



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Wahneta Elementary School

205 4TH ST E

Winter Haven, FL 33880

863-291-5392

<http://schools.polk-fl.net/wahnetael>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 83%

School Grades History

2013-14 D	2012-13 D	2011-12 D	2010-11 C	2009-10 C
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Part III: Coordination and Integration	39
Appendix 1: Professional Development Plan to Support Goals	41
Appendix 2: Budget to Support Goals	44

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
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Wahneta Elementary School

Principal

Lisa Myers

School Advisory Council chair

Doug VanOrsdale

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

Name	Title
Princess Foster, Assistant Principal	Teresa Pitman, Reading, Resource teacher
Barbara VanOrsdale, Writing, Resource teacher	Julie Thomas, Reading, coach
Michael Wright, Math Coach	Sheryl White, Guidance counselor

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

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

- Administration-Lisa Myers, Principal
- Princess Foster, Assistant Principal
- District Personnel-Eileen Colon, Migrant Liaison
- Miguel Rivera, Migrant Liaison
- Community Based-Doug VanOrsdale, Chairman
- Teachers- James Durden
- Support Staff- Teresa Pittman
- Minerva Morales
- Parents-Tomasa Sales
- Antonia Chavez
- Caleb Colon
- Santana Molina
- Griselda Garcic
- Marie Gayton
- Georgina Ortigoza

Adam Quant
Xochiti Santiago
Minerva Sesana

Involvement of the SAC in the development of the SIP

The School Improvement Plan is always on the agenda for our first SAC meeting. We discuss in detail the changes made in the formation of the SIP. We go over test results and staff changes and ask for suggestions and input to assist us in the development of the plan. We discuss the progress of the plan as the year progresses.

Activities of the SAC for the upcoming school year

The SAC is involved with looking at data throughout the year to see how our children are progressing. We discuss activities that are going on at school. We revisit the SIP to make sure that it is being implemented with fidelity. At every meeting the SAC membership has the opportunity to ask questions and give feed back or suggestions of what to do next.

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

We have been targeting technology and teacher inservice for the use of our school improvement funds. Our students need to be using technology every day. Our teachers need to be up on the latest strategies to assist our students in their achievement and proficiency growth.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lisa Myers		
Principal	Years as Administrator: 12	Years at Current School:
Credentials	1982 – BS Elementary Education, Slippery Rock State University, Slippery Rock, PA 1998 – MS Educational Leadership, NOVA Southeastern University, Fort Lauderdale, FL/ Elementary Education (1-6) Educational Leadership (K-12) ESOL K-12 Coaching Endorsement	
Performance Record	2011-2012 Wahneta Elementary, Principal, School Grade: D, AMO: Reading 39%, Math 56%, Reading Gains 62%, Math Gains 48%, Reading Bottom 25% 71%, Math Bottom 25% 58%, Status: Correct 2 2010 – 2011 Wahneta Elementary, Principal, School Grade: C, AYP met 90% of criteria: Reading 54%, Math 76%, Status: Correct 2 2009- 2010 Wahneta Elementary, Principal, School Grade: C, AYP met 79% of criteria: Reading 61%, Math: 67%, Status: Correct 1 2008-2009 Wahneta Elementary, Principal, School Grade C, AYP met 87% of criteria: Reading 52%, Math: 66%, Status: Correct 1 2007-2008 Wahneta Elementary, Principal, School Grade C, AYP met 87% of criteria: Reading 38%, Math: 65%, Status: Correct 1 2006-2007 Wahneta Elementary, Assistant Principal, School Grade C, AYP met 95% of criteria: Reading 47%, Math: 50%, Status: Correct 1 2005-2006 Wahneta Elementary, Assistant Principal, School Grade A, AYP met 85% of criteria: Reading 49%, Math: 45%, Status: Correct 1 2001-2005 Denison Middle School, Assistant Principal Curriculum, School Grades: B,B,C 1993-2001 Jewett Middle Academy Magnet, Science Teacher, School Grades: A,B,A,A 1989-1993 Hillcrest Elementary, Fifth Grade Teacher 1985-1989 Bethune Elementary, Fourth Grade Teacher	

Princess Foster		
Asst Principal	Years as Administrator: 4	Years at Current School:
Credentials	1995-BS Elementary Education, University of South Florida, Tampa, FL 2004-MS Educational Leadership, NOVA Southeastern University, Fort Lauderdale, FL/ Elementary Education (1-6) Educational Leadership (K-12) ESOL K-12	
Performance Record		

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Julie Thomas

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Performance Record

Classroom Teachers

of classroom teachers

34

receiving effective rating or higher

34, 100%

Highly Qualified Teachers

100%

certified in-field

34, 100%

ESOL endorsed

28, 82%

reading endorsed

5, 15%

with advanced degrees

12, 35%

National Board Certified

0, 0%

first-year teachers

2, 6%

with 1-5 years of experience

7, 21%

with 6-14 years of experience

13, 38%

with 15 or more years of experience

14, 41%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Every year we use the Polk County Recruitment System to interview highly qualified personnel. It is the responsibility of the principal to review the applications and then set up interview times. The interviews are conducted by the administrative team and a candidate is picked based on the responses to the questions asked. The hired teacher is teamed up with the grade level and supported by the team of teachers. The Reading resource teacher also helps mentor all new teachers to answer questions in a timely manner and assist them in any way possible.

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 new teachers are mentored by the Reading resource teacher. She has an educational leadership certification. She works well modeling and coaching our new teachers to help them settle in, adjust and become a productive member of the team quickly.

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 Leadership Team will meet monthly (first Monday of every month) to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention. The team will meet with grade level teachers to discuss area of concern and plan a way to meet the needs of the students.

The major initiatives of the PSLT for the 2013-2014 school year are:

- Behavior support (with the PBS team) including safety and discipline.
- Academic Support (with the Curriculum Team) for literacy, math, science and writing.
- Attendance – with the goal of reducing ISS, OSS and tardies.

Academic Intervention Referrals – the team will work to see that students referred for SWD and ALPHA screening receive services in a timely manner.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS /Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS /Rtl implementation, and communicates with parents regarding school-based MTSS /Rtl plans and activities.

Assistant Principal: Maintains records related to discipline, attendance and students receiving interventions. Develops behavior and attendance contracts with students and parents. Links information to PBS team. Coordinates professional development for staff members and keeps PLC records.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Academic Intervention Facilitator - Reading: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Academic Intervention Facilitator – Math: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Teacher Trainer/Program Facilitator/Technology Specialist: Provides guidance on K-12 math plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Develops or formats technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech-Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Teachers receive a team-generated data collection form to monitor interventions. Students with multiple, on-going interventions are referred to the Guidance Counselor for monitoring/counseling and individualized behavioral plans. The forms are used as documentation when the MTSS /RtI Leadership Team has to intervene.

Teacher forms, data collected from testing, Genesis and Elegrade reports are all used to work on tiered data 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

The early warning system is in place to help us be aware of behavior and attendance and the Ideas program helps keep us informed of the data and needs of all the students.

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

During the course of the year, updates on MTSS /RtI will be discussed, as needed, during staff meetings. Staff meetings take place every Tuesday afternoon. The team will send a quarterly newsletter to staff members updating them on MTSS /RtI news, data analysis and suggestions for intervention practices. Parents will be included in discussions to work together to implement strategies that will assist students in their academics and behavior plans.

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:

Our instructional minutes include 210 minutes of Reading , 75 minutes of Math and 60 minutes of Science instruction time during the regular scheduled day. As data shows us that there is an additional need for extended time for Math and Science, teachers will communicate with parents and use extended hours to assist students in areas of deficiencies.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Progress monitoring and formative assessment will help keep teachers informed of the students mastery of skill and need for additional instuction.

Who is responsible for monitoring implementation of this strategy?

The leadership team will have data discussions with teachers monthly to assess the need for additional instructional time.

Literacy Leadership Team (LLT)

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

Name	Title
Lisa Myers, Principal	Princess Foster, Assistant Principal
Tracy Lemoj, Kinder lead	Courtney Arnold, First lead
Ann Pero, Second lead	Constance McKinzie, Third lead
Diane Rullo, Fourth lead	James Durden, Fifth lead
Susan Hall, Media	Julie Thomas, Reading Coach
Teresa Pittman, Reading Resorce	Barbara VanOrsdale, Writing Resource
Sherryl White, Guidance	

How the school-based LLT functions

The LLT will meet monthly (the 3rd Tuesday of each month) to discuss the curriculum and data findings. The main focus of the team will be to ensure student engagement in all tasks, making sure that the teachers are utilizing research-based practices to ensure student achievement in all academic areas. The LLT will revise lesson plans to document that the strategies are being used, iii plans and differentiated instruction are in place throughout the year. The LLT will monitor that ESOL strategies are being used and documented by all staff members. Lead Teachers will be in charge of taking the information to their PLC’s and team meetings.

Major initiatives of the LLT

- Teachers will be responsible for determining the instructional focus of whole group lessons and small group differentiate instruction.

- Benchmarks are selected as indicated by students' strengths and weaknesses, which are measured by progress on class work assignments, assessments and data results.
- The pacing for the instruction of each benchmark is determined by the amount of time available before FCAT testing to ensure that all benchmarks are taught and reviewed.
- The administrative team; Principal, Assistant Principal, Reading coach and Math, writing resource teacher, will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conducting meetings with teachers to discuss all of the information collected. These discussions will be used to ensure that the Instructional Focus Calendar is being implemented effectively.
- All staff members will participate in professional learning communities and utilize the support of their colleagues during weekly meetings.
- An analysis of learning gains allowed the strongest (no new teachers) teachers to be paired with the weakest students.
- Using FCAT and SAT10 scores, student learning gains helped the administration schedule teachers with students to prevent low-performing teachers from teaching the same class again.
- Focus lessons will be based on classroom work and assessments to find where students are struggling and their greatest needs.
- The focus lessons selected by the instructional coaches will be aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.
- The 5-10 minute mini-lessons will be taught during skill focus time using a small group of students that are struggling in the particular skill being taught.
- All curriculum teachers will use this skill focus mini-lessons to assist struggling students in their subject area.
- Mini-assessments will be used to monitor students mastery or if the lesson needs to be revised and/or re-taught.
- Data will be examined and discussed between teacher and administration to ensure the effectiveness of the focus lessons.

The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data notebooks and student portfolios will be utilized to provide evidence of instruction, assessment and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching and re-assessing.

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

Wahneta has fifty-four students and six CDATs for this year in the Head Start program. The Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives, Inc. Child Find is available to assist families of preschoolers with low readiness rates.

CDAT paraprofessionals screen children twice a year using the CORE assessment tool and The Ages and Stages, a developmental screen tool. Children are screened and totals are tallied to be sent to the district office to determine readiness rates. Children must score at a certain developmental level according to their age to be considered on level. Those children scoring what is considered below level for their age are remediated to bring their academics up to what is considered on grade level.

These Head start students, in addition to some of the children from the Guadalupe Head Start Program,

feed into our five Kindergarten classrooms. Kindergarten teachers work closely with all Head Start paraprofessionals and families to insure a smooth transition into Kindergarten. In the spring, our school sends home fliers with all students K-5 announcing Kindergarten registration to encourage parents to register their children for Kindergarten classes for the upcoming school year. New kindergarten families are supported in their transition to school by being offered the opportunity to ask questions. Other important information is sent home via newsletters and flyers to our Head Start students and families announcing upcoming events and expectations for school.

Wahneta Elementary allocates funds from our Title I budget to implement activities to help with the transition into Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs. Head Start teachers and the receiving Kindergarten teachers are highly instrumental with this transition.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, the ESI-K, and FAIR. This data is used to indicate the students' development and readiness for school as well as the effectiveness of the transition plan.

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	39%	32%	No	45%
American Indian				
Asian				
Black/African American				
Hispanic	38%	31%	No	45%
White	42%	39%	No	48%
English language learners	33%	26%	No	39%
Students with disabilities	33%	6%	No	40%
Economically disadvantaged	39%	31%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	16%	32%
Students scoring at or above Achievement Level 4	20	7%	14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	165	56%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	176	60%	70%

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)	101	42%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	24%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	23%	33%

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	49	58%	60%
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	62%	48%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	65%	49%	No	69%
White	44%	45%	Yes	50%
English language learners	68%	41%	No	71%
Students with disabilities	50%	6%	No	55%
Economically disadvantaged	62%	47%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	21%	31%
Students scoring at or above Achievement Level 4	50	17%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	191	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	150	51%	61%

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	30	38%	48%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		16%

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)	19		25
Participation in STEM-related experiences provided for students	2213	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	45	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	2%
Students who are not proficient in reading by third grade	200	68%	50%
Students who receive two or more behavior referrals	4	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	0%

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

See my Title I Parent Involvement Plan

Specific Parental Involvement Targets

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

- G1.** Teachers will implement high yield standards based instructional strategies that promote student centered active engagement.
- G2.** Teachers will use predictive data to differentiate small group instruction during Reading, math and iii instruction.
- G3.** All teachers will implement standards based instruction in all content areas.

Goals Detail

G1. Teachers will implement high yield standards based instructional strategies that promote student centered active engagement.

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)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading and Math Coaches
- Teacher Trainers
- Administration
- Instructional Strategies

Targeted Barriers to Achieving the Goal

- Planning is teacher focused rather than student focused.

Plan to Monitor Progress Toward the Goal

Increased student involvement

Person or Persons Responsible

Administration/leadership team

Target Dates or Schedule:

December 2013, on going

Evidence of Completion:

Progress monitoring and other data

G2. Teachers will use predictive data to differentiate small group instruction during Reading, math and iii instruction.

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
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Progress Monitoring Assessments
- Teacher made standards based mini assessments
- Professional Development/data chats
- Monthly grade level data
- Data analysis worksheet for teacher use

Targeted Barriers to Achieving the Goal

- Teachers trusting the data.
- Teachers do not see the purpose of the data driven differentiated standards based instruction
- Target differentiated teacher professional development.The use of the coaching cycle.

Plan to Monitor Progress Toward the Goal

Progress monitoring

Person or Persons Responsible

Administration/leadership team

Target Dates or Schedule:

Every day

Evidence of Completion:

Documentation from data, classroom walk-through data

G3. All teachers will implement standards based instruction in all content areas.

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)
- Social Studies
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- FCAT 2.0 Test Specs
- Data analysis worksheet
- Coaches
- Mini assessments that are standard based

Targeted Barriers to Achieving the Goal

- Teachers do not know the depth of the standards
- Instructional time used for core instruction
- teacher expectations of our students
- Content knowledge

Plan to Monitor Progress Toward the Goal

Teacher knowledge of standards

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule:

November 2013

Evidence of Completion:

Planning, instructional delivery

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will implement high yield standards based instructional strategies that promote student centered active engagement.

G1.B1 Planning is teacher focused rather than student focused.

G1.B1.S1 During planning teachers will incorporate cooperative structures to increase student engagement.

Action Step 1

Model one cooperative structure during common planning or PLC.

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 2013

Evidence of Completion

Sign-in sheet, observation in classroom

Facilitator:

Reading and Math coaches

Participants:

All classroom teachers

Action Step 2

Cooperative structures will be incorporated into lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson Plans

Facilitator:

Coaches

Participants:

All classroom teachers

Action Step 3

Implementation of cooperative structure during lesson plan.

Person or Persons Responsible

Teacher/administration

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson plans/classroom observations

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

Increased student engagement

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

November 2013, on going

Evidence of Completion

Increased authentic student engagement.

Plan to Monitor Effectiveness of G1.B1.S1

Increased engagement

Person or Persons Responsible

administration/leadership team

Target Dates or Schedule

November 2013, on going

Evidence of Completion

Walkthroughs, test scores

G2. Teachers will use predictive data to differentiate small group instruction during Reading, math and iii instruction.

G2.B1 Teachers trusting the data.

G2.B1.S1 Scheduled weekly PLC

Action Step 1

The first week of the month during grade level planning

Person or Persons Responsible

Administration/leadership team

Target Dates or Schedule

Every month

Evidence of Completion

Data charts in data room/data notebooks

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

Data PLC

Person or Persons Responsible

Administration/Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Data room/charts

Plan to Monitor Effectiveness of G2.B1.S1

Progress monitoring results

Person or Persons Responsible

Teachers/Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Scores

G2.B1.S2 Schedule class time to do data chats with students

Action Step 1

Plan scheduled data chats with students

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Every time there is new data.

Evidence of Completion

Data notebooks and lesson plans

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

Check plans for data scheduled data chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Plans and classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S2

Progress monitoring results

Person or Persons Responsible

Teacher/Administrators

Target Dates or Schedule

Bimonthly

Evidence of Completion

Lesson plans and scores

G2.B2 Teachers do not see the purpose of the data driven differentiated standards based instruction

G2.B2.S1 Unpack the standards

Action Step 1

Unpack the standards

Person or Persons Responsible

County office principal on assignment

Target Dates or Schedule

November 2013

Evidence of Completion

Sign-in sheets, agenda

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

Monitor lesson plans for standard based planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Bimonthly

Evidence of Completion

Lesson plans include the Next generation standards

Plan to Monitor Effectiveness of G2.B2.S1

Observe the standard being taught in the classroom

Person or Persons Responsible

Administrators/leadership team

Target Dates or Schedule

Daily

Evidence of Completion

Journey entries

G2.B2.S2 Dig deeper into the standard mapping out a calendar to make sure all standards are taught, assessed and retaught before testing.

Action Step 1

PLC, data analysis worksheet

Person or Persons Responsible

County office principal on assignment

Target Dates or Schedule

December

Evidence of Completion

Sign in sheet, agenda

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

Check the data sheets

Person or Persons Responsible

Administration/leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Worksheets and mini assessments

Plan to Monitor Effectiveness of G2.B2.S2

The implementation of the data sheet

Person or Persons Responsible

Administration/leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Data sheet and mini assessments

G2.B3 Target differentiated teacher professional development. The use of the coaching cycle.

G2.B3.S1 Coaching cycle used properly.

Action Step 1

Work one on one with teachers that need additional coaching

Person or Persons Responsible

Reading and Math coaches

Target Dates or Schedule

October 2013 on going

Evidence of Completion

Coaches log

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

Teacher increased success in classroom instruction

Person or Persons Responsible

Coaches, administration

Target Dates or Schedule

On going

Evidence of Completion

Observation, use of plans to drive instruction, use of standards to drive plans

Plan to Monitor Effectiveness of G2.B3.S1

Classroom instructional delivery

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

October 2013, on going

Evidence of Completion

Observation, classroom environment

G3. All teachers will implement standards based instruction in all content areas.

G3.B1 Teachers do not know the depth of the standards

G3.B1.S1 Unpack the standards

Action Step 1

Use the FCAT 2.0 standards to better understand student expectations

Person or Persons Responsible

All staff members

Target Dates or Schedule

Every time we plan

Evidence of Completion

Data logs and notebooks.

Facilitator:

Leadership team

Participants:

All staff members

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

.Plan with teachers using the standards

Person or Persons Responsible

Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Administrative walk-through, journey entries.

Plan to Monitor Effectiveness of G3.B1.S1

Student achievement

Person or Persons Responsible

Teachers/leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Mini assessments

G3.B1.S2 Use the standards to plan

Action Step 1

Every teacher use the 2.0 FCAT item specs to plan

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Action Step 2

Every teacher use the 2.0 FCAT item specs to plan

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Bimonthly

Evidence of Completion

Plans, administrative walk-through

Plan to Monitor Effectiveness of G3.B1.S2

Standards being taught

Person or Persons Responsible

Administration/leadership team

Target Dates or Schedule

Every day

Evidence of Completion

Standards posted in rooms, journey entries

G3.B2 Instructional time used for core instruction

G3.B2.S1 Monthly data chats with fidelity to examine the areas of need for differentiation.

Action Step 1

Data chats

Person or Persons Responsible

Teachers and students, administrators and teachers and students

Target Dates or Schedule

Every assessment

Evidence of Completion

Lesson plans and Data notebooks.

Facilitator:

Leadership team

Participants:

Leadership team and staff

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

Plans, data chats

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

During monthly data chat the first week of the month

Evidence of Completion

Sign in sheets to document teacher participation and data logs/notebooks.

Plan to Monitor Effectiveness of G3.B2.S1

Check the growth and achievement for each student as differentiated instruction occurs.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Every month during data PLC's.

Evidence of Completion

Data results, testing scores.

G3.B3 teacher expectations of our students

G3.B3.S1 Professional development on the use of Rti and MTSS and the role of the school psychologist.

Action Step 1

School psychologist develop an action plan with teachers to implement for students as needed.

Person or Persons Responsible

Leadership team and school psychologist

Target Dates or Schedule

Weekly PLC's as needed.

Evidence of Completion

Rtl paperwork and documentation.

Facilitator:

Leadership team and school psychologist

Participants:

Leadership team and school psychologist

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Conduct PLC's to develop an action plan to help teachers implement Rtl plans for Tier I and Tier II students.

Person or Persons Responsible

Leadership team, school psychologist.

Target Dates or Schedule

During monthly PLC's as needed.

Evidence of Completion

PLC log in and data notebook,

Plan to Monitor Effectiveness of G3.B3.S1

Discipline data and attendance rates.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During PLC's as needed.

Evidence of Completion

School psychologist schedule and student progress.

G3.B4 Content knowledge

G3.B4.S1 Professional development differentiated to meet the needs of the teachers in areas of content knowledge and supplemental materials to utilize.

Action Step 1

Identify individual needs of teachers for the implementation of high yield strategies.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

During monthly PLC's or classroom walk through, coaching model

Evidence of Completion

Coaching schedule, walk through notes and journey entries

Facilitator:

Leadership team

Participants:

Leadership team

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Coach teachers in instructional implementation of high yield strategies.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Classroom walk through and coaching cycle

Evidence of Completion

Journey entries and PLC sign ins.

Plan to Monitor Effectiveness of G3.B4.S1

Observe and document the effectiveness of the class instruction.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Classroom walk through and student achievement.

Evidence of Completion

Administrative and coaching schedule with documentation of the lesson implementation.

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

Services are provided to ensure that students requiring additional remediation receive additional instruction through the extended learning program. The school utilizes funds to hire needed personnel and purchase needed instructional materials. The district provides professional development to teachers and staff as needed. Wahneta Elementary also uses funds to promote parent and community involvement in the school, as well as for kindergarten readiness.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents/ The liaison coordinates with Title I and other programs to ensure student needs are met. The school personnel refer students and their families to Migrant Services for aid. Wahneta Elementary provides office space to Migrant Liaison staff and a Migrant Community Center for parents. Wahneta has two paraprofessionals paid for out of Title I migrant funds. The two work every day with our migrant students and log what they have done with each student daily.

Title I, Part D

Services are coordinated with the district Drop-Out Prevention Program, as needed.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplemental education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Wahneta Elementary are used for the purchase of new technology for classrooms such as SmartBoards, computer projectors and document cameras.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.

Title X- Homeless

District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Wahneta Elementary has a bully-free zone policy. The school counselor provides education to students on violence prevention and safety practices, as well as counseling and support as needed. School-Student-Patrols aid in maintaining a violence-free environment in the school.

Nutrition Programs

100% of Wahneta Elementary students participate in the free/reduced school meals program. The program serves breakfast and lunch to all students.

Housing Programs

District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Migrant Liaison also assists families in locating a residence.

Head Start

Wahneta Elementary sponsors six Head Start units on-campus. The Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives,

Inc. Child Find is available to assist families of preschoolers with low readiness rates.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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. Teachers will implement high yield standards based instructional strategies that promote student centered active engagement.

G1.B1 Planning is teacher focused rather than student focused.

G1.B1.S1 During planning teachers will incorporate cooperative structures to increase student engagement.

PD Opportunity 1

Model one cooperative structure during common planning or PLC.

Facilitator

Reading and Math coaches

Participants

All classroom teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Sign-in sheet, observation in classroom

PD Opportunity 2

Cooperative structures will be incorporated into lesson plans.

Facilitator

Coaches

Participants

All classroom teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Lesson Plans

G3. All teachers will implement standards based instruction in all content areas.

G3.B1 Teachers do not know the depth of the standards

G3.B1.S1 Unpack the standards

PD Opportunity 1

Use the FCAT 2.0 standards to better understand student expectations

Facilitator

Leadership team

Participants

All staff members

Target Dates or Schedule

Every time we plan

Evidence of Completion

Data logs and notebooks.

G3.B2 Instructional time used for core instruction

G3.B2.S1 Monthly data chats with fidelity to examine the areas of need for differentiation.

PD Opportunity 1

Data chats

Facilitator

Leadership team

Participants

Leadership team and staff

Target Dates or Schedule

Every assessment

Evidence of Completion

Lesson plans and Data notebooks.

G3.B3 teacher expectations of our students

G3.B3.S1 Professional development on the use of Rti and MTSS and the role of the school psychologist.

PD Opportunity 1

School psychologist develop an action plan with teachers to implement for students as needed.

Facilitator

Leadership team and school psychologist

Participants

Leadership team and school psychologist

Target Dates or Schedule

Weekly PLC's as needed.

Evidence of Completion

Rtl paperwork and documentation.

G3.B4 Content knowledge

G3.B4.S1 Professional development differentiated to meet the needs of the teachers in areas of content knowledge and supplemental materials to utilize.

PD Opportunity 1

Identify individual needs of teachers for the implementation of high yield strategies.

Facilitator

Leadership team

Participants

Leadership team

Target Dates or Schedule

During monthly PLC's or classroom walk through, coaching model

Evidence of Completion

Coaching schedule, walk through notes and journey entries

Appendix 2: Budget to Support School Improvement Goals