as well.

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

The School Improvement Fund for 2013-2014 is $841.00. This is not new money, but funds remaining from previous years. This will be used to purchase test preparation materials, specifically Test Ready and math resource books for teachers to enhance their instructional practices.

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

NA

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:

Caroll Grimando		
Principal	Years as Administrator: 20	Years at Current School: 7
Credentials	M.S. in Educational Leadership, B.S. in Elementary Education, Certified in Educational Leadership/ Elementary and Early Childhood Education.	
Performance Record	Wolf Lake Elementary 12-13 School Grade A Reading- 73% HS, 75% LG, 78% Lowest 25% Math- 72% HS, 61% LG, 63% Lowest 25% Science 59% HS Writing- 59% HS 11-12- School Grade A Reading- 70% HS, 71% LG, 69% LG lowest 25% Math- 75% HS, 75% LG, 61% LG Lowest 25% Writing- 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	

Patricia Ius		
Asst Principal	Years as Administrator: 21	Years at Current School: 1
Credentials	M.S. in Educational Leadership, B.A.E. in English Education Certified in Educational Leadership and English Education	
Performance Record	Wolf Lake Elementary 12-13 School Grade A Reading- 73% HS, 75% LG, 78% Lowest 25% Math- 72% HS, 61% LG, 63% Lowest 25% Science 59% HS Writing- 59% HS Riverside Elementary 11-12- School Grade B Reading- 49% HS, 70% LG, 75% lowest 25% Math-45% HS, 69% LG, 68% lowest 25% Science- 38% HS Writing- 98% HS 10-11 School Grade C Reading 67% HS, 60% LG, 73% lowest 25% Math 59% HS,55% LG, 63% lowest 25% Science 37% HS Writing- 96% 09-10- School Grade B Reading- 71% HS, 61% LG, 75% lowest 25% Math- 63% HS, 61% lg 65% lowest 25% Science 47% HS Writing- 81%	

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jamie Dozier		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	M.S. in Elementary Education, B.S. in Elementary Education, Certified in Elementary Education, National Board Certified Teacher, ESOL Endorsed	
Performance Record	Wolf Lake Elementary 12-13 School Grade A Reading- 73% HS, 75% LG, 78% Lowest 25% Math- 72% HS, 61% LG, 63% Lowest 25% Science 59% HS Writing- 59% HS 11-12- School Grade A Reading- 70% HS, 71% LG, 69% LG lowest 25% Math- 75% HS, 75% LG, 61% LG Lowest 25% Writing- 87% HS Science- 53% HS	

Beverly Torrance		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	M.S. in Reading Education, B.S. in Elementary Education, Certified in Elementary Education, ESOL Endorsed	
Performance Record	Wolf Lake Elementary 12-13 School Grade A Reading- 73% HS, 75% LG, 78% Lowest 25% Math- 72% HS, 61% LG, 63% Lowest 25% Science 59% HS Writing- 59% HS 11-12- School Grade A Reading- 70% HS, 71% LG, 69% LG lowest 25% Math- 75% HS, 75% LG, 61% LG Lowest 25% Writing- 87% HS Science- 53% HS	

Classroom Teachers

# of classroom teachers

74

 # receiving effective rating or higher

74, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

74, 100%

 # ESOL endorsed
51, 69%

 # reading endorsed
7, 9%

 # with advanced degrees
28, 38%

 # National Board Certified
5, 7%

 # first-year teachers
1, 1%

 # with 1-5 years of experience
16, 22%

 # with 6-14 years of experience
32, 43%

 # with 15 or more years of experience
25, 34%

Education Paraprofessionals

# of paraprofessionals
21

 # Highly Qualified
21, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # 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

The administration will work to recruit and retain highly qualified, certified-in-field, effective teachers to Wolf Lake Elementary. This will include working through the district to post vacancies in a timely manner. References will be checked in accordance with district guidelines by the administration. Administrators will also use the Effective Educators program to provide coaching and encouragement to teachers in order to increase retention of employees.

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

Teachers new to Wolf Lake Elementary will be assigned mentors, who have documented consistent professional success. These mentors will work with new teachers on a one-on-one basis.
New teachers will also attend "Newbie University" which is organized by the Curriculum Resource Teacher/ Instructional Coach. These in-service events will provide information and guidance on instructional practice and procedures as they are implemented at Wolf Lake Elementary.

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 role of the MTSS Leadership Team is to ensure that high quality instruction and interventions are matched to students' needs. We will do this by frequent progress monitoring of data to assist with making decisions for appropriate instruction and intervention. The MTSS Coordinator will attend district meetings if they are offerred and then share information with the MTSS Leadership Team and WLE instructional staff. The MTSS Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2 and Tier 3 curriculum, materials, resources and interventions. They review both formative and summative assessment data to progress monitor all students involved in the MTSS process. Each grade meets at least weekly in their grade level PLC to discuss student achievement, the tiered interventions and researched based resources that are utilized to implement the MTSS process with fidelity.

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

Administration- Caroll Grimando and Patricia Ius- Responsible for overall school performance, generation and continual revision of SIP. Oversight and management of MTSS.
Reading Coach- Beverly Torrance- Responsible for monitoring, instructional intervention, and status of ESOL and other intervention students.
CRT- Jamie Dozier- Responsible for coordinating testing, instructional core and intervention, and supporting teachers of intervention students.
Staffing Specialists- Jennifer Dickmyer- Coordinator of MTSS efforts, Nannette Dominguez- Responsible for monitoring, instructional intervention, and status of ESE and intervention students.
Dean- Melody Tennis- Responsible for behavioral intervention and positive behavior support for all students.

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

The WLE Leadership Team and MTSS Team are intertwined and assisted with the development of the SIP. The SIP incorporates the core principles of MTSS, which include early intervention, using scientific, research-based materials and resources, using data to make decisions, and monitoring student progress to shape instruction. MTSS efforts are continually progress monitored, as are SIP activities.

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

Data is collected from the following sources: FAIR for reading; Performance Matters Benchmark for reading, math and science; FCAT for reading, math, writing and science; computer based programs

(FASTT Math, FCAT Explorer, Study Island, Reading Eggs) for reading, math, and science; formative assessments for the core curriculum in reading, math and science; and results from school-wide writing prompts. Data management systems include: Performance Matters; EDW; Study Island; FLDOE-FCAT, Orange County Writes and formative and summative assessments. Discipline and attendance data are also continually monitored.

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

The WLE MTSS Coordinator will share information monthly with the instructional staff. This will occur in PLC meetings. The MTSS team will also evaluate professional development needs during their meetings throughout the course of the school year.

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: Extended Day for All Students

Minutes added to school year: 29,820

Children are provided with a safe after-school environment. Assistance is provided with homework completion.

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?

Parents with children in the Extended Day Program are surveyed to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

The Extended Day Coordinator is responsible for monitoring the effectiveness of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 5,400

Children are provided with additional academic instructional time in content areas where data indicates they are performing at a low level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is monitored through benchmark assessments and reports from computer programs such as Study Island, FASST Math, FCAT Explorer, and Reading Eggs.

Who is responsible for monitoring implementation of this strategy?

The Reading Coach and Senior Staffing Specialist monitor the implementation of this strategy for student success.

Literacy Leadership Team (LLT)

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

Name	Title
Caroll Grimando	Principal
Patricia Ius	Assistant Principal
Beverly Torrance	Reading Coach
Jamie Dozier	CRT
Kevin Johnson	Media Specialist
Melissa Lay	First Grade Teacher
Natalie Ussrey	Kindergarten Teacher
Maria Hodges-Cleare	Third Grade Teacher
Kay Buchan	Second Grade Teacher
Diana Carguill	Fourth Grade Teacher
Nikki Hunter	Fifth Grade Teacher
Pamela Schwartz	ESE Teacher

How the school-based LLT functions

The Literacy Team meets at least once a month to discuss data, professional development, student achievement and other school literacy items of interest. The LLT also oversees school wide intervention and enrichment efforts, works collaboratively with PTA and the Parental Involvement Committee to provide parent literacy activities. The LLT works to monitor Study Island to ensure successful implementation of this instructional support program. Administrators conduct classroom observations and give regular professional feedback to faculty and staff.

Major initiatives of the LLT

A major initiative will be the successful implementation of Journeys as the core reading program. Another major initiative will be the introduction of a Reading Resource Teacher/ Intervention Specialist in the primary grades who will model lessons, work collaboratively with teachers and guide PLC Teams in data driven instruction through data analysis. Two Intervention Reading Resource Teachers will serve children in primary and secondary grades.

Every Teacher Contributes to Reading Instruction

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

Teachers are actively involved in tracking reading performance data and providing intervention and enrichment, as needed, to ensure that all children make maximum progress toward their learning goals. Teachers also communicate student reading performance to parents, and provide families with strategies to help their children learn. The Leadership Team monitors achievement data and conferences with each PLC to spot performance trends, both positive and negative. Resources are allocated and teachers are coached to refine instruction based on this information.

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

Kindergarten children and their families attend an orientation in the spring. The children are screened for kindergarten readiness skills before they attend class in August. This information is used to place children in the classrooms that will best meet their needs. All kindergarten children are screened with FLKRS and interventions are put in place based on this data.

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	73%	73%	Yes	76%
American Indian		0%		
Asian	88%	78%	No	90%
Black/African American	65%	57%	No	69%
Hispanic	68%	61%	No	72%
White	78%	84%	Yes	81%
English language learners	54%	36%	No	59%
Students with disabilities	42%	28%	No	48%
Economically disadvantaged	63%	55%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	28%	32%
Students scoring at or above Achievement Level 4	224	44%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	237	75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	61	78%	81%

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)	53	49%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	29%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	28%	31%

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	100	59%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	72%	No	77%
American Indian				
Asian	94%	94%	Yes	95%
Black/African American	63%	56%	No	67%
Hispanic	71%	63%	No	74%
White	78%	81%	Yes	80%
English language learners	64%	40%	No	68%
Students with disabilities	38%	33%	No	45%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	32%	35%
Students scoring at or above Achievement Level 4	200	40%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	192	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	47	63%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	26%	29%
Students scoring at or above Achievement Level 4	57	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		10
Participation in STEM-related experiences provided for students	350	33%	66%

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	86	7%	7%
Students retained, pursuant to s. 1008.25, F.S.	19	2%	1%
Students who are not proficient in reading by third grade	33	19%	16%
Students who receive two or more behavior referrals	41	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	139	12%	11%

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

Increase the number of opportunities for parents to be involved by scheduling two additional parent nights, one for science and one for math.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of parent involvement from 98% to 99%.	1097	98%	99%

Goals Summary

G1. Wolf Lake Elementary will reduce the achievement gap in FCAT reading for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

G2. Wolf Lake Elementary will reduce the achievement gap in FCAT math for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

Goals Detail

G1. Wolf Lake Elementary will reduce the achievement gap in FCAT reading for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

Targets Supported

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

Resources Available to Support the Goal

- Professional development component designed to train teachers to use student achievement data analysis to plan and deliver targeted instruction.

Targeted Barriers to Achieving the Goal

- Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.
- Increasing rigor while meeting changing standards with a new reading series is challenging and complex.

Plan to Monitor Progress Toward the Goal

Monitor the effect of diagnostic matching of student achievement data to instructional delivery and assessment on student learning gains.

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results of FAIR and Benchmark Tests. Results of FCAT at the end of the year.

G2. Wolf Lake Elementary will reduce the achievement gap in FCAT math for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional development component designed to train teachers to use student achievement data analysis to plan and deliver targeted instruction.

Targeted Barriers to Achieving the Goal

- Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.
- Increasing rigor while meeting changing standards with a new math series is challenging and complex.

Plan to Monitor Progress Toward the Goal

Monitor the effect of diagnostic matching of student achievement data to instructional delivery and assessment on student learning gains.

Person or Persons Responsible

School-Based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results of Go Math and Benchmark Tests. Results of FCAT at the end of the year.

Action Plan for Improvement

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

G1. Wolf Lake Elementary will reduce the achievement gap in FCAT reading for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

G1.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.

G1.B1.S1 Provide professional development in data analysis and instructional adaptation and delivery.

Action Step 1

Professional development in Becoming a Reflective Teacher, Deliberate Practice, SharePoint, and Common Lesson Planning

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

August- December 2013

Evidence of Completion

Deliberate Practice Teacher Growth Plans, lesson plans, observation data, lesson study reflections

Facilitator:

School-based Leadership Team

Participants:

All instructional personnel

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

Monitor the use of data to diagnostically match academic instruction to the needs of individual children.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Deliberate Practice Plans, lesson plan feedback documentation, observation data, lesson study reflections

Plan to Monitor Effectiveness of G1.B1.S1

Monitor diagnostic matching of student achievement data to instructional delivery and assessment.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Observation data, instructional coaching evidence through PLC minutes, FAIR and Benchmark scores

G1.B1.S2 Provide professional development in implementing CCSS and increasing rigor.

Action Step 1

Professional development in CCSS and increasing rigor through use of Professional Learning Community collaboration and IObservation feedback

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

September 2013- April 2014

Evidence of Completion

Professional development documentation, lesson plans

Facilitator:

School-Based Leadership Team

Participants:

Instructional Personnel

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

Monitor implementation of CCSS and increased rigor in all grades

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, IObservation data

Plan to Monitor Effectiveness of G1.B1.S2

Monitor student learning gains for correlation with CCSS and increased rigor

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR and Benchmark Test results. End of the year FCAT results.

G1.B2 Increasing rigor while meeting changing standards with a new reading series is challenging and complex.

G1.B2.S1 Provide professional development in CCSS and increasing rigor.

Action Step 1

Provide professional development in CCSS and increasing rigor through the use of Professional Learning Community collaboration and IObservation feedback.

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

September 2013-April 2014

Evidence of Completion

Professional development documentation, lesson plans

Facilitator:

School-Based Leadership Team

Participants:

Instructional Personnel

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

Monitor implementation of CCSS and increased rigor in all grades

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, IObservation data

Plan to Monitor Effectiveness of G1.B2.S1

Monitor student learning gains for correlation with CCSS and increased rigor

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

FAIR and Benchmark Test results, End of the year FCAT scores

G2. Wolf Lake Elementary will reduce the achievement gap in FCAT math for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

G2.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.

G2.B1.S1 Provide professional development in data analysis and instructional adaptation and delivery.

Action Step 1

Professional development in Becoming a Reflective Teacher, Deliberate Practice, SharePoint, and Common Lesson Planning

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

August 2013- December 2013

Evidence of Completion

Deliberate Practice Teacher Growth Plans, lesson plans, observation data, lesson study reflections

Facilitator:

School-Based Leadership Team

Participants:

All Instructional Personnel

Action Step 2

Professional development in data analysis and instructional adaptation and delivery

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

August 2013- December 2013

Evidence of Completion

Deliberate Practice Teacher Growth Plans, Professional Learning Community Meeting minutes, Professional Development records

Facilitator:

Participants:

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

Monitor the use of data to diagnostically match academic instruction to the needs of individual children.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Deliberate Practice Plans, lesson plan feedback documentation, observation data, lesson study reflections, professional learning community minutes

Plan to Monitor Effectiveness of G2.B1.S1

Monitor diagnostic matching of student achievement data to instructional delivery and assessment.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Observation data, instructional coaching evidence through PLC minutes, Go Math and Benchmark scores

G2.B1.S2 Provide professional development in implementing CCSS and increasing rigor.

Action Step 1

Professional development in CCSS and increasing rigor through use of Professional Learning Community collaboration and IObservation feedback

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

September 2013- April 2014

Evidence of Completion

Professional development documentation, lesson plans

Facilitator:

School-Based Leadership Team

Participants:

Instructional Personnel

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

Monitor implementation of CCSS and increased rigor in all grades

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, IObservation data

Plan to Monitor Effectiveness of G2.B1.S2

Monitor student learning gains for correlation with CCSS and increased rigor

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math and Benchmark Test results. End of the year FCAT results.

G2.B2 Increasing rigor while meeting changing standards with a new math series is challenging and complex.

G2.B2.S1 Provide professional development in CCSS and increasing rigor.

Action Step 1

Professional development in CCSS and increasing rigor through use of Professional Learning Community collaboration and IObservation feedback.

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

September 2013-April 2014

Evidence of Completion

Professional development documentation, lesson plans

Facilitator:

School-Based Leadership Team

Participants:

Instructional Personnel

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

Monitor implementation of CCSS and rigor in all grades

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, IObservation data

Plan to Monitor Effectiveness of G2.B2.S1

Monitor student learning gains for correlation with CCSS and increased rigor

Person or Persons Responsible

School-Based Leadership Team, Professional Learning Community Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Go Math and Benchmark Tests. End of the year FCAT results.

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 II funding for $2,800 will be used for a mathematics in-service book study. Books will be purchased. Substitutes will be purchased. Each Professional Learning Community's two math specialists and the math lab teacher will participate for two days.
Supplemental Academic Instruction funding for $19,815 will be used to provide for students' academic needs. $12,151 will be used to purchase Florida Ready test materials for grades 3, 4, and 5. The remaining $7,663 will help provide tutoring in the mornings before school.
The Angel Fund is a nutrition program that covers the cost of meals for children unable to pay or temporarily ineligible for free and reduced lunch. The annual budget for this program is $250.

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. Wolf Lake Elementary will reduce the achievement gap in FCAT reading for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

G1.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.

G1.B1.S1 Provide professional development in data analysis and instructional adaptation and delivery.

PD Opportunity 1

Professional development in Becoming a Reflective Teacher, Deliberate Practice, SharePoint, and Common Lesson Planning

Facilitator

School-based Leadership Team

Participants

All instructional personnel

Target Dates or Schedule

August- December 2013

Evidence of Completion

Deliberate Practice Teacher Growth Plans, lesson plans, observation data, lesson study reflections

G1.B1.S2 Provide professional development in implementing CCSS and increasing rigor.

PD Opportunity 1

Professional development in CCSS and increasing rigor through use of Professional Learning Community collaboration and IObservation feedback

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Target Dates or Schedule

September 2013- April 2014

Evidence of Completion

Professional development documentation, lesson plans

G1.B2 Increasing rigor while meeting changing standards with a new reading series is challenging and complex.

G1.B2.S1 Provide professional development in CCSS and increasing rigor.

PD Opportunity 1

Provide professional development in CCSS and increasing rigor through the use of Professional Learning Community collaboration and IObservation feedback.

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Target Dates or Schedule

September 2013-April 2014

Evidence of Completion

Professional development documentation, lesson plans

G2. Wolf Lake Elementary will reduce the achievement gap in FCAT math for the 2013-14 school year for students in the following subgroups: English language learners, students with disabilities, Black/African American, economically disadvantaged.

G2.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.

G2.B1.S1 Provide professional development in data analysis and instructional adaptation and delivery.

PD Opportunity 1

Professional development in Becoming a Reflective Teacher, Deliberate Practice, SharePoint, and Common Lesson Planning

Facilitator

School-Based Leadership Team

Participants

All Instructional Personnel

Target Dates or Schedule

August 2013- December 2013

Evidence of Completion

Deliberate Practice Teacher Growth Plans, lesson plans, observation data, lesson study reflections

PD Opportunity 2

Professional development in data analysis and instructional adaptation and delivery

Facilitator

Participants

Target Dates or Schedule

August 2013- December 2013

Evidence of Completion

Deliberate Practice Teacher Growth Plans, Professional Learning Community Meeting minutes, Professional Development records

G2.B1.S2 Provide professional development in implementing CCSS and increasing rigor.

PD Opportunity 1

Professional development in CCSS and increasing rigor through use of Professional Learning Community collaboration and IObservation feedback

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Target Dates or Schedule

September 2013- April 2014

Evidence of Completion

Professional development documentation, lesson plans

G2.B2 Increasing rigor while meeting changing standards with a new math series is challenging and complex.

G2.B2.S1 Provide professional development in CCSS and increasing rigor.

PD Opportunity 1

Professional development in CCSS and increasing rigor through use of Professional Learning Community collaboration and IObservation feedback.

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Target Dates or Schedule

September 2013-April 2014

Evidence of Completion

Professional development documentation, lesson plans