

Frances Wakeland Elementary School



2014-15 School Improvement Plan

Frances Wakeland Elementary School

1812 27TH ST E, Bradenton, FL 34208

www.manatee.k12.fl.us

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

49%

Alternative/ESE Center

No

Charter School

No

Minority

57%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

B

School Board Approval

This plan is pending approval by the Manatee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Manatee County School District is to educate and develop all students today for their success tomorrow.

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

Provide the school's vision statement

The vision of Manatee County Public Schools is to be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

The vision of the community of Wakeland Elementary School of International Studies, where students are empowered to be leaders of their learning, is committed to developing passionate, life-long learners who contribute to their community, nation and the world.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Wakeland, we embrace diversity and multiculturalism through our IB Programme and International Mindedness. Our students and staff examine other world cultures through our six "Transdisciplinary Units of Study." Furthermore, we are the only, non-charter, Manatee County public elementary school that teaches a foreign language (Spanish).

Processes that exist to build positive relationships between teachers and students, and parents as well include:

- Summer introduction letter - When teachers receive their class lists in late July, they send introduction letters to each of their students.
- Back to School Night - Provides parents and students an opportunity to meet teachers prior to the first day of school.
- Within the first three weeks of school, every classroom teacher makes a "positive phone call" to every student in their class.
- School holds two Parent U's, one within three weeks of first day for logistical Q and A sessions. The second is held six to eight weeks into the school year with a focus on each of the academic subject areas.
- Through PTO, many other events are created to foster a positive learning environment centered around the "whole child."

Describe how the school creates an environment where students feel safe and respected before, during and after school

During the first days of school, teachers review classroom and school-wide processes and procedures. The expectation is that every human on our campus deserves to be treated with dignity and respect.

Social-emotional needs are met through access to our guidance counselor. Wakeland also has a growing mentor program, which resulted from a partnership between the Pirates baseball organization and Big Brothers, Big Sisters.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All teachers undergo "Nuts and Bolts of IB" training with our IB Coordinator. This training includes the Learner Profile Attributes and the use of Interactive LP Boards to positively reinforce students who exhibit the desired behaviors.

In the coming months, with the aid of the Student Support Specialist, we will create a PBS-like model aligned to the IB Learner Profile Attributes - Caring, Principled, Reflective, and Communicator. The development of this plan will include school wide expectations for behavior in areas such as the cafeteria, Inquiry Center, Computer Lab, hall ways, playground, and each of the dismissal areas. Teachers will be responsible for teaching these behavioral expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

With consistency, teachers first follow progressive protocols for student misbehavior which include color system, reflections, phone call home, guidance visit, and office referral. Part of every discussion with students who have misbehaved includes the use of applicable Learner Profile Attributes (most often: Principled, Caring, and Communicator).

During the 1st Quarter, Wakeland ES invites the District's Safe & Drug Free Program Specialist to speak to our 5th graders on the topic of "Bullying" and how to keep it out of Wakeland.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Wakeland Data Team will meet once per Quarter to review the following data:

1. Attendance Rate/Unexcused Tardy - students with an attendance rate below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Based on these statistics, the A Team determines which households will receive "Possibility of Choice Revocation Letters" by certified mail. All parents/guardians MUST meet with a school administrator and sign a contract to improve attendance.
2. Discipline - targeted students for discipline Data Team review include those who have earned 2 referrals by end of 1st Quarter, 3+ referrals by the end of 2nd Quarter, 4+ referrals by the end of 3rd Quarter.

Based on these statistics, the A Team determines which households will receive "Possibility of Choice Revocation Letters" by certified mail. All parents/guardians MUST meet with a school administrator and sign a contract to improve behavior.

3. Core Course Failure - students who have failed one or more Core Courses in a single quarter are reviewed by the A Team and will determine recommendation for RtI review. The RtI team then makes Tier 1, Tier 2, and Tier 3 placement and necessary interventions.

4. Level 1 Achievement Level - All students who score a level 1 on the State's Standardized Achievement Test will automatically be placed in the grade level's lowest 25% for remediation.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	K	2	3	4	5	
Attendance below 90 percent	1	0	0	0	0	1
One or more suspensions	2	1	2	2	2	9
Course failure in ELA or Math	0	0	1	14	0	15
Level 1 on statewide assessment	0	0	21	24	20	65

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	5	5	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Tier 1 - Core

Entry Criteria:

- All students meet school-wide behavioral expectations.

Interventions:

- School-wide expectations posted in classrooms, hallways and cafe
- School-wide expectations consistently taught and reinforced
- Classroom behavior plan.
- School-wide use of Learner Profile and Attitudes
- Clipboard checklist with Learner Profile.
- Behavior Tracking Forms
- Office Discipline Referral (ODR)

Look-For:

- Modeling of school-wide expectations by teacher.
- Book of the month emphasizing an attitude and Learner Profile.

Suggested Resources:

- PBIS Website
- Behavioral Tools Training

Staff:

- Leadership Team Members
- Teacher (Reg. & ESE)
- Guidance Counselor
- Trained Para

Tier 2 - Supplemental

Entry Criteria:

- Student displays behavior significantly different from expectations and peers.

Interventions:

In addition to Core...

- Targeted small group or individual counseling
- Conferencing with student and relevant adults regarding targeted behaviors
- Research-based interventions focusing on school-wide expectations
- Grade level meetings to discuss effectiveness of interventions
- Check In/Check Out (CICO) sheets targeting school-wide expectations
- Behavior Point Sheets
- Behavior Contracts

- Cool Down Areas
 - Rewards/Incentives
- Suggested Resources:
- PBIS Website
 - Behavior Intervention Manual
 - Behavior Tools Training

Staff:

- Leadership Team Members
- Teacher (Reg. & ESE)
- Guidance Counselor
- School Psychologist
- School Social Worker
- ESE Strategy Specialist (FBA)

Tier 3 - Intensive

Entry Criteria:

- Student not making adequate progress based on Tier 2 data.

Interventions:

In addition to Core and Supplemental Intervention...

- Intensive Functional Behavior Assessment (FBA)
- Individualized behavior modification plan
- Research-based interventions targeted to student needs
- Individualized instruction/counseling (group no larger than 3)
- Conferencing with student and relevant adults regarding behavior contract
- Continue CICO sheets targeting one goal based on School Wide Expectations

Suggested Resources:

- PBIS Website
- Behavior Intervention Manual
- Behavior Tools Training

Staff:

- Leadership Team Members
- Teachers (Reg. & ESE)
- Guidance Counselor
- School Psychologist
- School Social Worker
- ESE Strategy Specialist
- District Behavior Specialist
- ESOL Specialist

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Wakeland Elementary has very strong family and community involvement. Wakeland's efforts to sustain family and community involvement can be categorized as follows:

Building Positive Relationships with Families through various events-

- Summer Play Date
- Grandparents Week
- Walk-a-thon
- World Party
- Pajama Day
- International Festival
- Father/Daughter Dance
- Mother/Son Baseball Game (Marauder's Baseball Game)
- Golf Tournament
- Corn Hole Tournament
- Family Beach Day at Coquina Key

Keeping Parents Informed-

- Letter Grade Parent Information Night
- Summer Introduction Letter from Teacher
- Welcome Back to School Principal Letter
- School Marquee
- Positive Phone Calls
- Back to School Night
- SAC Meetings (8)
- Parent U - I
- Parent U - II
- Discover Wakeland
- Participation in School Fair Night
- School Tours
- FB
- School Website
- Connect Ed Calls
- Quarterly Newsletter
- Student Led Conference Night
- Parent/Teacher Conferences
- Style Request Letters

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Community Partners are an integral part of our school community. Our partnerships are strong and long standing. To sustain our current partnerships, Wakeland gives back in any way possible to each of our major partners. Some of these activities include:

Pirates-

- Advertising
- Providing speaker opportunities
- Providing overflow parking
- Supporting Black & Gold Day
- Jaguar Level Business Partner Benefits

Bostock's-

- Advertising
- Jaguar Level business partner benefits

Additionally, members of our parent community will create a Community Partner's Group that will work to

align benefits provided by Wakeland. This group will also work to secure additional business/community partnerships that will provide resources which be utilized to support student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mendoza, Mario	Principal
Sander, Greg	Assistant Principal
Berg, Shana	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The entire Leadership Team is also on the school Data Team. All members of the Leadership Team participate in data disaggregation and analysis. The Leadership Team meets 2x's per week to discuss instructional support that leads to a systematic professional development plan for teachers and staff. Additionally, members of the Data Team, including the entire Leadership Team, will meet the TCT Leaders monthly to discuss schoolwide academic trends and needs, and problem-solve. The Leadership Team then monitors accountability towards shared decisions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Through PLC's, SAC meetings, and personnel interviews, the Leadership Team identified school needs, which included: a need for aligning human resources, more orderly school routines, additional time for collaboration, and alignment of school curriculum to District Curriculum.

To align our human resources, we built a Master Schedule with staggering MTSS Blocks. This allows our ESE Teacher and ESE Paraprofessional, our Gifted Teacher, and our grade level paraprofessionals, to all push into a grade level and facilitate small group differentiated instruction. This model maximizes the use of our personnel to meet the needs of all learners, for either remediation or enrichment. Other ESE Personnel such as OT, PT, and Speech will push in core subject areas where appropriate, or, pull out during Fine Arts time.

Our teachers voted by 92%, to waive contractual rights of a planning period in order to collaborate with the IB Coordinator and other members of the Leadership Team in curriculum planning and alignment. This, coupled with Master Schedule configuration, allowed for more teacher collaborative time.

Data Meetings occur every three weeks with each grade level TCT. TCT Leader Meetings occur monthly. Leadership Team Meetings (A Team) meets twice weekly. Additionally, members of the Leadership Team meet with grade level TCT's to plan lessons weekly. This schedule of meetings allows for the Leadership Team (A Team) to remain highly connected to the Assessment/Progress Monitoring of student learning growth, as well as the Lesson Planning/Unit Planning process.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mario Mendoza	Principal
Marisa Swan	Teacher
Andrea Gonzalez	Teacher
Adeeti Joshi	Education Support Employee
Trevor Gooby	Business/Community
Caryn Patterson	Parent
Lisa Hicks	Parent
Danielle Jackson	Parent
Amity Dertouzos	Parent
Rodney Thompson	Parent
Harold Holmes	Parent
Dipali Bhatt	Parent
Eduardo Guererro	Parent
Ivette Smith	Parent
Juan Guillen	Parent
Jack Bostock	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was presented and approved by last year's SAC, in september of 2013. SAC reviewed progress towards goals in February of 2014.

Development of this school improvement plan

The School Improvement Plan will be presented for approval to SAC, in september of 2014. SAC will review progress towards goals quarterly during the 2014-2015 academic school year.

Preparation of the school's annual budget and plan

SAC will vote on the use of SIP funds for the 2014-2015 school year, in order to achieve SIP Goals.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year SIP funds were primarily used for teacher collaborative planning time during the summer of 2014 to align IB Curriculum to District Road Maps. Additional funds were encumbered for IB related professional development and expenditures. SIP funds were also allocated to promote and sustain SAC membership, including advertising to under represented demographic groups.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mendoza, Mario	Principal
Berg, Shana	Instructional Coach
Sander, Greg	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Other LLT Members include: Jaime Kitchner - Teacher, Lisa Aristizabal - Teacher.

At Wakeland, the LLT promotes literacy through the following ways:

- Organizing the Summer Reading/Writing project. Students are assigned a Summer Reading/Writing project. Students who participate in the project earn the privilege of participating in a Fall Reading/Writing Celebration. Part of this celebration includes receiving a free book, thereby associating more reading as a reward.
- Members of the LLT provided PD on how teachers can promote the Learner Profile Attributes and Attitudes through read aloud in class.
- LLT initiatives such as: During ELA Block of instruction, teachers refer to students as "readers" or "writers" instead of the generic "class." AND, students are allowed to choose books at their independent reading levels in their own book baskets during certain portions of the day.
- LLT members are often "guest readers" and will go into classrooms to model reading during a read aloud.
- The entire school participates in LLT organized events such as: Dr. Zeuss Week in the Spring.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- Wakeland teachers voted by 92%, to waive contractual rights of a planning period in order to collaborate with the IB Coordinator and other members of the Leadership Team in curriculum planning and alignment.
- Master Schedule configuration, allows for common teacher planning periods.
- TCT Leaders participated in leadership training/book study, 7 Habits of Highly Effective Leaders.
- Teachers were invited to School Year Kick Off Event. This is a team building event.
- Team members are invited to participate during interview process for any new hires.
- During hiring process, collaboration is a clear expectation of all candidates applying for ANY school positions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Team members are invited to participate during interview process for any new hires. This allows for multiple perspectives on a single candidates attributes.

- Implemented screening process. Every applicant must come in and interview with at least one member of the Leadership Team (A Team) in order to be invited for a larger team interview. All applicants for teaching positions are invited to a screening.
- A description of teaching expectations is added to classroom teacher job postings. It reads:
So you want to be a Wakeland teacher?
Congratulations on wanting to be the best. Our ideal candidates view teaching as much more than a job; it is a calling. Our teachers are passionate, caring, and committed to making a real difference in the lives of our children. We're collaborative and we're family! Our teachers MUST undergo over 30 hours of International Baccalaureate Training, meaningful and supportive hands on Professional Development, give up weekly planning periods for collaboration, participate in school wide book studies, and most importantly, love teaching ALL children. Apply only if you feel you're ready to be a difference maker!
- Retain teachers by providing a positive work environment, with a mission and purpose that aligns to a sense of meaning and passion.
- Provide professional development and support, including Wakeland Induction, Breakfast Clubs, Wakeland Coaching Cycles, and Wakeland U.
- Provide teachers with leadership opportunities for growth.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Grade level TCT Leaders serve as a resource and mentor. These teachers are generally the most informed regarding processes, procedures, practices, and decisions. Teachers "new to Wakeland" are also paired with one to two other mentor teachers at other grade levels, who have been at Wakeland for three years or less. This gives the "new to Wakeland" teacher an opportunity to meet teachers at other grade levels, AND, pairs them with another educator who knows what it is like to be new to Wakeland. IB Coordinator also serves as a mentor and resource to staff. She delivers a PD cycles that includes: ELA instruction, Math Instruction, Researcher's Workshop (Inquiry in the classroom) Instruction, and IB Components Instruction. A cycle for each topic may last one to two weeks. Every cycle includes:

1. PD and follow up reading regarding topic.
2. Live delivery/modeling of what lesson looks like in action.
3. Co-teaching a lesson.
4. Teaching a lesson with IB Coordinator feedback.
5. Administrative accountability check with feedback to teacher. Step 5 also serves to inform administrators of further PD needs. Needs are reported to IB Coordinator who can follow up with additional PD where needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Wakeland is following the SDMC Road Maps, especially the Unit Overviews, to plan lessons. Wakeland is utilizing all of the District adopted materials as its primary resource for instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade level TCT's sit through the DMR process to identify a Power Standard to address with a research-based solution that will also incorporate Writing or Inquiry in order to align to our SIP. The team collaborates and agrees on the solution. An example that of this that has had a school-wide impact was the modification of our Math Block. We redesigned the components of what teachers and students do during this block of time to include: a Productive Struggle, Share-out, and more complex math problems. This was a change in core instruction, Tier 1.

At Tier 2 in Math, teachers incorporate math centers and small math groups during the MTSS Block. Groups and Centers are formed based on student proficiency levels.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,500

Students will receive small group instruction/remediation in Reading. Program was named through a Student Focus group. Chosen name is Imagine Club. The Focus Group recognized that "good readers can imagine (visualize) as they read." This is an After School Program.

Strategy Rationale

The after school program aims to provide remediation with older students buddy-reading with younger students. Supervising teacher will work with students as well. The aim is to provide remediation in a way that is not stigmatizing to struggling students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sander, Greg, sanderg@manateeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will be utilizing F & P's to monitor progress in reading over time. The goal is accelerate reading skills and ability at a rate faster than one year's growth in order to narrow the achievement gap.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At the Kindergarten level:

- Wakeland opens its doors for pre-schools to come visit as a field trip.
- Wakeland will provide Tours for parents during the instructional day so that they may be prepared for expectations and rigor.
- Through our PTO we carry out the Summer Play Date three weeks prior to the first day of school. The target audience is all new students. This provides families an opportunity to meet in a social setting (at the Wakeland playground) and ask questions as well.
- Parent U's are specifically geared and differentiated for parents at this grade level.

At the 5th grade level:

- We host a Johnson Middle School evening event (in combination with our PTO night). Parents may ask Johnson's principal questions regarding the IB MYP.
- Students and parents are encouraged to tour Johnson Middle School.
- Bullying prevention class is taught by the District Safe & Drug Free Schools Specialist.
- Guidance Counselor assists in articulation process.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- This year Wakeland will host the education component of Discover Manatee. This event includes over 40 members of the business community who tour Manatee County to learn more of different government bodies and how they work.
- Wakeland Elementary has developed an extremely strong partnership with the Pirates/Marauders organization. Employees of this organization mentor many of our most "At Risk" students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Not applicable for this age group.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

- Through the Inquiry Process, students are asked how what they learn applies to the "real world."
- Our students participate in the BIZ Town field trip. This field trip forces students to take up employment in Biz Town in positions such as: CEO, journalist, CFO, cashier, banker... The entire Town functions interdependently through students being able to carry out their job responsibilities.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- For the past two years Wakeland Elementary has participated in the Take Stock in Children 5K, competing for a scholarship for one Wakeland student. We have won this competition in the past two consecutive years.
- Wakeland also improves future postsecondary readiness through:
Indicator 5--- Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses are rigorous courses that help prepare students for success in college.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the implementation of “writing across all content areas,” students will make one year’s growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year.
- G2.** Through the implementation of “high quality instruction,” as defined by the Danielson's Enhancing Professional Practice, students will make one year’s growth or more in ELA, Math, and Science as demonstrated through iReady and Benchmark Assessments during the 14-15 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through the implementation of “writing across all content areas,” students will make one year’s growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year. 1a

 G041765

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Wonders textbook
- Teachers
- IB Coordinator
- Common grade level planning time
- Scheduled data meetings
- Professional Development time
- Top Score Writing Program

Targeted Barriers to Achieving the Goal 3

- Unknown elements of Wonders
- Teacher skill and experience of writing instruction under new standards

Plan to Monitor Progress Toward G1. 8

iReady data in Math and Reading, as well as District Benchmark Assessments will be reviewed throughout the school year to determine progress toward goals.

Person Responsible

Mario Mendoza


Schedule

On 6/5/2015

Evidence of Completion

Proficiency growth in Math, ELA, and Science on all District Assessments demonstrate goals are being met. A Team attendance and participation ensures goal implementation.

G2. Through the implementation of “high quality instruction,” as defined by the Danielson's Enhancing Professional Practice, students will make one year’s growth or more in ELA, Math, and Science as demonstrated through iReady and Benchmark Assessments during the 14-15 school year. **1a**

 G036499

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Resources Available to Support the Goal **2**

- software resources (iready, SRA laboratory)
- Reading Wonders
- Leveled libraries (F/NF)
- Collaborative Planning
- IB Standards and Philosophy
- Teacher leaders
- District Supports
- Danielson Text and accompanying rubrics

Targeted Barriers to Achieving the Goal **3**

- Familiarity with Danielson Rubrics and definition of Highly Effective

Plan to Monitor Progress Toward G2. **8**

-During PD sessions, teachers will develop "look for's" check lists. These checklists will be the outcome of "inter-rater reliability" between teachers and administrators. This will evidence teacher understanding of performance expectations at the highly effective level. These checklists will also serve to collect school-wide data (not individual data) on "high quality instruction."

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

-Administrative walk through data should yield higher ratings over time. -Teachers improved performance on evaluations. -Checklists should yield progressively higher rates of highly effective instruction occurring in building over time. -Increase in student performance over time.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key


G1. Through the implementation of "writing across all content areas," students will make one year's growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year. **1**

 **G041765**

G1.B3 Unknown elements of Wonders **2**

 **B104941**

G1.B3.S1 Purchase of District approved Top Score Writing Program. **4**

 **S116198**

Strategy Rationale

This writing component has been proven effective during the 13-14 school year. The use of this component within the ELA block to replace similar writing lessons and lessons of the writing process will result in proven effective lessons. This will remove the part of the "unknown" in Wonders as a primary instructional resource.

Action Step 1 **5**

Purchase and implement use of Top Score Writing Curriculum within ELA Block.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

-Purchase order -PD on implementation -Highly Connecting to planning in 4th and 5th grade

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Highly Connecting to 4th and 5th grade TCT weekly planning.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

-Improved instructional practice. -Attendance at planning sessions (observational data). -
Walk throughs and classroom visits during ELA block.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

-Walk throughs and classroom visits
-Highly Connecting to TCT weekly planning
-Evaluation of student work

Person Responsible

Mario Mendoza


Schedule

On 6/5/2015

Evidence of Completion

-Assessments will be graded by TCT's at Tara Elementary, while we score their
assessments, yielding more objective results. -Assessments will be monitored for
progressive gains.

G1.B3.S2 Implement writing-based strategies during TCT Data meetings. 4

 S116204

Strategy Rationale

By incorporating writing-based strategies and solutions in TCT Data meetings, solutions will directly align to SIP. Writing within different subject areas also serves to strengthen learning.

Action Step 1 5

During TCT Data meetings, teams will problem-solve around Power Standards students are showing a lack of proficiency. Solutions/outcomes from problem-solving will include "writing" as a part of the overall strategy selected to address standards proficiency.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

-Lesson plans -Student work

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Part of the DMR process includes a monitoring/check piece at step 6.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

TCT Data Meeting spreadsheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

A Team members will Highly Connect to TCT Data Meetings in order to ensure writing is incorporated in solutions to reteaching identified Standards.

Person Responsible

Mario Mendoza


Schedule

On 6/5/2015

Evidence of Completion

- TCT District spreadsheets - Progress monitoring standards will show level of effectiveness

G1.B4 Teacher skill and experience of writing instruction under new standards **2**

 B104942

G1.B4.S1 Professional Development - Wakeland Coaching Cycles for K-5 teachers. **4**

 S116192

Strategy Rationale

Coaching Cycles may include:

- PD literature
- Lesson modeling
- Co-teaching a lesson
- Teaching a lesson with IB Coordinator feedback
- Administrative check on learning

This model was effective during the 13-14 school year in training 13 new staff members. This is the most efficient and effective model to raise teacher skill levels.

Action Step 1 **5**

The Wakeland Coaching Cycles may include the following 5 steps:

- PD literature
- Lesson modeling
- Co-teaching a lesson
- Teaching a lesson with IB Coordinator feedback
- Administrative check on learning

Person Responsible

Shana Berg

Schedule

Biweekly, from 9/15/2014 to 10/31/2014

Evidence of Completion

-Wakeland Coaching Cycle Plan 14-15 (document) -PD Sign in sheets -Observation of event -Coaching log

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Step 5, Administrative Check on Learning is the built in monitor piece to Wakeland Coaching Cycles.

Person Responsible

Mario Mendoza

Schedule

Biweekly, from 9/15/2014 to 10/31/2014

Evidence of Completion

-Administrator will visit teacher classrooms to see implementation of learned skill/strategy. -
Collection of planning documents and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrators will conduct walk throughs and/or classroom visits during instruction.

Person Responsible

Mario Mendoza


Schedule

Every 6 Weeks, from 9/15/2014 to 6/5/2015

Evidence of Completion

- Observation of writing occurring in Math, Science, Social Studies, and ELA as a part of the learning process. - Students will show improved scores across all assessed content areas.

G1.B4.S2 Highly Connecting to TCT's during planning and data meetings. 4

 S116193

Strategy Rationale

This strategy involves a member of the A Team being present at every weekly TCT planning meeting and TCT data meeting for input, feedback, problem-solving, and monitoring consistent implementation of instructional delivery.

Action Step 1 5

Members of the A Team will Highly Connect to TCT's weekly planning and their TCT Data meetings. Highly Connecting means one member of the A Team will be in attendance to participate, provide input, feedback, help problem solve/provide guidance, and monitor implementation of plans.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

TCT Data meetings and planning meetings are scheduled for the duration of school year. A Team attendance ensures fidelity and monitors fidelity.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

-TCT Lesson planning feedback through email -TCT Data meeting spreadsheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Highly Connecting involves A Team attendance, observation, and monitoring.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015


Evidence of Completion

Improved proficiency scores on all iReady data and District Benchmark Assessments.

G2. Through the implementation of “high quality instruction,” as defined by the Danielson's Enhancing Professional Practice, students will make one year's growth or more in ELA, Math, and Science as demonstrated through iReady and Benchmark Assessments during the 14-15 school year. 1

 G036499

G2.B6 Familiarity with Danielson Rubrics and definition of Highly Effective 2

 B104976

G2.B6.S1 Professional Development in new Danielson Framework. 4

 S116224

Strategy Rationale

If teachers have a greater understanding of what it means to deliver highly effective instruction more consistently, then the overall quality of instruction will improve.

Action Step 1 5

All K-5 teachers will undergo Danielson Framework training during morning PD sessions.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

PD sessions will be scheduled, at least 4, with sign in sheets

Person Responsible

Shana Berg

Schedule

On 6/5/2015

Evidence of Completion

During PD sessions, teachers will develop "look for's" check lists. These checklists will be the outcome of "inter-rater reliability" between teachers and administrators. This will evidence teacher understanding of performance expectations at the highly effective level. These checklists will also serve to collect school-wide data (not individual data) on "high quality instruction."

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

School-wide data will be collected through staff developed checklists of highly effective instruction.

Person Responsible

Mario Mendoza

Schedule

On 6/5/2015

Evidence of Completion

During PD sessions, teachers will develop "look for's" check lists. These checklists will be the outcome of "inter-rater reliability" between teachers and administrators. This will evidence teacher understanding of performance expectations at the highly effective level. These checklists will also serve to collect school-wide data (not individual data) on "high quality instruction."

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	The Wakeland Coaching Cycles may include the following 5 steps: -PD literature -Lesson modeling -Co-teaching a lesson -Teaching a lesson with IB Coordinator feedback - Administrative check on learning	Berg, Shana	9/15/2014	-Wakeland Coaching Cycle Plan 14-15 (document) -PD Sign in sheets - Observation of event -Coaching log	10/31/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Purchase and implement use of Top Score Writing Curriculum within ELA Block.	Mendoza, Mario	9/15/2014	-Purchase order -PD on implementation -Highly Connecting to planning in 4th and 5th grade	6/5/2015 one-time
G1.B3.S2.A1	During TCT Data meetings, teams will problem-solve around Power Standards students are showing a lack of proficiency. Solutions/outcomes from problem-solving will include "writing" as a part of the overall strategy selected to address standards proficiency.	Mendoza, Mario	9/15/2014	-Lesson plans -Student work	6/5/2015 one-time
G1.B4.S2.A1	Members of the A Team will Highly Connect to TCT's weekly planning and their TCT Data meetings. Highly Connecting means one member of the A Team will be in attendance to participate, provide input, feedback, help problem solve/provide guidance, and monitor implementation of plans.	Mendoza, Mario	9/15/2014		6/5/2015 one-time
G2.B6.S1.A1	All K-5 teachers will undergo Danielson Framework training during morning PD sessions.	Mendoza, Mario	9/15/2014		6/5/2015 one-time
G1.MA1	iReady data in Math and Reading, as well as District Benchmark Assessments will be reviewed throughout the school year to determine progress toward goals.	Mendoza, Mario	9/15/2014	Proficiency growth in Math, ELA, and Science on all District Assessments demonstrate goals are being met. A Team attendance and participation ensures goal implementation.	6/5/2015 one-time
G1.B4.S1.MA1	Administrators will conduct walk throughs and/or classroom visits during instruction.	Mendoza, Mario	9/15/2014	- Observation of writing occurring in Math, Science, Social Studies, and ELA as a part of the learning process. - Students will show improved scores across all assessed content areas.	6/5/2015 every-6-weeks
G1.B4.S1.MA1	Step 5, Administrative Check on Learning is the built in monitor piece to Wakeland Coaching Cycles.	Mendoza, Mario	9/15/2014	-Administrator will visit teacher classrooms to see implementation of learned skill/strategy. -Collection of planning documents and sign in sheets.	10/31/2014 biweekly
G1.B3.S1.MA1	-Walk throughs and classroom visits - Highly Connecting to TCT weekly planning -Evaluation of student work	Mendoza, Mario	9/15/2014	-Assessments will be graded by TCT's at Tara Elementary, while we score their assessments, yielding more objective results. -Assessments will be monitored for progressive gains.	6/5/2015 one-time
G1.B3.S1.MA1	Highly Connecting to 4th and 5th grade TCT weekly planning.	Mendoza, Mario	9/15/2014	-Improved instructional practice. - Attendance at planning sessions (observational data). -Walk throughs and classroom visits during ELA block.	6/5/2015 one-time
G1.B4.S2.MA1	Highly Connecting involves A Team attendance, observation, and monitoring.	Mendoza, Mario	9/15/2014	Improved proficiency scores on all iReady data and District Benchmark Assessments.	6/5/2015 one-time
G1.B4.S2.MA1	TCT Data meetings and planning meetings are scheduled for the duration of school year. A Team attendance ensures fidelity and monitors fidelity.	Mendoza, Mario	9/15/2014	-TCT Lesson planning feedback through email -TCT Data meeting spreadsheets	6/5/2015 one-time
G1.B3.S2.MA1	A Team members will Highly Connect to TCT Data Meetings in order to ensure writing is incorporated in solutions to reteaching identified Standards.	Mendoza, Mario	9/15/2014	- TCT District spreadsheets - Progress monitoring standards will show level of effectiveness	6/5/2015 one-time
G1.B3.S2.MA1	Part of the DMR process includes a monitoring/check piece at step 6.	Mendoza, Mario	9/15/2014	TCT Data Meeting spreadsheets	6/5/2015 one-time
G2.MA1	-During PD sessions, teachers will develop "look for's" check lists. These		9/15/2014	-Administrative walk through data should yield higher ratings over time. -	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	checklists will be the outcome of "inter-rater reliability" between teachers and administrators. This will evidence teacher understanding of performance expectations at the highly effective level. These checklists will also serve to collect school-wide data (not individual data) on "high quality instruction."			Teachers improved performance on evaluations. -Checklists should yield progressively higher rates of highly effective instruction occurring in building over time. -Increase in student performance over time.	
G2.B6.S1.MA1	School-wide data will be collected through staff developed checklists of highly effective instruction.	Mendoza, Mario	9/15/2014	During PD sessions, teachers will develop "look for's" check lists. These checklists will be the outcome of "inter-rater reliability" between teachers and administrators. This will evidence teacher understanding of performance expectations at the highly effective level. These checklists will also serve to collect school-wide data (not individual data) on "high quality instruction."	6/5/2015 one-time
G2.B6.S1.MA1	PD sessions will be scheduled, at least 4, with sign in sheets	Berg, Shana	9/15/2014	During PD sessions, teachers will develop "look for's" check lists. These checklists will be the outcome of "inter-rater reliability" between teachers and administrators. This will evidence teacher understanding of performance expectations at the highly effective level. These checklists will also serve to collect school-wide data (not individual data) on "high quality instruction."	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the implementation of “writing across all content areas,” students will make one year’s growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year.

G1.B3 Unknown elements of Wonders

G1.B3.S1 Purchase of District approved Top Score Writing Program.

PD Opportunity 1

Purchase and implement use of Top Score Writing Curriculum within ELA Block.

Facilitator

Mario Mendoza, Lauren McCaw, Verdya Bradley

Participants

4th and 5th grade teachers, ESE Support, Gifted support.

Schedule

On 6/5/2015

G1.B4 Teacher skill and experience of writing instruction under new standards

G1.B4.S1 Professional Development - Wakeland Coaching Cycles for K-5 teachers.

PD Opportunity 1

The Wakeland Coaching Cycles may include the following 5 steps: -PD literature -Lesson modeling - Co-teaching a lesson -Teaching a lesson with IB Coordinator feedback -Administrative check on learning

Facilitator

Shana Berg

Participants

All K-5 teachers.

Schedule

Biweekly, from 9/15/2014 to 10/31/2014

G2. Through the implementation of “high quality instruction,” as defined by the Danielson's Enhancing Professional Practice, students will make one year's growth or more in ELA, Math, and Science as demonstrated through iReady and Benchmark Assessments during the 14-15 school year.

G2.B6 Familiarity with Danielson Rubrics and definition of Highly Effective

G2.B6.S1 Professional Development in new Danielson Framework.

PD Opportunity 1

All K-5 teachers will undergo Danielson Framework training during morning PD sessions.

Facilitator

Mario Mendoza, Greg Sander

Participants

All K-5 teachers

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the implementation of “writing across all content areas,” students will make one year’s growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year.

G1.B4 Teacher skill and experience of writing instruction under new standards

G1.B4.S2 Highly Connecting to TCT's during planning and data meetings.

PD Opportunity 1

Members of the A Team will Highly Connect to TCT's weekly planning and their TCT Data meetings. Highly Connecting means one member of the A Team will be in attendance to participate, provide input, feedback, help problem solve/provide guidance, and monitor implementation of plans.

Facilitator

Mario Mendoza - 1st grade and 5th grade, Greg Sander - Kindergarten and 3rd grade, Shana Berg - 2nd grade and 4th grade

Participants

All K-5 Teachers

Schedule

On 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Through the implementation of “writing across all content areas,” students will make one year’s growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year.	1,600
Grand Total	1,600

Goal 1: Through the implementation of “writing across all content areas,” students will make one year’s growth or more in ELA, Math, and Science as demonstrated through District Benchmark Assessments during the 14-15 school year.

Description	Source	Total
B3.S1.A1 - A \$200 Curriculum Binder for 6 teachers, 1 for IB Coordinator, 1 to be shared between Principal and Asst. Principal.	School Improvement Funds	1,600
Total Goal 1		1,600