

Lewis E. Wadsworth Elementary



2014-15 School Improvement Plan

Lewis E. Wadsworth Elementary

4550 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
71%

Alternative/ESE Center
No

Charter School
No

Minority
46%

School Grades History

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

School Board Approval

This plan is pending approval by the Flagler 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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wadsworth Elementary School's mission is to provide every student with engaging, differentiated school work resulting in an excellent educational experience that allows all children to reach their full potential. This will be accomplished by collaborating with students, teachers, staff, parents, and the community and by raising student achievement every day, in every way. We recognize that all students do not enter school at the same level, socially or academically nor will they progress at the same rate. We will meet their varying needs through differentiated instruction and monitoring their responses to intervention. Conceptual development through hands-on and interactive activities is essential in developing a foundation of knowledge to build upon. Our curriculum is driven by Florida's Next Generation of Sunshine State Standards. Teachers are encouraged to plan together and are required to follow the curriculum guides developed collaboratively across the district. Providing differentiated instruction, remediation, and immediate intensive intervention to students who are experiencing difficulty is an integral part of our educational process.

Provide the school's vision statement

We envision all Wadsworth Elementary School students scoring on grade level or higher in every subject. In addition, it is an expectation that every student will show a minimum of one years growth. This is an admirable goal to be sure, but not unattainable! The expertise of the highly trained, experienced faculty Wadsworth is what gives us the key to ensure the success of our students. But as we all know, we can't do it alone. Success in any organization requires teamwork. Educating our students requires a team with the school, parents and community all working together. The survival of public schools rests on our ability to create/develop/produce and support high achieving students armed with the tools necessary to be successful adults in the 21st century. This requires us to keep up with the constant change! It is crucial that we teach our students a variety of effective strategies for learning. We know they will need to apply these strategies throughout the course of their lives. The children of today must be able to analyze, synthesize and evaluate the barrage of information coming at them from every direction. Students today are natives of the digital age and most, naturally multi-task. They need to be enticed to learn with engaging but rigorous lessons. They crave the integration of technology into the lessons they learn about in every subject. As a team we must model the need to be life-long learners. Survival, for everyone, relies heavily on our ability to adapt. With this constant change we are required to learn, unlearn, re-learn, modify, adapt and create. Teaching today has become a science as well as a challenge to engage our students. We are becoming fully ingrained in the diagnostic-prescriptive approach to teaching and learning. We have identified many highly effective methods of teaching and have a clearly defined curriculum (the Sunshine State Standards). As a team, we have all the key components, the same goals of staying focused and using expertise. It is now a matter of fine tuning and pulling everything together. We must all have the same goal, stay focused, and use our expertise.
Raising Student Achievement Every Day In Every Way

School Environment

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

At the beginning of the school year, teachers start the year by calling families and welcoming them to their new class. At this time, teachers talk with the parents about their expectations for their child's education and what they would like for the teacher to do to help them meet these goals. Everyday our teachers stand outside their doors to greet students. Students who struggle with behaviors, spend two minutes everyday talking with the teacher in which the teacher asks questions that will help he/she to get to know the child and build a relationship. Through our MTSS process, we look at each child and work to focus on their strengths and weaknesses. We get to know the students in order to provide interventions and support that meet the individual child's needs. Through our Professional Learning Communities, we discuss our students and the trends in our school. For instance, we discuss the high mobility rate of our students, our ESOL populations and our free and reduced lunch populations. We have numerous opportunities for parents to get involved in our school including parent conferences, parent nights, movie nights, academic nights, award ceremonies, talent shows, and other nights that encourage family involvement.

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

Developing a culture known as the Wadsworth Way that recognizes the worth of the individual and fosters mutual respect for all, is a priority. It is an expectation of all employees and students of Wadsworth Elementary School to treat others as you would like to be treated. Spend your days being friendly, courteous, kind, accommodating, polite, considerate, professional, enthusiastic, and eager to celebrate another's accomplishments, empowering, patient and determined not to succumb to negativity.

We create an environment where students feel safe and respected through utilizing the Positive Behavior Support system to help manage student behaviors and keep students safe in addition to a variety of other programs and activities.

Before school starts each day, various staff members are posted around the school in supervisory stations. The adult supervisors assure that the school procedures are being followed, and that all of the students are safe. These adult supervisors greet students by name and ask students how their day is going. The students may then proceed to the cafeteria for a free breakfast. During breakfast, an attendee talks to the students about citizenship, and asks for feedback from the students. This starts the day off on a positive note. Also, Wadsworth has a morning Homework Help program for the students to attend if they need assistance with the most challenging components of their homework. Once the school bell rings, the teachers stand outside of their doors and greet the students. At this time, the teachers engage the most behaviorally needy students in individualized nonacademic conversations. The goal of these conversations is to build rapport with the students, which in turn decreases the number of behavioral incidences. During the school day, Wadsworth's faculty and staff all follow the discipline protocol set in place by administration. By having the faculty follow the same protocol, it eliminates the students feeling like the teacher is picking on them. In addition, teachers turn in their own classroom management plan, which is based on the CHAMPS model. Wadsworth also offers high-risk students a mentoring program, so that they have an adult to make them feel accepted and cared about. Other groups that we offer to make our students feel safe and respected are the bullying, social skills, and anxiety groups, which are ran by the school psychologist and guidance department. As a school, we also encourage students report any incidence of bullying, and these reports are all investigated. We also help our sixth grade students feel respected during the day by offering them choices for the their special area classes.

After school, we respect individual differences through providing a variety of programs and clubs. The sixth graders have access to H.A.C. (Homework Assistance Club), Monday through Thursday, which is run by the sixth grade academic coach. In addition, we offer clubs such as Minecraft, Girls Coding Club, Girls on the Run, Track, Chorus, and Art.

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

The Code of Student Conduct was developed by the Flagler County Schools. This publication which can be found at <http://flaglerschools.com/students/>, describes the procedures for parents, students and the school, to work cooperatively to foster positive interpersonal relationships and maintain a school environment free of disruptions which interfere with the teaching and learning activities. Our goal is to help children, not punish them. It is the responsibility of the school to provide a safe environment with a friendly, cooperative atmosphere conducive to learning. To accomplish this, students must follow the school rules and regulations. Most misbehavior occurs because the child does not know or has difficulty choosing the correct action. School personnel are charged with the responsibility to teach students the proper way to behave in a school setting. Each teacher must have a well-developed classroom management system that includes rewards and consequences. This system must be clearly communicated to students and parents and be consistently used with all students throughout the school year. Teachers will solve discipline problems within the classroom using the steps developed. Referrals to the office will be handled in a firm and fair manner. Administrators are charged with the responsibility of making decisions regarding discipline that will be in the best interest of the student and the entire student body. They use professional judgment to determine the severity of each incident and acts accordingly. Students who fail to comply with the assigned consequence or misbehavior while in the alternative classroom may result in being remanded back to their parent. Consequences for misbehaviors may include in-school detention, after-school detention or out of school suspension.

Every year at the beginning of the new school year and in January, we hold a Wadsworth Way Assembly for all grade levels. During these assemblies the school expectations and behavior systems are discussed.

Wadsworth Elementary School Expectations –

Welcome

Every

Student by having

*Positive Attitude

*Understand Differences in Others

*Ready, Set, Prepared

*Respectful and Responsible Students

Wadsworth Guidelines for Infractions;

Minor Classroom Infractions include: Dress Code Violations, Rude/Discourteous, Inappropriate Physical Conduct, Running, Gum/Candy, Tardy, Inappropriate Location, Lying/Cheating, Disruption, Sleeping/Head Down

Major Classroom Infractions include: Property Misuse/Minor Damage, Forgery/Minor Theft, Harassment/ Bullying, Defiance/ Insubordination, Abusive Language/Profanity, Inappropriate Physical Contact

Direct to Office Infractions include: Weapons, Combustibles, Arson, Bomb Threat, Tobacco, Fighting/ Physical Aggression, Property Damage/Vandalism, Gang Affiliation, Major Theft

Classroom Management procedures include:

- Set a good example.
- Establish procedures for the class.
- Establish clear expectations and consequences so students know what to expect.
- Be consistent with your disciplinary plan.
- Be fair! Students will accept discipline actions. However, they will rebel against injustice immediately.
- Maintain good lines of communication between the school and the home.
- Never give an order you can't enforce or that you don't intend to enforce.
- Be friendly and show an interest in them as a person.

- Be positive, constructive, firm and assertive in all of your dealings with students.
- Avoid power struggles.
- Use clear instructional language so students understand the work and the procedures for accomplishing it.
- Establish an accountability system by monitoring work in progress, establishing routines for turning in work, and providing regular feedback to students.
- Realize that each student has basic needs that must be met, including food, rest, love, self-respect, and freedom from fear.
- Avoid placing students in frustrating academic situations that will cause them to “act out.” This should not be interpreted as not being able to challenge your students.
- Recognize that the manner in which a teacher addresses a student often affects the way the student responds.
- Monitor the behavior of the rest of the class while working with small groups.
- Use unobtrusive signals to inform students they are misbehaving.
- Know which distractions to ignore and which to act on, since constant attention to minor disturbances make it more difficult to correct major ones.
- Use discipline methods appropriate to students’ maturity.
- Refer discipline problems to the administration in accordance with established procedures.
- Provide equal educational opportunity by meeting each student’s social, emotional, and academic needs.
- Use motivational techniques to encourage children to work hard and behave.
- Use disciplinary procedures conducive to improving behavior.
- Have high expectations for your students.
- Foster mutual esteem among students.
- Listen to all sides of a student dispute before assessing blame.
- Make sure children understand the reasons why they are corrected.
- Never say anything to a student (in front of the class or individually) that you wouldn’t say to the child’s parent.

Classroom Tracking Slips:

When a student commits a minor disciplinary infraction, the teacher documents the incident on a behavior tracking form. Each tracking form will note the date, time, type of incident and intervention used to correct the behavior. Parent notification is required anytime a behavior is noted on a tracking form. When a student receives four behavior notices in a 30 day period, the tracking form, along with a disciplinary referral is sent to the office for administrative intervention. Each teacher must keep their own tracking forms on students and may not combine them with another teacher’s. For major infractions, a referral should be written immediately.

CONSEQUENCES: The administration uses professional judgment to determine the severity of each incident and follows guidelines set forth by representatives from the School Discipline and Positive Behavior Support Team. They may choose the following alternatives, but is not limited in choice to:

1. Lunch detention
2. Loss of recess
3. Denial of privileges: movies, assemblies, field studies, etc.
4. Work details (with parent permission)
5. An alternative classroom may be assigned
6. In school detention
7. After school detention
8. Saturday School
9. Out of school suspension
10. Expulsion
11. Any combination of the above

Teachers also have the option of utilizing alternative classrooms for misbehavior, or denial of privileges, such as parties, free time, recess, or may choose ‘time out.’ Teachers may not deny students field study participation unless they have prior administrative approval. Withholding students

from activities such as pizza parties and class rewards requires parent notification. Writing assignments such as sentences or reports are not to be used as punishment. Unfinished or missing school/homework is no basis for a referral. This is a behavior in need of intervention and should be discussed at your Rtl meetings. ESE student's Individual Education Plan may cause some variations in their disciplinary plans.

Responsibility Room

When a student earns a referral, time spent in the Responsibility Room may be given as a consequence. The Responsibility Room is a program designed to help students improve their behavior. If a student from class should be assigned by administration to the Responsibility Room, they should go to R.R. with work to be done. Teachers write these assignments on the Student work to be Completed form which can be found on the WES teacher share drive. While in R.R., they will be counseled by administration in regards to the offense and develop a plan for using appropriate behaviors.

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

Short term/Crisis counseling is available to all students based on teacher or parent referral. Classroom guidance lessons are conducted 2-3 times per year, focusing on safety/bullying. Guidance lessons are also available at teacher request. All tier 2 and higher behavior students are assigned a mentor as well as non-tiered students through our county office at parent request or if staff sees a need. Anxiety, grief, social skills, relational aggression and problem solving groups are provided to students who show a need for the services.

Through our mentor program, teachers meet with identified children on a weekly basis to build trust with the students so that teachers can help with conflict resolution, counseling, and providing behavior strategies as needed. Mentors are encouraged to make contact by: Positive note to student, Certificate of Improvement, Having lunch with student, Special snack during lunch visit, Helping in the classroom, Create a hallway bulletin board, Positive phone call / letter home, Positive note to Homeroom teacher about behavior outside classroom, Getting to know you games (20 questions), Playing learning games, Walk campus, Read together, Homework help, Happy Visits to Guidance or Admin Office.

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

Through MTSS meetings, we look on a monthly basis for students exhibiting any of the above criteria for early warning indicators. These reports are pulled in Skyward and through performance matters. Once these students are identified, then interventions are put into place and we monitor them on a daily basis in class and through the MTSS meetings on a monthly basis.

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	1	2	3	4	5	6	
Attendance below 90 percent	19	24	23	17	21	28	22	154
One or more suspensions	6	4	9	6	7	5	14	51
Course failure in ELA or Math	0	0	0	12	16	1	1	30
Level 1 on statewide assessment	0	0	0	3	17	22	27	69

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

Indicator	Grade Level					Total
	1	3	4	5	6	
Students exhibiting two or more indicators	3	4	8	16	16	47

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

Our school meets monthly to discuss students that are struggling either academically or behaviorally. Through our MTSS process, we identify these students and then create plans to help their performance. These plans and their ongoing data are monitored on a monthly basis.

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

Wadsworth Elementary School's parents and faculty believe it is our mission to create successful students. We will accomplish this by working together to understand and use successful learning strategies both when presenting challenging yet engaging academic instruction in the classroom and practicing newly learned material at home. We will provide a nonthreatening and nurturing environment for our students to learn in school and at home. The administrators of Wadsworth Elementary School, along with the Title 1 Advisory Council, are responsible for the planning, review, and improvement of the school-based Title 1 program. We will invite all parents to join the Title 1 Advisory Council periodically throughout the school year. However we will recruit hard for membership during our school orientation day held just prior to the start of the new school year. We will have a recruiting table manned with knowledgeable personnel, a parent and have information available. The Title 1 Advisory Council will meet throughout the year, on the same dates as the Parent-Teacher Organization and the School Advisory Council meet, to gather input from and involve parents in the development of the required plans. Parental input will be documented through meeting minutes, agendas and sign-in sheets. To encourage greater parent participation, Title I Advisory Council meetings will be scheduled to best meet the needs of the parents (SAC & TAC). Childcare will be provided if needed. Specific examples of the flexible schedules offered to parents are morning

meetings before school starts, evening meetings after dinner, meetings during the dinner hour with food provided, and going into the community during the weekend. Podcasts and home visits will be provided to parents who want to be involved with their child's educational program. We also send a Skylert reminder to parents 1-3 days in advance to remind them of the meeting. School website with parent involvement link, Pod-casts, Student Planners, Title I newsletters, Call Messenger System, School and Classroom Teacher Newsletters, Open House Orientation, Student/Parent workshops, Teacher-Parents Response to Intervention meetings, and Parent-Teacher conferences. Documentation will be tracked in the school-based "Parent Involvement" notebook.

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

Wadsworth Elementary School works closely with the Flagler County Education Association to form partnerships with local businesses and volunteer agencies. Through this partnership we are able to secure funds, volunteers and guest speakers to enrich the learning of our students. This year we have already established partnerships with Lowes, Papa Johns, Sonny's, McDonalds, Daytona State College, Bethune Cookman College and Bob Evans. We will continue to work throughout this year to continue to seek out positive business and community relationships.

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
Fanelli, John	Principal
Byrne, Jamie	Teacher, ESE
Carmo, Patricia	Guidance Counselor
Cashman, Cindy	Other
Craton, Lora Lee	Teacher, K-12
Crews, Charlie	Teacher, K-12
Deford, Jessica	Instructional Coach
Evans, Martin	Teacher, K-12
Goodin, Joanne	Teacher, K-12
Jacques, Claudette	Teacher, K-12
Kryspin , Debbie	Teacher, K-12
Neuenfeldt, Amy	Instructional Coach
Palot, Marilee	Instructional Media
Patterson, Lori	Guidance Counselor
Poland, Lesley	Teacher, K-12
Sigler, Susan	Teacher, K-12
Terry, Fred	Assistant Principal

Duties

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

The Wadsworth Leadership Team is focused on all areas of the school, and has an active role in developing and implementing the school improvement plan. The Leadership team works closely with the teachers to identify the needs, of students and teachers, and addresses these needs by providing support as necessary. The Leadership Team meets monthly to discuss the goals of the school, the plans for meeting these goals, monitoring of the goals, as well as concerns within our school. Each team member represents part of our staff and then shares information with them. The leadership team works together to plan, implement, and monitor policies and procedures that will help Wadsworth carry out our mission and vision.

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

The Leadership Team is focused on all areas of the school, and has an active role in developing and implementing the school improvement plan. The Leadership team works closely with the teachers to identify the needs, of students and teachers, and addresses these needs by providing support as necessary. Our MTSS Team meets with teachers monthly to review data and monitor student progress. During this time we discuss interventions that are in place for each child and if they are effective. In the event that the interventions are not being effective, the team then comes up with a new plan based on data and diagnostic information. As part of the MTSS team we routinely look at the goals set for the school for the year and make sure that we are on track to exceed them. In order to exceed our goals we look at our core instruction, our grade level coaches, and our small group instruction that takes place during III (Intensive Intervention Instruction).

During our Professional Learning Communities that are led by members of the leadership team we work to tie resources, instructional practices, curriculum, personnel support to the Florida Standards. We monitor data in order to evaluate the effectiveness of instruction and resources towards meeting the expectations of the Florida Standards. We also provide professional development that focuses on instructional and behavioral strategies that raise student achievement. Through the SEEC grant we are able to provide five full days of professional learning for each teacher. These opportunities are held every month for a half day.

The Title I coordinator met with all of the schools that will be served under Title I, Part A and discussed the results of their Comprehensive Needs School Assessment. Title I professional development will be supplemental to district offerings and specific to the needs of the Title I schools. Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities. All Title I teachers previously received FRI training and updated FRI offerings. Needs for professional development for highly qualified requirements are reviewed by the curriculum department at curriculum meetings.

Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements so that Title I, ELL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Parent trainings will provide math and reading make and take workshops such as Families Building Better Readers and MAPPS (Math and Parent partnerships). Title I and Title II A will allow for the training to support these programs. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey included in the Title I newsletter. The newsletter is sent home and is available online. Youth at risk and/or economically disadvantaged in an elementary school served by Title I would have services available to them through the Title I funding. Title I also funds .30 of a District Curriculum Specialist position to work with and provide reading professional development for the Reading Coaches, classroom teachers and ESE teachers. The District Curriculum Specialist also works with individual schools on data disaggregation, prescriptive and

programmatic planning, and fidelity of implementation of the K-12 reading plan. This position also supports data disaggregation and intervention for Response to Intervention.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Diane Tirado	Parent
Roderick Mac	Parent
Joan Galt	Business/Community
Jennifer Baker	Parent
Mitzi Gee	Parent
Dorita Rodriguez	Parent
Keith Smith	Teacher
John Fanelli	Principal
Stacey Smith	Teacher
MaryAnn Quinci Suwinski	Education Support Employee
Vickie Eaton	Education Support Employee

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

At our last SAC meeting at the end of the 2013-2014 school year, we reviewed the school improvement plan and highlighted the activities, process, and resources that we use to meet each goal. At the beginning of the year at our first SAC meeting for the 2014-2015 school year, we reviewed our school data, discussed our progress towards meeting our goals, discussed why we were successful and what needs to continue, and finally evaluated things that were not successful and suggestions for this year. Teachers, students, parents, and community members all have opportunities to review our school data, set future goals, and plan for meeting these goals.

Development of this school improvement plan

Our school improvement committee met at the end of the 2013-2014 school year to make recommendations on our new school improvement plan. We will be presenting a draft of our 2014-2015 school improvement plan at the next SAC meeting. This will allow everyone to share in a collaborative process and make adjustments to our school improvement plan for the 2014-2015 school year.

Preparation of the school's annual budget and plan

The school's annual budget and plan is created through a partnership with the school and district. Our school improvement goals are taken into consideration in deciding the instructional personnel needed, the additional resources needed, and the professional development/learning required. We work hard to ensure that each dollar that is spent is impacting student achievement in a positive way towards meeting our school's goals. Aspects of the budget are shared at SAC meetings in order to

ensure accountability of funds spent as well as, to have input on how funds are spent in relationship to their effectiveness towards raising student achievement.

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

The school improvement funds for Wadsworth Elementary have yet to be determined. As soon as our SAC by-laws are approved, the SAC Committee will review proposals on how the funds should be spent. All Wadsworth Elementary School employees will be eligible to vote on the proposed funding.

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
Byrne, Jamie	Teacher, ESE
Craton, Lora Lee	Teacher, K-12
Crews, Charlie	Teacher, K-12
Deford, Jessica	Instructional Coach
Fanelli, John	Principal
Goodin, Joanne	Teacher, K-12
Jacques, Claudette	Teacher, K-12
Kryspin , Debbie	Teacher, K-12
Neuenfeldt, Amy	Instructional Coach
Palot, Marilee	Instructional Media
Poland, Lesley	Teacher, K-12
Sigler, Susan	Teacher, K-12
Terry, Fred	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT's major initiative for the 2014-2015 school year will be to further analyze data to determine individualized needs of students and meet those needs through differentiated instruction. PLC's and grade level meetings allow teachers time to discuss individual students while offering teachers support in making informed decisions. The support given for the decision making process is in the form of the Assistant Principal, Reading Coach, RTI Coach, Grade Level Coach and Classroom Teachers. The experience and knowledge of each LLT member is respected and required to implement an effective literacy program for all students. In addition, the LLT will unwrap the new Florida ELA Standards, and provide instructional support with implementing them and meeting the rigorous demands of the Florida Standards Assessment, and educate parents about the new requirements. The LLT will also promote literacy through providing multiple parent workshops. For

K-3 parents and families, we will conduct the Families Building Better Readers workshop to teach parents how to help their children through each of the stages of literacy. Then through breakout sessions, the parents will be given targeted, grade level specific activities to use with their children. A similar workshop, Stepping Up to Literacy, will be provided for the students in 3rd through 6th grade. At Wadsworth, independent reading is promoted through the Reading Counts classroom competition. Individuals who meet a grade level specific quarterly goal earn a reward, and the classroom that has the most points for the quarter with a minimum of 70% participation will receive a classroom reward, which includes a banner to hang outside of their classroom.

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

Before school started this year, we brought our teachers in two days early to participate in professional learning communities. During these two days teams looked at strengths and weaknesses of their data from the year prior, they looked at the data on their current students, unpacked the Florida Standards, and prepared lessons for the first quarter of the year that included targeted instructional practices. At Wadsworth each of our grade levels have common planning on a daily basis. Teachers collaborate with their teams or partner teachers on a weekly/daily basis. Each month our teachers participate in a half-day professional learning community meeting where we meet to focus on raising student achievement, designing lessons with highly effective instructional practices, evaluating prior lessons effectiveness, and setting goals for their students, their classroom, and their grade levels that will help to impact student achievement. Through out the year, our school has different opportunities for teachers to build relationships including luncheons, parties after school (Christmas, FCAT Success Party), and activities (picnics, sports events, and beach days).

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

Our school utilizes mentor teachers in order to help retain our current teachers. We offer competitive salaries, continuing coaching and professional development, and a supportive atmosphere to encourage individuals to work for our school. Postings are made for a minimum of five days in order to give applicants time to apply and we complete a minimum of two reference checks on each applicant that is to be hired. We work very closely with the colleges to have interns placed at our school and then hire from there.

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

The district Mentoring Program model is Paula Rutherford's Mentoring in the 21st Century. Mentors are assigned to guide Early Career teachers, defined as those who are new or have two to three years of experience. The goals of the program are to increase the retention rate of Early Career teachers, to increase the efficacy of Early Career teachers as demonstrated in student achievement, and to increase the "happiness factor" of Early Career teachers. Our teachers who are new to the educational field receive a mentor for 180 days. Our teachers who are new to our school district receive a mentor for 90 days.

All mentors are required to attend training before taking on this role. The goal of the required training is to equip mentors with the skills they need and focuses on the following:

- Best Practices in mentoring
- roles and responsibilities
- stages of new teacher development
- adult learning styles

- information processing styles
- peer observations and feedback
- Best Practices in standards-based teaching and learning

Objectives of the Mentoring Program:

- Increase the retention rate of Early Career teachers by 10 % over the year before.
- Maintain a core group of at least three trained mentors at each school.
- Maintain a district-level team of 4 mentors representing elementary, middle and high school who in turn are able to train teachers to become mentors as needed.
- Increase the achievement level of students in the classes of Early Career teachers by 10% as demonstrated by standardized test data.

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

Wadsworth ensures that core instructional programs are aligned to Florida's standards by purchasing state adopted textbooks and programs. The Reading and Social Studies program for all grade levels is McGraw-Hill Connect Ed. Kindergarten through fifth grade students use the Think Central Go Math program, and sixth grade has adopted the McGraw-Hill Connect Ed Mathematics program. For Science, the adopted program that is being utilized across all grade levels is Discovery Education. To ensure that materials are aligned to Florida's standards, teachers unwrap the Florida Standards and align their goals, lessons, materials, and assessments to ensure all components of every standard are taught and assessed.

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

Data is used to differentiate instruction in a variety of ways. Data from the 2014 FCAT is used to place students into PRIDE (building Positive Relationships through Interventions, Differentiated instruction, and Enrichment) time groups. Students who scored a level one or two on FCAT, are placed in intervention groups based on skill deficits. These students receive different levels of services based on need, and their progress is monitored through MTSS and Data Team meetings. Students needing the lowest of support receive a minimum of 60 minutes of reading support during the 90-minute reading block and/or 40 minutes of math support during the math block per week by the classroom teacher. In addition, the student is provided with scaffolded support as by classroom teacher.

Students whose data does not demonstrate growth, or a positive trend line, receives all of the supports above, in addition to receiving 150 minutes a week of small group support in intervention for targeted areas. If these students are still having difficulties attaining proficiency, they receive all of the supports listed above in addition to receiving 60 minutes of small group support for reading and/or 40 minutes of support for math outside of the reading and math blocks for a minimum of four weeks. At that time, the levels of services are reevaluated, and the student can then receive the following supports consecutively and in addition to all previously listed. Students receive paraprofessional services 2 days a week for 20 minutes, limited participation in the intensive academic, and may be provided support in the target areas through an intensive academic block.

Students who are already in Exceptional Student Education program receive the following services based on their levels of proficiency on standardized tests.

- Support Level 1: Student receives support from the grade level coach per their IEP
- Support Level 2: Student receives support level 1 and support from a paraprofessional 2 days a week for 20 minutes
- Support Level 3: Student receives support levels 1 and 2 and limited participation in the intensive academic block
- Support Level 4: Student receives support level 1 and also is provided support in the target areas through an intensive academic block

Students scoring a three or higher are placed in enrichment groups. The content in the enrichment groups are STEAM based, and rotate quarterly. For all grade levels, the first quarter's instruction focuses on technology, the second quarter is engineering and math, the third quarter is science, and the fourth quarter focuses on the arts.

During MTSS, Data Team, and PLC meetings students' progress is monitored through the use of instructional data. Students' interventions and enrichment programs are adjusted based on scores from the weekly and quarterly assessment. Teachers create skill based small group instruction for interventions from the reports derived from the diagnostic components of the iReady program.

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:

We believe that after school activities provide a variety of learning opportunities for students outside of the classroom. Chorus, Technology Club, Art Club, Gardening Club, Girls on the Run, Community Problem Solvers, Minecraft Club, Creative Writing Club and Good News Club are currently offered to Wadsworth Students.

Strategy Rationale

By providing after school activities our school helps to provide enrichment activities for our students that will help to provide them with a well rounded education as well as to provide experiences that will help students to excel to their highest potential. These after school programs also help to build a sense of community as well as recognizing the successes of individual students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fanelli, John, fanellij@flaglerschools.com

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

All of our clubs will work on various projects which we can use to monitor the effectiveness of the program. Our Community Problem Solvers will compete in local, state and national competition against other schools.

Strategy: After School Program

Minutes added to school year:

Tutoring Programs and Homework Assistance

Strategy Rationale

Due to many of our students coming from economically disadvantaged families, many of the students do not receive the academic support that they need at home. Through our after school programs for tutoring and homework help, we are able to provide small group direct instruction that helps to raise student achievement and close educational gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fanelli, John, fanellij@flaglerschools.com

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

Data will be monitored through I-Ready assessments, classroom grades, and standardized assessment scores.

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

Each year we have Preschool registration at Wadsworth Elementary. We invite parents and preschool students to come and tour the school, talk with a bus driver and ride a school bus, visit our cafeteria, and speak with teachers and administration. We also provide materials that parents can take home. This allows parents an opportunity to work with their child over the summer on skills necessary to become successful kindergartners.

This year we added an onsite VPK. This will allow us to start working with students at the age of four as well as to provide vertical planning and collaboration times between the pre-k and kindergarten teachers. Further by being in the school a year prior to kindergarten, the students are learning the rules and procedures for school that will help make the transition seamless. The expectations for the VPK program are high and work to target the skills that students will need to be able to meet the Florida Expectations in kindergarten.

We have a middle school that connects to our elementary school. The majority of our students go to this school so at the end of the year, students go over and visit the school. Teachers and Administrators collaborate throughout the year helping to make the transition seamless for these students.

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

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

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

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

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.** For the 2014-2015 school year the expected level of performance should meet or exceed 57% achieving a level 3 or higher on the 5th Grade FCAT.
- G2.** For the 2014-2015 school year the expected level of performance is to meet or exceed the AMO goals set by the state for math in all areas.
- G3.** For 2014-2015, school year the expected level of performance is to meet or exceed the AMO goals set by the state for reading in all cells.

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. For the 2014-2015 school year the expected level of performance should meet or exceed 57% achieving a level 3 or higher on the 5th Grade FCAT. 1a

G047807

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- Discovery Education Learning Online/Print Techbook, Discovery Education Online Videos and Assessments, HappyScientist.com Online Videos, LEGO Engineering Resource Kits, FCAT (Florida Achieves) online activities.

Targeted Barriers to Achieving the Goal 3

- We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them.

Plan to Monitor Progress Toward G1. 8

Students will take Quarterly Science Assessments and end of the year EOCs that will be used to monitor our progress towards our Science Goals.

Person Responsible

John Fanelli

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.

G2. For the 2014-2015 school year the expected level of performance is to meet or exceed the AMO goals set by the state for math in all areas. 1a

G047746

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - Asian	84.0
AMO Math - African American	55.0
AMO Math - ED	62.0
AMO Math - ELL	43.0
AMO Math - Hispanic	60.0
AMO Math - SWD	45.0
AMO Math - White	69.0

Resources Available to Support the Goal 2

- Go Math Curriculum and Resource Kits, Triumph Online, I-Reading

Targeted Barriers to Achieving the Goal 3

- We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them.

Plan to Monitor Progress Toward G2. 8

Monthly in professional learning communities data will be discussed using the following items will be used to monitor fidelity of implementation: Performance matters, Benchmark Testing, I-Ready, Classroom Grade, FSA, Agendas and rosters.

Person Responsible

John Fanelli

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for math.

G3. For 2014-2015, school year the expected level of performance is to meet or exceed the AMO goals set by the state for reading in all cells. 1a

G047554

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Reading - Asian	77.0
AMO Reading - African American	63.0
AMO Reading - ED	67.0
AMO Reading - ELL	46.0
AMO Reading - Hispanic	71.0
AMO Reading - SWD	51.0
AMO Reading - White	72.0

Resources Available to Support the Goal 2

- Resources that support obtaining this goal include but are not limited to: Core Curriculum (Wonders Program), I-Ready Computer based intervention program, Triumph Learning Resources focused on Common Core, A minimum of three parent events. I CAN READ Program, FAIR Assessments and supportive resources, Performance Matter Diagnostic Testing, Monthly Meetings as grade level teams, and a school based reading coach. Through monthly MTSS meetings we monitor student progress in the area of reading and work to implement enrichment activities or interventions to help support the needs of all students. We also look at the data of progress monitoring tests to ensure that each child is being successful. Through community involvement we will utilize all of our resources by implementing a new mentoring program where students will work one on one with classroom volunteers to work on individualized reading skills. The "I Can Read" mentoring program allows students the opportunity to read aloud to their assigned mentor and receive instant feedback in the one on one setting. In addition, the student's reading mentor will model reading through read-alouds with their student.

Targeted Barriers to Achieving the Goal 3

- We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them.

Plan to Monitor Progress Toward G3. 8

Monthly in professional learning communities data will be discussed using the following items will be used to monitor fidelity of implementation: FAIR, Performance matters, Benchmark Testing, I-Ready, Classroom Grade, FSA, Agendas and rosters.

Person Responsible

John Fanelli

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for reading.

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

 = Problem Solving Step  S123456 = Quick Key

G1. For the 2014-2015 school year the expected level of performance should meet or exceed 57% achieving a level 3 or higher on the 5th Grade FCAT. **1**

G047807

G1.B1 We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them. **2**

B119144

G1.B1.S1 Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lessened plans that are highly effective in raising student achievement. STEAM activities will become an integral part of the educational process in grades K-6. **4**

S130942

Strategy Rationale

With a high mobility rate, when a student arrives at our school, it is important that we get the student's records in a timely fashion. Guidance and teachers will then look over the records for areas of concern. If a student is found to have a weakness in Science, then he/she will be placed on a PMP (Progress Monitoring Plan) and teachers will begin to monitor the student and provide small group differentiated instruction. Students will be taught through engaging lessons that provide direct instruction, guided practice, and independent practice. Teachers will work to use strategies that have been proven to yield high academic results. Students who are already enrolled will be monitored monthly to ensure they are being successful towards meeting their learning goals. We will work to place the correct resources and support for each child in order to ensure success. We will continue to find ways to help students who may be lacking in the area of basic needs such as food and clothing.

Action Step 1 **5**

Work to train teachers on High Yield Effective Science strategies. Monitor Data on an ongoing basis to ensure mastery of Florida standards.

Person Responsible

John Fanelli

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.

Action Step 2 5

Hold parent workshops that will help to get parents involved and provide resources that will help parents to support their children at home.

Person Responsible

Martin Evans

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.

Action Step 3 5

Every child receives STEM activities throughout the year during the special area in order to promote the scientific inquiry process and higher level thinking skills through interactive hands on lessons.

Person Responsible

Martin Evans

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Quarterly Science Assessments and the FCAT Science Assessment will be used to monitor the effectiveness of the activities to support our Science goal.

Person Responsible

John Fanelli

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students will take Quarterly Assessments and the data will be monitored toward progress of meeting the Science goal.

Person Responsible

John Fanelli

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.

G2. For the 2014-2015 school year the expected level of performance is to meet or exceed the AMO goals set by the state for math in all areas. **1**

 G047746

G2.B1 We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them. **2**

 B118957

G2.B1.S1 To use targeted instruction in alignment with high yield effective reading strategies to close educational gaps in math. Through diagnostic testing and progress monitoring teachers will pinpoint areas of weakness in reading and create a plan for instruction that will meet the students individual needs. **4**

 S130754

Strategy Rationale

With a high mobility rate, when a student drives at our school, it is important that we get the student's records in a timely fashion. Guidance and teachers will then look over the records for areas of concern. If a student is found to have a weakness in math, then he/she will be placed on a PMP (Progress Monitoring Plan) and teachers will begin to monitor the student and provide small group differentiated instruction. Students will be taught through engaging lessons that provide directing instruction, guided practice, and independent practice. Teachers will work to use strategies that have been proven to yield high academic results. Students who are already enrolled will be monitored monthly to ensure they are being successful towards meeting their reading goals. We will work to place the correct resources and support for each child in order to ensure success.

Action Step 1 **5**

Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lesson plans that are highly effective in raising student achievement.

Person Responsible

Amy Neuenfeldt

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for math.

Action Step 2 5

Hold parent workshops that will help to get parents involved and provide resources that will help parents to support their children at home.

Person Responsible

Amy Neuenfeldt

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for math.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The following items will be used to monitor for fidelity of implementation: Performance Matter Assessments, Classroom Grades, Common Classroom Assessments, FSA, Agendas and rosters

Person Responsible

Amy Neuenfeldt

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for math.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

During Professional Learning Communities and MTSS meetings, data and strategies will be discussed to monitor their effectiveness.

Person Responsible

Amy Neuenfeldt

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for math.

G3. For 2014-2015, school year the expected level of performance is to meet or exceed the AMO goals set by the state for reading in all cells. **1**

G047554

G3.B1 We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them. **2**

B118827

G3.B1.S1 To use targeted instruction in alignment with high yield effective reading strategies to close educational gaps in reading. Through diagnostic testing and progress monitoring teachers will pinpoint areas of weakness in reading and create a plan for instruction that will meet the students individual needs. **4**

S130662

Strategy Rationale

With a high mobility rate, when a student arrives at our school, it is important that we get the student's records in a timely fashion. Guidance and teachers will then look over the records for areas of concern. If a student is found to have a weakness in reading, then he/she will be placed on a PMP (Progress Monitoring Plan) and teachers will begin to monitor the student and provide small group differentiated instruction. Students will be taught through engaging lessons that provide direct instruction, guided practice, and independent practice. Teachers will work to use strategies that have been proven to yield high academic results. Students who are already enrolled will be monitored monthly to ensure they are being successful towards meeting their reading goals. We will work to place the correct resources and support for each child in order to ensure success. We will continue to find ways to help students that may be lacking in the area of basic needs such as food and clothing.

Action Step 1 **5**

Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lesson plans that are highly effective in raising student achievement.

Person Responsible

Jessica Deford

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for reading.

Action Step 2 5

Hold parent workshops that will help to get parents involved and provide resources that will help parents to support their children at home.

Person Responsible

Jessica Deford

Schedule

Quarterly, from 9/11/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for reading.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The following items will be used to monitor fidelity of implementation: FAIR, Performance matters, Benchmark Testing, I-Ready, Classroom Grade, FSA, Agendas and rosters.

Person Responsible

Jessica Deford

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for reading.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

During Professional Learning Communities and MTSS meetings, data and strategies will be discussed to monitor their effectiveness.

Person Responsible

Jessica Deford

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

We will meet all of our AMO goals set by the state in all subcells for reading.

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
G3.B1.S1.A1	Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lesson plans that are highly effective in raising student achievement.	Deford, Jessica	8/7/2014	We will meet all of our AMO goals set by the state in all subcells for reading.	6/5/2015 monthly
G2.B1.S1.A1	Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lesson plans that are highly effective in raising student achievement.	Neuenfeldt, Amy	8/7/2014	We will meet all of our AMO goals set by the state in all subcells for math.	6/5/2015 monthly
G1.B1.S1.A1	Work to train teachers on High Yield Effective Science strategies. Monitor Data on and ongoing basis to ensure mastery of Florida standards.	Fanelli, John	8/7/2014	57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.	6/5/2015 monthly
G3.B1.S1.A2	Hold parent workshops that will help to get parents involved and provide resources that will help parents to support their children at home.	Deford, Jessica	9/11/2014	We will meet all of our AMO goals set by the state in all subcells for reading.	6/5/2015 quarterly
G2.B1.S1.A2	Hold parent workshops that will help to get parents involved and provide resources that will help parents to support their children at home.	Neuenfeldt, Amy	8/7/2014	We will meet all of our AMO goals set by the state in all subcells for math.	6/5/2015 monthly
G1.B1.S1.A2	Hold parent workshops that will help to get parents involved and provide resources that will help parents to support their children at home.	Evans, Martin	8/18/2014	57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.	6/5/2015 quarterly
G1.B1.S1.A3	Every child receives STEM activities throughout the year during the special area in order to promote the scientific inquiry process and higher level thinking skills through interactive hands on lessons.	Evans, Martin	8/18/2014	57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.	6/3/2015 daily
G1.MA1	Students will take Quarterly Science Assessments and end of the year EOCs that will be used to monitor our progress towards our Science Goals.	Fanelli, John	8/18/2014	57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.	6/3/2015 quarterly
G1.B1.S1.MA1	Students will take Quarterly Assessments and the data will be monitored toward progress of meeting the Science goal.	Fanelli, John	8/18/2014	57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.	6/3/2015 quarterly
G1.B1.S1.MA1	Quarterly Science Assessments and the FCAT Science Assessment will be used to monitor the effectiveness of the activities to support our Science goal.	Fanelli, John	8/18/2014	57% or more of our fifth grade students will score a 3 or higher on the Science FCAT.	6/3/2015 quarterly
G2.MA1	Monthly in professional learning communities data will be discussed using the following items will be used to monitor fidelity of implementation: Performance matters, Benchmark Testing, I-Ready, Classroom Grade, FSA, Agendas and rosters.	Fanelli, John	8/7/2014	We will meet all of our AMO goals set by the state in all subcells for math.	6/5/2015 monthly
G2.B1.S1.MA1	During Professional Learning Communities and MTSS meetings, data	Neuenfeldt, Amy	8/7/2014	We will meet all of our AMO goals set by the state in all subcells for math.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and strategies will be discussed to monitor their effectiveness.				
G2.B1.S1.MA1	The following items will be used to monitor for fidelity of implementation: Performance Matter Assessments, Classroom Grades, Common Classroom Assessments, FSA, Agendas and rosters	Neuenfeldt, Amy	8/7/2014	We will meet all of our AMO goals set by the state in all subcells for math.	6/5/2015 monthly
G3.MA1	Monthly in professional learning communities data will be discussed using the following items will be used to monitor fidelity of implementation: FAIR, Performance matters, Benchmark Testing, I-Ready, Classroom Grade, FSA, Agendas and rosters.	Fanelli, John	8/18/2014	We will meet all of our AMO goals set by the state in all subcells for reading.	6/5/2015 monthly
G3.B1.S1.MA1	During Professional Learning Communities and MTSS meetings, data and strategies will be discussed to monitor their effectiveness.	Deford, Jessica	8/18/2014	We will meet all of our AMO goals set by the state in all subcells for reading.	6/5/2015 monthly
G3.B1.S1.MA1	The following items will be used to monitor fidelity of implementation: FAIR, Performance matters, Benchmark Testing, I-Ready, Classroom Grade, FSA, Agendas and rosters.	Deford, Jessica	8/18/2014	We will meet all of our AMO goals set by the state in all subcells for reading.	6/5/2015 monthly

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. For the 2014-2015 school year the expected level of performance should meet or exceed 57% achieving a level 3 or higher on the 5th Grade FCAT.

G1.B1 We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them.

G1.B1.S1 Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lessened plans that are highly effective in raising student achievement. STEAM activities will become an integral part of the educational process in grades K-6.

PD Opportunity 1

Work to train teachers on High Yield Effective Science strategies. Monitor Data on and ongoing basis to ensure mastery of Florida standards.

Facilitator

Amy Neuenfeldt/ Jessica Deford

Participants

All Teachers

Schedule

Monthly, from 8/7/2014 to 6/5/2015

G2. For the 2014-2015 school year the expected level of performance is to meet or exceed the AMO goals set by the state for math in all areas.

G2.B1 We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them.

G2.B1.S1 To use targeted instruction in alignment with high yield effective reading strategies to close educational gaps in math. Through diagnostic testing and progress monitoring teachers will pinpoint areas of weakness in reading and create a plan for instruction that will meet the students individual needs.

PD Opportunity 1

Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lesson plans that are highly effective in raising student achievement.

Facilitator

Jessica Deford and Amy Neuenfeldt

Participants

All Teachers

Schedule

Monthly, from 8/7/2014 to 6/5/2015

G3. For 2014-2015, school year the expected level of performance is to meet or exceed the AMO goals set by the state for reading in all cells.

G3.B1 We currently have 71% of our students that are Economically Disadvantaged and with this population of students come many challenges and hardships. In addition, we have a high mobility rate of 37%. Many of our students have personal and academic challenges so we continue to utilize a huge percentage of our resources to help support them.

G3.B1.S1 To use targeted instruction in alignment with high yield effective reading strategies to close educational gaps in reading. Through diagnostic testing and progress monitoring teachers will pinpoint areas of weakness in reading and create a plan for instruction that will meet the students individual needs.

PD Opportunity 1

Work to train teachers on High Yield Effective Reading strategies as well as for teachers to have training on Florida Standards and their implications within the classroom. Host monthly Professional Learning Communities that work to analyze data and create lesson plans that are highly effective in raising student achievement.

Facilitator

Jessica Deford/ Amy Neuenfeldt

Participants

All Teachers

Schedule

Monthly, from 8/7/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: For the 2014-2015 school year the expected level of performance should meet or exceed 57% achieving a level 3 or higher on the 5th Grade FCAT.	67,271
Goal 2: For the 2014-2015 school year the expected level of performance is to meet or exceed the AMO goals set by the state for math in all areas.	1,600
Goal 3: For 2014-2015, school year the expected level of performance is to meet or exceed the AMO goals set by the state for reading in all cells.	34,900
Grand Total	103,771

Goal 1: For the 2014-2015 school year the expected level of performance should meet or exceed 57% achieving a level 3 or higher on the 5th Grade FCAT.

Description	Source	Total
B1.S1.A1 - SEEC	Other	0
B1.S1.A2	Title I Part A	400
B1.S1.A3 - STEM teacher salary	Title I Part A	66,871
Total Goal 1		67,271

Goal 2: For the 2014-2015 school year the expected level of performance is to meet or exceed the AMO goals set by the state for math in all areas.

Description	Source	Total
B1.S1.A1 - SEEC	Other	0
B1.S1.A2	Title I Part A	1,600
Total Goal 2		1,600

Goal 3: For 2014-2015, school year the expected level of performance is to meet or exceed the AMO goals set by the state for reading in all cells.

Description	Source	Total
B1.S1.A1 - SEEC Grant Funding	Other	32,500
B1.S1.A2	Title I Part A	2,400
Total Goal 3		34,900