

FLORIDA DEPARTMENT OF EDUCATION



Waller Elementary School School Improvement Plan 2012-2013

2012-2013 School Improvement Plan

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Waller Elementary School	District Name: Bay
Principal: Peggy Bunch	Superintendent: William Husfelt
SAC Chair: James Fath	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Peggy Bunch	<p>Bachelor of Arts -Elementary Education, Florida State University;</p> <p>Master of Science - Educational Leadership, Florida State University;</p> <p>State of Florida Certifications- Elementary Education Principalship</p> <p>Endorsements: Gifted Ed. ESOL</p>	3	13	<p>2011-2012 Principal of Waller Elementary School: Grade - C w/ 489 points; 54% Reading Proficiency, 67% Learning Gains and Lowest 25% 70%; 52% Math Proficiency, 69% Learning Gains, and Lowest 25% 56%; 64% Writing Proficiency; 57% Science Proficiency</p> <p>2010-2011 Principal of Waller Elementary School: Grade - C w/ 490 points; 74% Reading Proficiency and 64% Learning Gains; 70% Math Proficiency and 52% Learning Gains; 76% Writing Proficiency; 50% Science Proficiency; 85% AYP (White and Economically Disadvantaged)</p> <p>2009-2010 - Principal of Waller Elementary School: Grade - C w/ 484 points; 84% Reading Proficiency and 56% Learning Gains; 82% Math Proficiency and 48% Learning Gains; 67% Writing Proficiency; 61% Science Proficiency; 92% AYP(Students with Disabilities).</p> <p>2008-2009 - Asst. Principal at Deane Bozeman School: Grade of B; Reading Mastery 62%, Math Mastery 68%, and Science Mastery 37%; AYP 79% with White, ED and SWD not making AYP in reading or math.</p> <p>2007-2008 - Asst. Principal at Dean Bozeman School: Grade A; Reading Mastery 61%, Math Mastery 69%, and Science Mastery 20%; AYP 92% with ED and SWD not making AYP in Reading and SWD not making AYP in Math.</p> <p>2006-2007 - Asst. Principal at Deane Bozeman School: Grade B; Reading Mastery 57% and Math Mastery 66%; AYP 95% with SWD not making AYP in Reading and Math.</p>
Assistant Principal	Christen Barron	<p>Bachelor of Science- Elementary Education, Florida State University;</p> <p>Master of Science- Special Education, Florida State University;</p>	2	2	<p>2011-2012 - Assistant Administrator at Waller Elementary School: Grade - C w/ 489 points; 54% Reading Proficiency, 67% Learning Gains and Lowest 25% 70%; 52% Math Proficiency, 69% Learning Gains, and Lowest 25% 56%; 64% Writing Proficiency; 57% Science Proficiency</p>

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		<p>Educational Specialist- Educational Leadership, Nova Southeastern University</p> <p>State of Florida Certifications- Elementary Education, Primary Education, Exceptional Student Education, Media Specialist, Educational Leadership</p> <p>Endorsements- ESOL</p> <p>National Board Certified</p>		<p>2010-2011 - Assistant Administrator at Waller Elementary School: Grade - C w/ 490 points; 74% Reading Proficiency and 64% Learning Gains; 70% Math Proficiency and 52% Learning Gains; 76% Writing Proficiency; 50% Science Proficiency; 85% AYP (White and Economically Disadvantaged)</p> <p>2009-2010 - Media Specialist at Waller Elementary School: Grade - C with 484 points; 84% Reading Proficiency and 56% Learning Gains; 82% Math Proficiency and 48% Learning Gains; 67% Writing Proficiency; 61% Science Proficiency; 92% AYP(-Students with Disabilities).</p> <p>2008-2009 - ESE Teacher at Callaway Elementary School: Grade of C with 493 points; 78% Reading Proficiency and 60% Learning Gains; 72% Math Proficiency and 60% Learning Gains; 61% Writing Proficiency; 40% Science Proficiency; 90% AYP (-Black and Economically Disadvantaged).</p> <p>2007-2008 - ESE Teacher at Callaway Elementary School: Grade of B with 499 points; 77% Reading Proficiency and 58% Learning Gains; 78% Math Proficiency and 68% Learning Gains; 69% Writing Proficiency; 28% Science Proficiency; 92% AYP(-Black and Students with Disabilities).</p> <p>2006-2007 - ESE Teacher at Callaway Elementary School: Grade A with 526 points; 82% Reading Proficiency and 73% Learning Gains; 72% Math Proficiency and 65% Learning Gains; 55% Writing Proficiency; 45% Science Proficiency; 90% AYP(-Black and Students with Disabilities).</p>
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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Phuonghoa "Pauline" Vu	BS-Elem Ed. MS-Sped Ed Ed. S-Educational Leadership ESOL Endorsed Reading Endorsed	0	9	<p>Reading Coach 2010–2011 Grade: C, Reading Mastery: 54%, Math mastery: 60%, Science Mastery: 39%. The Total, White, and Black subgroup did not make AYP in reading and math. Student With Disabilities did not make AYP in reading and math. Economically Disadvantaged did not make AYP in reading and math.</p> <p>Reading Coach 2009 - 2010 Grade: D, Reading Mastery: 57%, Math mastery: 67%, Science Mastery: 42%. Black and SWD did not make AYP in reading and math.</p> <p>Reading Coach 2008-2009 Grade: C, 61% Reading Mastery, 63% Math Mastery. The Total, Black, ED, and SWD subgroup did not make AYP. Only White subgroup made AYP.</p> <p>Reading Coach 2007-2008 Grade: B, 61% Reading Mastery, 66% Math Mastery. Subgroup Black and SWD did not make AYP in reading and math. The subgroup Total, White, and ED made AYP in reading and math.</p>

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Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Work with District Human Resource staff to ensure vacancies are filled with highly qualified teachers.	Principal Human Resource Director	Ongoing
2. Partner new teachers with staff training specialist.	Principal Staff Development Director	June 2013
3. Have regularly scheduled monthly meetings with new teachers to discuss teacher needs, student data and professional development opportunities.	Principal Staff Training Specialist	June 2013
4. Provide appropriate and meaningful staff development opportunities to seasoned teachers.	Administration Title I Resource Teachers Staff Training Specialists	Ongoing
5. Provide leadership opportunities to all teachers.	Administration	Ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and Para-educators that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and Para-educators that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
<ul style="list-style-type: none"> Out of Field—9.67% (3); One Art teacher and two ESE Inclusion teachers. 	

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Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
31	***	25.8% (8)	38.7% (12)	35.5% (11)	38.7% (12)	100% (31)	13% (4)	9.7% (3)	29% (9)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Leah Margulies		Leah is assigned to Waller Elementary to mentor teachers that are fairly new to the district	Bi-monthly meetings with the new teachers, modeling strategies, assisting with grading, lesson planning and discipline procedures
Lighthouse Team: Bobbie Mertes, Jo Jones, Dee Schmidt, Jane Schmidt, Theresa Kostic, Kelli Ferns, Christine York	All faculty and staff	The Lighthouse Team received <i>The Leader in Me</i> 7-Habits Signature Certification.	This team will assist in empowering the school to sustain and continually improve its leadership model. This includes mentoring teachers, organizing school activities, decorating common areas, leadership roles for students, parental involvement, service learning projects and training new staff.

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Program

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Head Start

Waller Elementary proudly supports the Voluntary Pre-Kindergarten program by providing facilities for two full classes. These children are experiencing the use of the many services provided to all students on the Waller Elementary campus. The two instructional providers have been a part of the Waller community for several years and are excellent in teaching their students skills that have them well prepared for starting Kindergarten.

Adult Education

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

Career and Technical Education

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

Job Training

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

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

Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
<p><u>Identify the school-based MTSS leadership team.</u> Administration: Peggy Bunch, Christen Barron Intervention Teachers: Dee Schmidt, Myra Strickland, Dana Humphrey Speech/Language Pathologist: Erika Stafford Guidance Counselors: Janet Werner, Andrea Hodge Behavior Specialist: Dana Tutunick ESE Resource Teacher: Kay Blanchard School Psychologist: Greta Harris</p>
<p><u>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</u></p> <p>The school-based MTSS Team meets once a month (or more if needed). The Intervention Teachers will share any new district MTSS information with the team who in turn will share with their respected grade groups. Current interventions will be discussed and reviewed to determine their strengths and/or weaknesses. Progress Monitoring materials will be discussed and reviewed as well to make sure they are being implemented with fidelity. The team will also review current MTSS students, their interventions, and their progress monitoring data to determine those that are making progress and those who need their interventions modified. The school-based MTSS Team works closely with the School Improvement Team to make sure that all aspects of the School Improvement Plan are being considered in regards to student progress and interventions. In addition, the MTSS school-based team works closely with the Waller Leadership Team to match student reading/math deficits with appropriate research-based interventions. The Waller Leadership Team shares the latest research and research-based materials with the MTSS Team to ensure that everyone at Waller is working toward the same goal of student achievement.</p>
<p><u>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</u></p> <p>The members of the MTSS Leadership Team will meet with the faculty, the School Improvement Team, and the School Advisory Council (SAC) to evaluate/monitor the SIP throughout the year. The team will provide data on the targeted students in Tier II and Tier III, help set clear expectations for instruction, make sure that interventions coincide with the SIP goals, and offer suggestions on revising the SIP to meet the needs of all students. The MTSS Problem Solving process is used in developing and implementing the SIP in that the areas that need improvement are targeted and strategies, or interventions, are developed to make sure that goals are reached. The same process that is used in MTSS for students is used in developing the SIP for the entire school. In addition, modifications are made to the SIP if, in fact, the strategies are found to not be working. New strategies are put into place until the goal is met.</p>
MTSS Implementation
<p><u>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</u></p> <ul style="list-style-type: none">~Florida Kindergarten Readiness (FLKRS) and Diagnostic Assessment of Reading (DAR) for reading~Discovery Education Assessment for reading, math and science~DIBELS Data System for reading~www.EasyCBM.com progress monitoring for math~other District approved intervention materials that follow the requirements of MTSS <p>Data is consistently reviewed by the classroom and intervention teachers. The MTSS Team will meet once a month (or more if needed) to review data. Progress monitoring will be done every other week for students in Tier II and every week for students in Tier III.</p>
<p><u>Describe the plan to train staff on MTSS.</u></p> <p>Professional development will be provided by the various Staff Training Specialists employed by the District. The professional development will be available to all teachers and para-educators. In addition, the Intervention Teacher will meet once a month with the assigned grade level to update and train classroom teachers on</p>

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all areas of MTSS. Training has and will be provided to all staff on Math interventions, Reading interventions, and all Progress Monitoring materials. The MTSS Team will be a constant, available resource to all staff at all times throughout the school year.

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team is made up of the administration team, a representative from each grade level as well as our ESE department and our Special Areas department. We also include an Intervention teacher as well as a School Improvement Team member.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

What will be the major initiatives of the LLT this year?

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

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENT

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Attendance, including Tardiness	1A.1. Students will receive recognition and/or rewards for good and improved attendance on a monthly basis. Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important. Teach strategies for time management through “The Leader in Me” process Students keep track of attendance in their Leadership notebook Teachers will make contact and/or conference with the student's caregiver. Teachers will advise Guidance Counselors and/or Administration for additional support in	1A.1. Teacher Student Parent Administration Guidance Counselor	1A.1. Each student should have no more than 20 days of absence for the year (11%). 360 books will be given away by the end of the school year. Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.	1A.1. Teacher observations/notations. Copy of the 20-day attendance report for all grades. Child Study Team documentation. Students' Leadership notebook
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Waller Elementary will increase the number of students scoring at achievement Level 3 in reading on the 2013 FCAT by 4%.	54% (123)	58% (130)					

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					ensuring student attendance. Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.		
		1A.2. Parent Involvement	1A.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home. Classroom and School-wide newsletters will be sent home in the Leadership notebook. Conferences will be made with every family and Family Compacts will be signed. Evening events will be planned each month. Parental access to the Parent Center and Media Center will be encouraged. Encourage email communication between parent and teacher Parents will be encouraged to obtain	1A.2. Teacher Parent Liaison Administration Student Parent	1A.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	1A.2. Copies of Family/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records. Student Leadership notebook w/ data Teacher's student data notebook	

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			<p>access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>			
		1A.3. Motivation	<p>1A.3. Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning will take place throughout the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-</p>	1A.3. Teacher Administration Student Parent	1A.3. Teachers will make notations of the motivational activities in their lesson plans. Student/Teacher data chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher. The student will share their Leadership notebook that contains their achievement data Teacher/Admin will schedule data chats each month. Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations	1A.3. Teacher observations/notations. Copy of the Student/Teacher data chats and reports from various assessments. Student reflection statement on progress of goals. Copy of the Teacher/Admin. data chat meeting notes. Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.

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			<p>educator will attend “The Leader in Me” workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>			
		1A.4 Cross Grade Level Coordination	<p>1A.4 Grade Levels will participate in vertical and horizontal planning</p> <p>Leadership Team meetings to discuss curricular coordination.</p>	1A.4 Administration Leadership Team Teachers	1A.4 Leadership team will report to Administration.	1A.4 Minutes from planning meetings and Leadership team report.
		1A.5 Budget constraints and support personnel	<p>1A.5 Title I funds will be available to hire Intervention teachers and para-educators at each level.</p> <p>Title I funds will be used to purchase supplemental teaching materials and student Leadership resources.</p>	1A.5 Administration	1A.5 Progress monitoring assessments showing student growth.	1A.5 Post-assessments of students receiving interventions from intervention teacher or para-educator.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Attendance, including Tardiness	Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.	Teacher	Each student should have no more than 20 days of absence for the year (11%).	Teacher observations/notations.
Waller Elementary will increase the number of students making or maintaining proficiency at Level 4 and Level 5 on the 2013 FCAT by 2%.	25.3% (58)	27.3% (63)					
				Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.	Student	Copy of the 20-day attendance report for all grades.	
				Teach strategies for time management through "The Leader in Me" process	Parent	Child Study Team documentation.	
				Students keep track of attendance in their Leadership notebook	Administration	Students' Leadership notebook.	
				Teachers will make contact and/or conference with the student's caregiver.	Guidance Counselor	360 books will be given away by the end of the school year.	
				Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.		Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.	
				Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.			

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		<p>2A.2.</p> <p>Parent Involvement</p>	<p>2A.2.</p> <p>Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Classroom and School-wide newsletters will be sent home in the Leadership notebook.</p> <p>Conferences will be made with every family and Family Compacts will be signed.</p> <p>Evening events will be planned each month.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>	<p>2A.2.</p> <p>Teacher</p> <p>Parent Liaison</p> <p>Administration</p> <p>Student</p> <p>Parent</p>	<p>2A.2.</p> <p>Student participation in the events.</p> <p>Teachers and students will maintain data collection files with notations of parent contact.</p> <p>A calendar of events will be posted in the school newsletter.</p> <p>Sign-in sheets and Library records.</p>	<p>2A.2.</p> <p>Copies of Family/Teacher Compacts</p> <p>Sign in sheets for each event.</p> <p>Sign-in sheets and Library records.</p> <p>Student Leadership notebook w/ data</p> <p>Teacher's student data notebook</p>
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		<p>2A.3.</p> <p>Motivation</p>	<p>2A.3.</p> <p>Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning will take place throughout the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-educator will attend "The Leader in Me" workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>	<p>2A.3.</p> <p>Teacher Administration Student Parent</p>	<p>2A.3.</p> <p>Teachers will make notations of the motivational activities in their lesson plans.</p> <p>Student/Teacher data chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher.</p> <p>The student will share their Leadership notebook that contains their achievement data</p> <p>Teacher/Admin will schedule data chats each month.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations</p>	<p>2A.3.</p> <p>Teacher observations/notations.</p> <p>Copy of the Student/Teacher data chats and reports from various assessments.</p> <p>Student reflection statement on progress of goals.</p> <p>Copy of the Teacher/Admin. data chat meeting notes.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
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		2A.4	2A.4	2A.4	2A.4	2A.4	
		Cross Grade Level Coordination	Grade Levels will participate in vertical and horizontal planning Leadership Team meetings to discuss curricular coordination.	Administration Leadership Team Teachers	Leadership team will report to Administration.	Minutes from planning meetings and Leadership team report.	
		2A.5	2A.5	2A.5	2A.5	2A.5	
		Budget constraints and support personnel	Title I funds will provide para-educators in both SM5 Labs Title I funds will be used to purchase supplemental teaching materials and student Leadership resources.	Administration	Students will keep data in Leadership notebook	Copy of Student Leadership data notebook	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Background Knowledge	Continue to utilize the Unique Learner program Implement life skills trainings Incorporate virtual and real-time field trips and scenarios (emergencies, home situations, etc.), hands-on opportunities for cooking and other tasks	Teacher Para-educator District ESE Dept.	Student participation in the events. Teachers and students will maintain data collection files	Student Leadership notebook w/ data Teacher's student data notebook
Waller Elementary will maintain the number of students making proficiency at or above Level 7 in reading on the Florida Alternate Assessment	100% (3)	100% (3)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		Parent Involvement	Students in grades will be provided Leadership notebooks to use as a communication tool	Teacher Parent Liaison	Student participation in the events. Teachers and students	Copies of Family/Teacher Compacts	

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			<p>between school and home.</p> <p>Classroom and School-wide newsletters will be sent home in the Leadership notebook.</p> <p>Conferences will be made with every family and Family Compacts will be signed.</p> <p>Evening events will be planned each month.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information</p>	<p>Administration</p> <p>Student</p> <p>Parent</p>	<p>will maintain data collection files with notations of parent contact.</p> <p>A calendar of events will be posted in the school newsletter.</p> <p>Sign-in sheets and Library records</p>	<p>Sign in sheets for each event.</p> <p>Sign-in sheets and Library records.</p> <p>Student Leadership notebook w/ data</p> <p>Teacher's student data notebook</p>
		2B.3. Curriculum and Time Challenges	2B.3. Students need one-on-one assistance on the Unique Learner program to be done with full validity.	2B.3. Teacher Para-educator	2B.3. Student participation in the events. Teachers and students will maintain data	2B.3. Student Leadership notebook w/ data Teacher's student data notebook

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			Find time for more hands-on life skills training.		collection files	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1	3A.1	3A.1	3A.1	3A.1
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Delayed Skill Development, Fluency, and Background Knowledge	<p>Students will be provided remediation opportunities with trained teachers and para-educators in smaller ratio groups.</p> <p>Targeted students will receive one-to-one additional time with a para-educator using Great Leaps.</p> <p>After-school tutoring services will be made available to 4th and 5th grade students who scored Level 1 and Level 2 on the 2012 FCAT.</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved MTSS process will be used for targeted students.</p> <p>An additional Guidance Counselor will be used to assure the MTSS process is appropriate and initiate child study team protocol</p> <p>Operation of, or access to, the computer lab for</p>	Teacher Para-educator Administration	<p>Teachers will make notations of the remedial activities in their lesson plans.</p> <p>Teachers will progress monitor with DIBELS Next, Running Records, Individual Reading Inventories keeping a log (notebook) of all student data.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations.</p>	<p>Teacher observations/notations.</p> <p>Copy of progress monitoring score sheets in student logs.</p> <p>Attendance sheets from After-School tutoring providers.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
<i>Waller Elementary will increase the percentage of the students making learning gains on the 2013 FCAT in reading by 3%.</i>	67% (154)	70%(161)					

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					<p>SM5 and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p> <p>Increase monitoring of fluency dependent on the individual child's needs.</p> <p>Incorporate virtual books, field trips, etc. with SMART Technology.</p>		
			3A.2. Parent Involvement	<p>3A.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Classroom and School-wide newsletters will be sent home in the Leadership notebook.</p> <p>Conferences will be made with every family and</p>	3A.2. Teacher Parent Liaison Administration Student Parent	3A.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and	3A.2. Copies of Family/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records. Student Leadership notebook w/ data Teacher's student data

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			<p>Family Compacts will be signed.</p> <p>Evening events will be planned each month.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>		Library records.	notebook
		3A.3. Motivation	<p>3A.3.</p> <p>Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning</p>	3A.3. Teacher Administration Student Parent	3A.3. Teachers will make notations of the motivational activities in their lesson plans. Student/Teacher data chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher. The student will share	3A.3. Teacher observations/notations. Copy of the Student/Teacher data chats and reports from various assessments. Student reflection statement on progress of goals. Copy of the Teacher/Admin. data

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			<p>will take place throughout the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-educator will attend "The Leader in Me" workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>		<p>their Leadership notebook that contains their achievement data</p> <p>Teacher/Admin will schedule data chats each month.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations</p>	<p>chat meeting notes.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
		3A.4. Attendance, including Tardiness	<p>3A.4.</p> <p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time</p>	3A.4. Teacher Student Parent Administration Guidance Counselor	3A.4. Each student should have no more than 20 days of absence for the year (11%). 360 books will be given away by the end of the school year. Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.	3A.4. Teacher observations/notations. Copy of the 20-day attendance report for all grades. Child Study Team documentation. Students' Leadership notebook

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			<p>management through "The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		3A.5 Cross Grade Level Coordination	3A.5 Grade Levels will participate in vertical and horizontal planning Leadership Team meetings to discuss curricular coordination.	3A.5 Administration Leadership Team Teachers	3A.5 Leadership team will report to Administration.	3A.5 Minutes from planning meetings and Leadership team report.
		3A.6 Budget constraints and support personnel	3A.6 Title I funds will provide para-educators in both SM5 Labs and para-	3A.6 Administration	3A.6 DE Assessment DAR	3A.6 DE Reports Classroom grade

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			<p>educators to assist with remediation and MTSS</p> <p>Title I funds will be used to purchase supplemental teaching materials and student Leadership resources.</p> <p>Title I funds will provide Intervention teachers to assist with remediation and MTSS</p>		<p>Classroom Grades</p> <p>Students will keep data in Leadership notebook</p>	<p>Averages</p> <p>Student Leadership data notebook</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1	4A.1	4A.1	4A.1	4A.1
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Delayed Skill Development, Fluency, and Background Knowledge	<p>Students will be provided remediation opportunities with a trained teachers and para-educators in smaller ratio groups.</p> <p>Targeted students will receive one-to-one additional time with a para-educator using Great Leaps.</p> <p>After-school tutoring services will be made available to 4th and 5th grade students who scored Level 1 and Level 2 on the 2012 FCAT.</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved MTSS process will be used for targeted students.</p> <p>Operation of, or access to, the computer lab for SM5 and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and</p>	<p>Teacher</p> <p>Para-educator</p> <p>Administration</p>	<p>Teachers will make notations of the remedial activities in their lesson plans.</p> <p>Teachers will progress monitor with DIBELS Next, Running Records, Individual Reading Inventories keeping a log (notebook) of all student data.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations.</p>	<p>Teacher observations/notations.</p> <p>Copy of progress monitoring score sheets in student logs.</p> <p>Attendance sheets from After-School tutoring providers.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
<i>Waller Elementary will increase the number of students in the Lowest 25% making learning gains on the 2013 FCAT by 2% in reading.</i>	70% (40)	72% (42)					

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					horizontal planning. Teachers and para-educators will attend a variety of workshops to promote student achievement. Increase monitoring of fluency dependent on the individual child's needs. Incorporate virtual books, field trips, etc. with SMART Technology.		
		4A.2. Parent Involvement	4A.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home. Classroom and School-wide newsletters will be sent home in the Leadership notebook. Conferences will be made with every family and Family Compacts will be signed. Evening events will be planned each month. Parental access to the Parent Center and Media	4A.2. Teacher Parent Liaison Administration Student Parent	4A.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	4A.2. Copies of Family/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records. Student Leadership notebook w/ data Teacher's student data notebook	

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			<p>Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>			
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
		Motivation	<p>Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning will take place throughout the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order</p>	<p>Teacher</p> <p>Administration</p> <p>Student</p> <p>Parent</p>	<p>Teachers will make notations of the motivational activities in their lesson plans.</p> <p>Student/Teacher data chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher.</p> <p>The student will share their Leadership notebook that contains their achievement data</p> <p>Teacher/Admin will schedule data chats each month.</p>	<p>Teacher observations/notations.</p> <p>Copy of the Student/Teacher data chats and reports from various assessments.</p> <p>Student reflection statement on progress of goals.</p> <p>Copy of the Teacher/Admin. data chat meeting notes.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated</p>

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			<p>thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-educator will attend “The Leader in Me” workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>		<p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations</p>	<p>instruction.</p>
		<p>4A.4.</p> <p>Attendance, including Tardiness</p>	<p>4A.4.</p> <p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through “The Leader in Me” process</p> <p>Students keep track of attendance in their Leadership notebook</p>	<p>4A.4.</p> <p>Teacher</p> <p>Student</p> <p>Parent</p> <p>Administration</p> <p>Guidance Counselor</p>	<p>4A.4.</p> <p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>4A.4.</p> <p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students’ Leadership notebook</p>

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			<p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		4A.5 Cross Grade Level Coordination	<p>4A.5 Grade Levels will participate in vertical and horizontal planning</p> <p>Leadership Team meetings to discuss curricular coordination.</p>	4A.5 Administration Leadership Team Teachers	4A.5 Leadership team will report to Administration.	4A.5 Minutes from planning meetings and Leadership team report.
		4A.6 Budget constraints and support personnel	<p>4A.6 Title I funds will provide para-educators in both SM5 Labs and para-educators to assist with remediation and MTSS</p> <p>Title I funds will be used to purchase supplemental teaching materials and student Leadership</p>	4A.6 Administration	<p>4A.6 DE Assessment DAR Classroom Grades Students will keep data in Leadership notebook</p>	<p>4A.6 DE Reports Classroom grade averages Student Leadership data notebook</p>

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			resources. Title I funds will provide Intervention teachers to assist with remediation and MTSS			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 At/or Above Level 3 Reading: 54%		Reading: 58% at/or above Level 3	Reading: 62% at/or above Level 3	Reading: 66% at/or above Level 3	Reading: 69% at/or above Level 3	Reading: 73% at/or above Level 3	Reading: 77% at/or above Level 3
	Reading Goal #5A: <i>Waller Elementary School will increase the proportion of students scoring at levels 3 and above to 77% in Reading over the next six years.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1 Delayed Skill Development, Fluency, and Background Knowledge	5B.1 Students will be provided remediation opportunities with a trained teachers and para-educators in smaller ratio groups. Targeted students will receive one-to-one additional time with a para-educator using Great Leaps. After-school tutoring services will be made available to 4 th and 5 th grade students who scored Level 1 and Level 2 on the 2012 FCAT. Standards will be presented through differentiated instruction to meet the individual students' needs.	5B.1 Teacher Para-educator Administration	5B.1 Teachers will make notations of the remedial activities in their lesson plans. Teachers will progress monitor with DIBELS Next, Running Records, Individual Reading Inventories keeping a log (notebook) of all student data. Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations.	5B.1 Teacher observations/notations. Copy of progress monitoring score sheets in student logs. Attendance sheets from After-School tutoring providers. Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.	
Reading Goal #5B: <i>Waller Elementary will increase the number of students scoring at achievement Level 3 and above in reading on the 2013 FCAT by 8%.</i>	2012 Current Level of Performance:* White: 54%	2013 Expected Level of Performance:* White: 62%						

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					<p>District approved MTSS process will be used for targeted students.</p> <p>Operation of, or access to, the computer lab for SM5 and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p> <p>Increase monitoring of fluency dependent on the individual child's needs.</p> <p>Incorporate virtual books, field trips, etc. with SMART Technology.</p>		
		5B.2. Parent Involvement	5B.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.	5B.2. Teacher Parent Liaison Administration Student	5B.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent	5B.2. Copies of Family/Teacher Compacts Sign in sheets for each event.	

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			<p>Classroom and School-wide newsletters will be sent home in the Leadership notebook.</p> <p>Conferences will be made with every family and Family Compacts will be signed.</p> <p>Evening events will be planned each month.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>	<p>Parent</p>	<p>contact.</p> <p>A calendar of events will be posted in the school newsletter.</p> <p>Sign-in sheets and Library records.</p>	<p>Sign-in sheets and Library records.</p> <p>Student Leadership notebook w/ data</p> <p>Teacher's student data notebook</p>
		<p>5B.3.</p> <p>Motivation</p>	<p>5B.3.</p> <p>Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character</p>	<p>5B.3.</p> <p>Teacher</p> <p>Administration</p> <p>Student</p>	<p>5B.3.</p> <p>Teachers will make notations of the motivational activities in their lesson plans.</p> <p>Student/Teacher data</p>	<p>5B.3.</p> <p>Teacher observations/notations.</p> <p>Copy of the Student/Teacher data chats and reports from</p>

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			<p>Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning will take place throughout the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-educator will attend "The Leader in Me" workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>	Parent	<p>chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher.</p> <p>The student will share their Leadership notebook that contains their achievement data</p> <p>Teacher/Admin will schedule data chats each month.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations</p>	<p>various assessments.</p> <p>Student reflection statement on progress of goals.</p> <p>Copy of the Teacher/Admin. data chat meeting notes.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
		5B.4. Attendance, including Tardiness	5B.4. Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.	5B.4. Teacher Student Parent	5B.4. Each student should have no more than 20 days of absence for the year (11%). 360 books will be given	5B.4. Teacher observations/notations. Copy of the 20-day attendance report for all grades.

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			<p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>	<p>Administration</p> <p>Guidance Counselor</p>	<p>away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>
		5B.5 Cross Grade Level Coordination	<p>5B.5</p> <p>Grade Levels will participate in vertical and horizontal planning</p> <p>Leadership Team meetings to discuss</p>	<p>5B.5</p> <p>Administration</p> <p>Leadership Team</p> <p>Teachers</p>	<p>5B.5</p> <p>Leadership team will report to Administration.</p>	<p>5B.5</p> <p>Minutes from planning meetings and Leadership team report.</p>

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			curricular coordination.			
		5B.6 Budget constraints and support personnel	5B.6 Title I funds will provide para-educators in both SM5 Labs and para-educators to assist with remediation and MTSS Title I funds will be used to purchase supplemental teaching materials and student Leadership resources. Title I funds will provide Intervention teachers to assist with remediation and MTSS	5B.6 Administration	5B.6 DE Assessment DAR Classroom Grades Students will keep data in Leadership notebook	5B.6 DE Reports Classroom grade averages Student Leadership data notebook

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1	5D.1	5D.1	5D.1	5D.1
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Delayed Skill Development, Fluency, and Background Knowledge	<p>Students will be provided remediation opportunities with a trained teachers and para-educators in smaller ratio groups.</p> <p>Targeted students will receive one-to-one additional time with a para-educator using Great Leaps.</p> <p>After-school tutoring services will be made available to 4th and 5th grade students who scored Level 1 and Level 2 on the 2012 FCAT.</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved MTSS process will be used for targeted students.</p> <p>Operation of, or access to, the computer lab for SM5 and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and</p>	<p>Teacher</p> <p>Para-educator</p> <p>Administration</p>	<p>Teachers will make notations of the remedial activities in their lesson plans.</p> <p>Teachers will progress monitor with DIBELS Next, Running Records, Individual Reading Inventories keeping a log (notebook) of all student data.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations.</p>	<p>Teacher observations/notations.</p> <p>Copy of progress monitoring score sheets in student logs.</p> <p>Attendance sheets from After-School tutoring providers.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
<i>Waller Elementary will increase the number of students scoring at achievement Level 3 and above in reading on the 2013 FCAT by 16%.</i>	27%	43%					

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					horizontal planning. Teachers and para-educators will attend a variety of workshops to promote student achievement. Increase monitoring of fluency dependent on the individual child's needs. Incorporate virtual books, field trips, etc. with SMART Technology.		
		5D.2. Parent Involvement	5D.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home. Classroom and School-wide newsletters will be sent home in the Leadership notebook. Conferences will be made with every family and Family Compacts will be signed. Evening events will be planned each month. Parental access to the Parent Center and Media	5D.2. Teacher Parent Liaison Administration Student Parent	5D.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	5D.2. Copies of Family/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records. Student Leadership notebook w/ data Teacher's student data notebook	

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			<p>Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>				
		5D.3.	<p>5D.3.</p> <p>Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning will take place throughout the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order</p>	5D.3.	<p>Teacher</p> <p>Administration</p> <p>Student</p> <p>Parent</p>	<p>5D.3.</p> <p>Teachers will make notations of the motivational activities in their lesson plans.</p> <p>Student/Teacher data chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher.</p> <p>The student will share their Leadership notebook that contains their achievement data</p> <p>Teacher/Admin will schedule data chats each month.</p>	<p>5D.3.</p> <p>Teacher observations/notations.</p> <p>Copy of the Student/Teacher data chats and reports from various assessments.</p> <p>Student reflection statement on progress of goals.</p> <p>Copy of the Teacher/Admin. data chat meeting notes.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated</p>

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			<p>thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-educator will attend "The Leader in Me" workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>		<p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations</p>	<p>instruction.</p>
		5D.4. Attendance, including Tardiness	<p>5D.4.</p> <p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p>	5D.4. Teacher Student Parent Administration Guidance Counselor	5D.4. Each student should have no more than 20 days of absence for the year (11%). 360 books will be given away by the end of the school year. Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.	5D.4. Teacher observations/notations. Copy of the 20-day attendance report for all grades. Child Study Team documentation. Students' Leadership notebook

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			<p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		5D.5 Cross Grade Level Coordination	<p>5D.5</p> <p>Grade Levels will participate in vertical and horizontal planning</p> <p>Leadership Team meetings to discuss curricular coordination.</p>	5D.5 Administration Leadership Team Teachers	5D.5 Leadership team will report to Administration.	5D.5 Minutes from planning meetings and Leadership team report.
		5D.6 Budget constraints and support personnel	<p>5D.6</p> <p>Title I funds will provide para-educators in both SM5 Labs and para-educators to assist with remediation and MTSS</p> <p>Title I funds will be used to purchase supplemental teaching materials and student Leadership</p>	5D.6 Administration	5D.6 DE Assessment DAR Classroom Grades Students will keep data in Leadership notebook	5D.6 DE Reports Classroom grade averages Student Leadership data notebook

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			resources. Title I funds will provide Intervention teachers to assist with remediation and MTSS			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1	5E.1	5E.1	5E.1	5E.1
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Delayed Skill Development, Fluency, and Background Knowledge	<p>Students will be provided remediation opportunities with a trained teachers and para-educators in smaller ratio groups.</p> <p>Targeted students will receive one-to-one additional time with a para-educator using Great Leaps.</p> <p>After-school tutoring services will be made available to 4th and 5th grade students who scored Level 1 and Level 2 on the 2012 FCAT.</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved MTSS process will be used for targeted students.</p> <p>Operation of, or access to, the computer lab for SM5 and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and</p>	<p>Teacher</p> <p>Para-educator</p> <p>Administration</p>	<p>Teachers will make notations of the remedial activities in their lesson plans.</p> <p>Teachers will progress monitor with DIBELS Next, Running Records, Individual Reading Inventories keeping a log (notebook) of all student data.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations.</p>	<p>Teacher observations/notations.</p> <p>Copy of progress monitoring score sheets in student logs.</p> <p>Attendance sheets from After-School tutoring providers.</p> <p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
<i>Waller Elementary will increase the number of students scoring at achievement Level 3 and above in reading on the 2013 FCAT by 9%.</i>	52%	61%					

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					horizontal planning. Teachers and para-educators will attend a variety of workshops to promote student achievement. Increase monitoring of fluency dependent on the individual child's needs. Incorporate virtual books, field trips, etc. with SMART Technology. Students will be assisted in their selection of books on and above their reading level		
		5E.2. Parent Involvement	5E.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home. Classroom and School-wide newsletters will be sent home in the Leadership notebook. Conferences will be made with every family and Family Compacts will be signed.	5E.2. Teacher Parent Liaison Administration Student Parent	5E.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	5E.2. Copies of Family/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records. Student Leadership notebook w/ data Teacher's student data notebook	

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			<p>Evening events will be planned each month.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Encourage email communication between parent and teacher</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>			
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
		Motivation	<p>Students will be provided motivational activities such as Accelerated Reader, Take Home Books, Vocabulary/Character Parade, RIF, Readers' Theatre, and others.</p> <p>Students will have "Data Chats" with parent and teacher.</p> <p>Celebrations of Learning will take place throughout</p>	<p>Teacher</p> <p>Administration</p> <p>Student</p> <p>Parent</p>	<p>Teachers will make notations of the motivational activities in their lesson plans.</p> <p>Student/Teacher data chats will be noted in their data file of pre-/post-test and progress monitoring kept on each student by the teacher.</p> <p>The student will share their Leadership</p>	<p>Teacher observations/notations.</p> <p>Copy of the Student/Teacher data chats and reports from various assessments.</p> <p>Student reflection statement on progress of goals.</p> <p>Copy of the Teacher/Admin. data chat meeting notes.</p>

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			<p>the year such as academic award ceremonies and recognition on ITV.</p> <p>Present higher-order thinking questions through differentiated instruction and through active learning.</p> <p>Teachers will incorporate uses of SMART technology</p> <p>Teachers and para-educator will attend “The Leader in Me” workshop to promote student achievement</p> <p>Student will create and monitor academic and personal goals</p>		<p>notebook that contains their achievement data</p> <p>Teacher/Admin will schedule data chats each month.</p> <p>Lesson plans will be submitted weekly to Principal and instruction will be reviewed during classroom walkthroughs and scheduled observations</p>	<p>Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.</p>
		5E.4. Attendance, including Tardiness	<p>5E.4.</p> <p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through</p>	<p>5E.4.</p> <p>Teacher</p> <p>Student</p> <p>Parent</p> <p>Administration</p> <p>Guidance Counselor</p>	<p>5E.4.</p> <p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>5E.4.</p> <p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students’ Leadership notebook</p>

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			<p>"The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		5E.5 Cross Grade Level Coordination	5E.5 Grade Levels will participate in vertical and horizontal planning Leadership Team meetings to discuss curricular coordination.	5E.5 Administration Leadership Team Teachers	5E.5 Leadership team will report to Administration.	5E.5 Minutes from planning meetings and Leadership team report.
		5E.6 Budget constraints and support personnel	5E.6 Title I funds will provide para-educators in both SM5 Labs and para-educators to assist with	5E.6 Administration	5E.6 DE Assessment DAR	5E.6 DE Reports Classroom grade averages

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			remediation and MTSS Title I funds will be used to purchase supplemental teaching materials and student Leadership resources. Title I funds will provide Intervention teachers to assist with remediation and MTSS		Classroom Grades Students will keep data in Leadership notebook	Student Leadership data notebook
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"The Leader in Me"— Habits of Highly Effective People	7- All Faculty and Staff	FranklinCovey, Co	School-Wide	July30-August 1, 2012	Train new employees	Lighthouse Committee
"The Leader in Me"— Implementation	All Faculty and Staff	FranklinCovey, Co	School-Wide	August 2, 2012	Classroom Walk-Through by administration, student participation	Lighthouse Committee
"The Leader in Me"— Lighthouse Committee	7 people	FranklinCovey, Co	PLC	August 3-4, 2012	Committee meeting notes	Administration
Common Core Standards	Kindergarten-1 st grade	District Staff Training Specialist	Grade Level	Ongoing	Classroom Walk-Through by administration, Lesson Plans	Administration
Differentiated Instruction	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Bi-weekly during planning period	Reflections on strategies	Administration, Leadership Team
Great Leaps	Kindergarten-5th grade	Staff Training Specialist	Newly hired staff needing the training	Ongoing	RTI forms, Data logs	Administration; Intervention Teachers
Technology	Kindergarten-5th grade including ESE	Teacher-on-special assignment for Technology School-based Trainers	School-wide	November-May	Grade level demonstrations	Administration; Teacher-on-special assignment for Technology
FCIM Data Analysis	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Monthly	Data Logs	Administration, Leadership Team

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Reading Frameworks	Kindergarten-5th grade including ESE	Staff Training Specialist	Newly employed teachers	Ongoing	Conferencing; Observations; Teacher Evaluation System	Administration; Staff Training Specialist
Bay County Reading Association Annual Conference	Kindergarten-5th grade including ESE	Presenters for Conference	Teachers and staff	January 2012	Grade level demonstrations	Administration
Various programs approved by the District for MTSS	Kindergarten-5th grade including ESE	Administration Leadership Team Staff Training Specialist Teacher-on-special assignment for Technology School-based Trainers	School-wide	Ongoing	MTSS forms Data logs	Administration Intervention Teachers
Lesson Study	Kindergarten-5th grade including ESE	Administration Grade Level Chair Staff Training Specialist	School-wide	Ongoing	Reflections on Lessons	Administration Staff Training Specialist

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Title I funds will be used to purchase supplemental teaching materials and student Leadership resources.	Notebooks, folders, workbooks, supplies	Title I and School Budget	\$22,798.46
			Subtotal: \$22,798.46
Technology			
Strategy	Description of Resources	Funding Source	Amount
Assessment reports	Printer	School Budget	\$371.99
			Subtotal: \$371.99
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
The Leader in Me	Teaching the 7-Habits of Highly Effective People to the students school-wide	Title I	25,856.47
			Subtotal: 25,856.47
Other			
Strategy	Description of Resources	Funding Source	Amount
Employing additional Highly Qualified Teachers and Para-Educators	Hiring 3 Intervention teachers and 9 para-educators	Title I	\$279,375.58
Additional Guidance Counselor	Guidance Counselor	Title I	\$46,345.52
Parent Involvement Activities	Supplies	Title I	\$3,722.00
Parent Liaison	Para-educator	Title I	\$10,238.25
Selecting books on/above level	Media Para-Educator	Title I	\$12,270.98
			Subtotal: \$351,952.33
			Total: \$400,979.25

End of Reading Goals

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Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Attendance, including Tardiness	<p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student</p>	<p>Teacher</p> <p>Student</p> <p>Parent</p> <p>Administration</p> <p>Guidance Counselor</p>	<p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>
Waller Elementary will increase the number of students scoring at achievement Level 3 in math on the 2013 FCAT by 2%.	50% (115)	52% (120)					

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					attendance. Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.		
			1A.2. Parent Involvement	1A.2. Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home. Classroom and School-wide newsletters will be sent home in the Leadership notebook. Conferences will be made with every family and Family Compacts will be signed. Schedule a Family Math Night. Parental access to the Parent Center and Media Center will be encouraged. Encourage email communication between parent and teacher Parents will be encouraged to obtain access to the Parent	1A.2. Teacher Parent Liaison Administration Student Parent	1A.2. Student participation in the events. Teachers and students will maintain data collection files with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	1A.2. Copies of Family/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records. Student Leadership notebook w/ data Teacher's student data notebook

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			<p>Portal to monitor their child's academic progress</p> <p>Classroom and School websites will be updated frequently with important information.</p>			
		<p>1A.3.</p> <p>Transition to Common Core Standards</p>	<p>1A.3.</p> <p>Classroom teachers will receive professional development in unwrapping and implementing the CCSSS and receive ongoing support of the implementation of the CCSSS from administration.</p> <p>Teachers will progress monitor mastery of the benchmarks</p> <p>Grade Levels will participate in vertical and horizontal planning.</p> <p>Teachers will implement the use of SMART Technology during math activities to encourage active learning</p> <p>Math stations will be utilized so Teachers can implement Guided Math groups.</p>	<p>1A.3.</p> <p>Teacher</p> <p>Intervention Teachers</p> <p>Administration</p>	<p>1A.3.</p> <p>Lesson Plans.</p> <p>Data Chats.</p> <p>Grade Level and Cross Curricular Meetings.</p> <p>Classroom Walkthroughs.</p> <p>Student Performance on grade level and Discovery Education Assessments</p>	<p>1A.3.</p> <p>Copies of Lesson Plans.</p> <p>Data chat documentation.</p> <p>Notes/Documentation/Data from grade level and cross curricular meetings.</p> <p>CWT checklists.</p> <p>Student assessment data.</p> <p>PD sign-in.</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1	2A.1	2A.1	2A.1	2A.1
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of Student Motivation and Engagement	<p>Use differentiated instruction based on students' level of academic need.</p> <p>Students will be presented with higher order thinking questions during instruction.</p> <p>Students will use a variety of problem solving strategies as presented in the "Go Math" series.</p> <p>Operation of, or access to, the computer lab for SM5 and other computer assisted instruction will be provided.</p> <p>Implement S.T.E.M. in the Art class</p> <p>Implement the use of SMART Technology</p>	Teacher Administration	Lesson Plans Classroom Walkthroughs Student Performance	Copies of Lesson Plans. CWT Checklists. Student Performance Data.
<i>Waller Elementary will increase the number of students scoring at achievement Level 4 and Level 5 in math on the 2013 FCAT by 2%.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2	2A.2	2A.2	2A.2	2A.2
			Attendance	<p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster</p>	Teacher Guidance Administration	<p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p>	<p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team</p>

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			<p>provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>		<p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>documentation.</p> <p>Students' Leadership notebook</p>
		2A.3 Parent Involvement	2A.3 Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.	2A.3 Teacher Administration Title I Coordinator	2A.3 Student participation in the events. Teachers will maintain data collection files on each student with notations of parent	2A.3 Copies of Parent/Teacher Compacts Sign in sheets for each event.

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			<p>Conferences will be made with every family and Parent Compacts will be signed.</p> <p>Family Math Night.</p> <p>Classroom and School-Wide newsletters will be sent home.</p> <p>Classroom and School websites will be updated frequently with important information.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress.</p>	<p>Parent Liaison</p>	<p>contact.</p> <p>A calendar of events will be posted in the school newsletter.</p> <p>Sign-in sheets and Library records.</p>	<p>Sign-in sheets and Library records.</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1	3A.1	3A.1	3A.1	3A.1
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Delayed Skill Development, which includes Background Knowledge and Vocabulary Development	Students will be provided remediation opportunities and interventions in whole group, small groups, and/or individually by trained classroom teachers, intervention teachers and para-educators. Targeted students will receive one-to-one additional time with an intervention teacher and/or para-educator with SRA Math, Center Stage Math, Great Leaps Math, and/or Number Worlds Math. After-school tutoring services will be made available for all Level 1 and Level 2 4 th and 5 th grade students Standards will be presented through differentiated instruction to meet the individual students' needs. District approved RTI process will be used for targeted students. Operation of, or access	Teacher Intervention Teacher Para-educator Administration	Classroom and Intervention Teachers will make notations and keep appropriate remedial/intervention documentation. Classroom and Intervention Teachers will use www.EasyCBM.com and Discovery Education online assessments to progress monitor. Differentiated Instruction will be noted in Lesson Plans. Classroom Walkthroughs. Reports from www.EasyCBM.com	Remediation/Intervention documentation Progress monitoring and Discovery Education Data. Attendance sheets from After-School tutoring providers. Lesson Plans. CWT Checklists. Reports from www.EasyCBM.com
#3A: <i>Waller Elementary will have 71% of the students making learning gains on the 2013 FCAT in math.</i>	69%	71%					

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					<p>to, the computer lab for SME and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Implement S.T.E.M. in the Art class</p> <p>Implement the use of SMART Technology</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p>		
		3A.2	3A.2	3A.2	3A.2	3A.2	3A.2
		Attendance	<p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me"</p>	<p>Teacher</p> <p>Guidance</p> <p>Administration</p>	<p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>	

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			<p>process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		3A.3 Parent Involvement	<p>3A.3</p> <p>Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Conferences will be made with every family and Parent Compacts will be signed.</p> <p>Family Math Night.</p> <p>Classroom and School-Wide newsletters will be</p>	3A.3 Teacher Administration Title I Coordinator Parent Liaison	3A.3 Student participation in the events. Teachers will maintain data collection files on each student with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	3A.3 Copies of Parent/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records.

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			<p>sent home.</p> <p>Classroom and School websites will be updated frequently with important information.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress.</p>			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Delayed Skill Development, which includes Background Knowledge and Vocabulary Development	<p>Students will be provided remediation opportunities and interventions in whole group, small groups, and/or individually by trained classroom teachers, intervention teachers and para-educators.</p> <p>Targeted students will receive one-to-one additional time with an intervention teacher and/or para-educator with SRA Math, Center Stage Math, Great Leaps Math, and/or Number Worlds Math.</p> <p>After-school tutoring services will be made available for all Level 1 and Level 2 4th and 5th grade students</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved RTI process will be used for targeted students.</p> <p>Operation of, or access</p>	<p>Teacher</p> <p>Intervention Teacher</p> <p>Para-educator</p> <p>Administration</p>	<p>Classroom and Intervention Teachers will make notations and keep appropriate remedial/intervention documentation.</p> <p>Classroom and Intervention Teachers will use EasyCBM and Discovery Education online assessments to progress monitor.</p> <p>Differentiated Instruction will be noted in Lesson Plans.</p> <p>Classroom Walkthroughs.</p> <p>Reports from www.EasyCBM.com</p>	<p>Remediation/Intervention documentation.</p> <p>Progress monitoring and Discovery Education Data.</p> <p>Attendance sheets from After-School tutoring providers.</p> <p>Lesson Plans.</p> <p>CWT Checklists.</p> <p>Reports from www.EasyCBM.com</p>
<i>Waller Elementary will increase the number of students in the Lowest 25% making learning gains on the 2013 FCAT by 2% in math.</i>	56%	58%					

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					<p>to, the computer lab for SME and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Implement S.T.E.M. in the Art class</p> <p>Implement the use of SMART Technology</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p>		
		4A.2	4A.2	4A.2	4A.2	4A.2	4A.2
		Attendance	<p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me"</p>	<p>Teacher</p> <p>Guidance</p> <p>Administration</p>	<p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>	

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			<p>process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		4A.3 Parent Involvement	<p>4A.3</p> <p>Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Conferences will be made with every family and Parent Compacts will be signed.</p> <p>Family Math Night.</p> <p>Classroom and School-Wide newsletters will be</p>	4A.3 Teacher Administration Title I Coordinator Parent Liaison	4A.3 Student participation in the events. Teachers will maintain data collection files on each student with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	4A.3 Copies of Parent/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records.

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			<p>sent home.</p> <p>Classroom and School websites will be updated frequently with important information.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress.</p>			
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2012-2013 School Improvement Plan

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Waller Elementary School will increase the proportion of students scoring at levels 3 and above to 85% in Math over the next six years.</i>	Baseline data 2010-2011 <u>At/or Above Level 3</u> Math: 46%							
			Math: 51% at/or above Level 3	Math: 56% at/or above Level 3	Math: 60% at/or above Level 3	Math: 65% at/or above Level 3	Math: 69% at/or above Level 3	Math: 74% at/or above Level 3
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Waller Elementary will increase the number of students scoring at achievement Level 3 and above in math on the 2013 FCAT by 5%.</i>			5A.1. Delayed Skill Development, which includes Background Knowledge and Vocabulary Development	5A.1. Students will be provided remediation opportunities and interventions in whole group, small groups, and/or individually by trained classroom teachers, intervention teachers and para-educators. Targeted students will receive one-to-one additional time with an intervention teacher and/or para-educator with SRA Math, Center Stage Math, Great Leaps Math, and/or Number Worlds Math. After-school tutoring services will be made	5A.1. Teacher Intervention Teacher Para-educator Administration	5A.1. Classroom and Intervention Teachers will make notations and keep appropriate remedial/intervention documentation. Classroom and Intervention Teachers will use EasyCBM and Discovery Education online assessments to progress monitor. Differentiated Instruction will be noted in Lesson Plans. Classroom Walkthroughs. Reports from	5A.1. Delayed Skill Development, which includes Background Knowledge and Vocabulary Development	
	<u>2012 Current Level of Performance:*</u> White: 52%	<u>2013 Expected Level of Performance:*</u> White: 57%						

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					<p>available for all Level 1 and Level 2 4th and 5th grade students</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved RTI process will be used for targeted students.</p> <p>Operation of, or access to, the computer lab for SME and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Implement S.T.E.M. in the Art class</p> <p>Implement the use of SMART Technology</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p>		www.EasyCBM.com
		5A.2	5A.2	5A.2	5A.2	5A.2	5A.2
		Attendance	Students will receive	Teacher	Each student should	Teacher	

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			<p>recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me" process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>	<p>Guidance Administration</p>	<p>have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>
		5A.3 Parent Involvement	5A.3 Students in grades K-5	5A.3	5A.3 Student participation in	5A.3 Copies of

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			<p>will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Conferences will be made with every family and Parent Compacts will be signed.</p> <p>Family Math Night.</p> <p>Classroom and School-Wide newsletters will be sent home.</p> <p>Classroom and School websites will be updated frequently with important information.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress.</p>	<p>Teacher</p> <p>Administration</p> <p>Title I Coordinator</p> <p>Parent Liaison</p>	<p>the events.</p> <p>Teachers will maintain data collection files on each student with notations of parent contact.</p> <p>A calendar of events will be posted in the school newsletter.</p> <p>Sign-in sheets and Library records.</p>	<p>Parent/Teacher Compacts</p> <p>Sign in sheets for each event.</p> <p>Sign-in sheets and Library records.</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<p>Delayed Skill Development, which includes Background Knowledge and Vocabulary Development</p>	<p>Students will be provided remediation opportunities and interventions in whole group, small groups, and/or individually by trained classroom teachers, intervention teachers and para-educators.</p> <p>Targeted students will receive one-to-one additional time with an intervention teacher and/or para-educator with SRA Math, Center Stage Math, Great Leaps Math, and/or Number Worlds Math.</p> <p>After-school tutoring services will be made available for all Level 1 and Level 2 4th and 5th grade students</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved RTI process will be used for targeted students.</p> <p>Operation of, or access</p>	<p>Teacher</p> <p>Intervention Teacher</p> <p>Para-educator</p> <p>Administration</p>	<p>Classroom and Intervention Teachers will make notations and keep appropriate remedial/intervention documentation.</p> <p>Classroom and Intervention Teachers will use EasyCBM and Discovery Education online assessments to progress monitor.</p> <p>Differentiated Instruction will be noted in Lesson Plans.</p> <p>Classroom Walkthroughs.</p> <p>Reports from www.EasyCBM.com</p>	<p>Delayed Skill Development, which includes Background Knowledge and Vocabulary Development</p>
#5D: Waller Elementary will increase the number of students scoring at achievement Level 3 and above in math on the 2013 FCAT by 7%.	36%	43%					

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					<p>to, the computer lab for SME and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Implement S.T.E.M. in the Art class</p> <p>Implement the use of SMART Technology</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p>		
		5D.2	5D.2	5D.2	5D.2	5D.2	5D.2
		Attendance	<p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me"</p>	<p>Teacher</p> <p>Guidance</p> <p>Administration</p>	<p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>	

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			<p>process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		5D.3 Parent Involvement	<p>5D.3</p> <p>Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Conferences will be made with every family and Parent Compacts will be signed.</p> <p>Family Math Night.</p> <p>Classroom and School-Wide newsletters will be</p>	5D.3 Teacher Administration Title I Coordinator Parent Liaison	5D.3 Student participation in the events. Teachers will maintain data collection files on each student with notations of parent contact. A calendar of events will be posted in the school newsletter. Sign-in sheets and Library records.	5D.3 Copies of Parent/Teacher Compacts Sign in sheets for each event. Sign-in sheets and Library records.

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			<p>sent home.</p> <p>Classroom and School websites will be updated frequently with important information.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress.</p>			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<p>Delayed Skill Development, which includes Background Knowledge and Vocabulary Development</p>	<p>Students will be provided remediation opportunities and interventions in whole group, small groups, and/or individually by trained classroom teachers, intervention teachers and para-educators.</p> <p>Targeted students will receive one-to-one additional time with an intervention teacher and/or para-educator with SRA Math, Center Stage Math, Great Leaps Math, and/or Number Worlds Math.</p> <p>After-school tutoring services will be made available for all Level 1 and Level 2 4th and 5th grade students</p> <p>Standards will be presented through differentiated instruction to meet the individual students' needs.</p> <p>District approved RTI process will be used for targeted students.</p> <p>Operation of, or access</p>	<p>Teacher</p> <p>Intervention Teacher</p> <p>Para-educator</p> <p>Administration</p>	<p>Classroom and Intervention Teachers will make notations and keep appropriate remedial/intervention documentation.</p> <p>Classroom and Intervention Teachers will use EasyCBM and Discovery Education online assessments to progress monitor.</p> <p>Differentiated Instruction will be noted in Lesson Plans.</p> <p>Classroom Walkthroughs.</p> <p>Reports from www.EasyCBM.com</p>	<p>Delayed Skill Development, which includes Background Knowledge and Vocabulary Development</p>
<i>Waller Elementary will increase the number of students scoring at achievement Level 3 and above in math on the 2013 FCAT by 12%.</i>	49%	61%					

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					<p>to, the computer lab for SME and other computer assisted instruction will be provided.</p> <p>Grade levels will participate in vertical and horizontal planning.</p> <p>Implement S.T.E.M. in the Art class</p> <p>Implement the use of SMART Technology</p> <p>Teachers and para-educators will attend a variety of workshops to promote student achievement.</p>		
		5E.2	5E.2	5E.2	5E.2	5E.2	5E.2
		Attendance	<p>Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.</p> <p>Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.</p> <p>Teach strategies for time management through "The Leader in Me"</p>	<p>Teacher</p> <p>Guidance</p> <p>Administration</p>	<p>Each student should have no more than 20 days of absence for the year (11%).</p> <p>360 books will be given away by the end of the school year.</p> <p>Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.</p>	<p>Teacher observations/notations.</p> <p>Copy of the 20-day attendance report for all grades.</p> <p>Child Study Team documentation.</p> <p>Students' Leadership notebook</p>	

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			<p>process</p> <p>Students keep track of attendance in their Leadership notebook</p> <p>Teachers will make contact and/or conference with the student's caregiver.</p> <p>Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance.</p> <p>Students will be randomly selected each day on ITV to win a book if they are in attendance on that day.</p>			
		5E.3 Parent Involvement	<p>5E.3</p> <p>Students in grades K-5 will be provided Leadership notebooks to use as a communication tool between school and home.</p> <p>Conferences will be made with every family and Parent Compacts will be signed.</p> <p>Family Math Night.</p> <p>Classroom and School-Wide newsletters will be</p>	5E.3 Teacher Administration Title I Coordinator Parent Liaison	5E.3	<p>5E.3</p> <p>Copies of Parent/Teacher Compacts</p> <p>Sign in sheets for each event.</p> <p>Sign-in sheets and Library records.</p> <p>Student participation in the events.</p> <p>Teachers will maintain data collection files on each student with notations of parent contact.</p> <p>A calendar of events will be posted in the school newsletter.</p> <p>Sign-in sheets and Library records.</p>

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			<p>sent home.</p> <p>Classroom and School websites will be updated frequently with important information.</p> <p>Parental access to the Parent Center and Media Center will be encouraged.</p> <p>Parents will be encouraged to obtain access to the Parent Portal to monitor their child's academic progress.</p>			
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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Centered Mathematics Book Study	All	Cylle Rowell	18 Teachers across all grade levels	October 11—18 weeks	Teacher Blog, Classroom Walk Through	Cylle Rowell, Waller Administration
Common Core Mathematics in a PLC at Work Book Study	All	Leadership Team Administration	School-Wide	September 19 th – May 15 th	PLC Minutes, Leadership Team Notes	Grade Level Chair and Administration
“The Leader in Me”—7-Habits of Highly Effective People	All Faculty and Staff	Franklin Covey, Co	School-Wide	July 30-August 1, 2012	Train new employees	Lighthouse Committee
“The Leader in Me”—Implementation	All Faculty and Staff	Franklin Covey, Co	School-Wide	August 2, 2012	Classroom Walk-Through by administration, student participation	Lighthouse Committee

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"The Leader in Me"— Lighthouse Committee	7 people	Franklin Covey, Co	PLC	August 3-4, 2012	Committee meeting notes	Administration
Common Core Standards	Kindergarten- 1 st grade	District Staff Training Specialist	Grade Level	Ongoing	Classroom Walk-Through by administration, Lesson Plans	Administration
Differentiated Instruction	Kindergarten- 5th grade including ESE	Administration , Leadership Team	Professional Learning Communities at each grade level	Bi-weekly during planning period	Reflections on strategies	Administration, Leadership Team
Great Leaps	Kindergarten- 5th grade	Staff Training Specialist	Newly hired staff needing the training	Ongoing	RTI forms, Data logs	Administration; Intervention Teachers
Technology	Kindergarten- 5th grade including ESE	Teacher-on- special assignment for Technology School-based Trainers	School-wide	November-May	Grade level demonstrations	Administration; Teacher-on- special assignment for Technology
FCIM Data Analysis	Kindergarten- 5th grade including ESE	Administration , Leadership Team	Professional Learning Communities at each grade level	Monthly	Data Logs	Administration, Leadership Team
Various programs approved by the District for MTSS	Kindergarten- 5th grade including ESE	Administration Leadership Team Staff Training Specialist Teacher-on- special assignment for Technology School-based Trainers	School-wide	Ongoing	MTSS forms Data logs	Administration Intervention Teachers
Lesson Study	Kindergarten- 5th grade including ESE	Administration Grade Level Chair	School-wide	Ongoing	Reflections on Lessons	Administration Staff Training Specialist

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		Staff Training Specialist				
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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Title I funds will be used to purchase supplemental teaching materials and student Leadership resources.	Notebooks, folders, workbooks, supplies	Title I and School Budget	(Included with Reading Goal)
Prof. Development – Book Study	Books for each teacher	Title II	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Assessment reports	Printer	School Budget	(Included with Reading Goal)
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
The Leader in Me	Teaching the 7-Habits of Highly Effective People to the students school-wide	Title I	(Included with Reading Goal)
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Employing additional Highly Qualified Teachers and Para-Educators	Hiring 3 Intervention teachers and 9 para-educators	Title I	(Included with Reading Goal)
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Reading Comprehension skills	1A.1. Teach to different modalities and use various hands-on activities and manipulatives. Integrate science topics into other core subject areas. Implement consistent and accurate science vocabulary across grade levels.	1A.1. Teacher Administration	1A.1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal. Teachers will progress monitor with Discovery Education online assessment.	1A.1. Teacher observations/notations. Copy of students Discovery Education Assessment reports. Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Waller Elementary will increase the number of 5th grade students achieving proficiency at Level 3 in Science by 2%.							
	57% (51)	59% (53)	1A.2. Limited resources and comfort level of teachers teaching Science	1A.2. Coordinate school-wide Science/Math Day and/or Night events that implement the new standards and create hands-on learning experiences and experiments. Provide a central location to house materials for hands-on activities. Assist teachers with obtaining classroom	1A.2. Teachers Administration	1A.2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal. Materials will be located in the S.T.E.M. Lab	1A.2. Teacher observations/notations. Copy of students Discovery Education Assessment reports. Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.

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			grants/funding for educational field trips and/or guest speakers. Utilize Think Link resources. Create an instructional focus calendar for Science in each grade level.			
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1	2A.1	2A.1	2A.1	2A.1
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Instructional Time	Initiate hands-on, inquiry based activities in the S.T.E.M. Lab Integrate Science into other subject areas across grade levels. Incorporate technology into Science instruction.	Teacher Administration	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal. Teachers will progress monitor with Discovery Education online assessment.	Teacher observations/notations. Copy of students Discovery Education Assessment reports. Classroom walkthrough log and focused walkthroughs to determine frequency of
Waller Elementary will increase the number of 5th grade students achieving proficiency at Level 4 and 5 in Science on the 2013 FCAT by 2%.	20% (18)	22% (20)					
			2A.2	2A.2	2A.2	2A.2	2A.2
			Limited Life Experiences of Students	Opportunities for field trips either real time or virtual. Coordinate school wide Science Expo that offer hands-on learning opportunities. Provide resources for hands-on learning opportunities.	Teacher Administration	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal.	Teacher observations/notations. Copy of students Discovery Education Assessment reports. Classroom walkthrough log and focused walkthroughs to determine frequency of differentiated instruction.

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"The Leader in Me"—7-Habits of Highly Effective People	All Faculty and Staff	Franklin Covey, Co	School-Wide	July30-August 1, 2012	Train new employees	Lighthouse Committee
"The Leader in Me"—Implementation	All Faculty and Staff	Franklin Covey, Co	School-Wide	August 2, 2012	Classroom Walk-Through by administration, student participation	Lighthouse Committee
"The Leader in Me"—Lighthouse Committee	7 people	Franklin Covey, Co	PLC	August 3-4, 2012	Committee meeting notes	Administration
Differentiated Instruction	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Bi-weekly during planning period	Reflections on strategies	Administration, Leadership Team
FCIM Data Analysis	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Monthly	Data Logs	Administration, Leadership Team
Technology	Kindergarten-5th grade including ESE	Teacher-on-special assignment for Technology School-based Trainers	School-wide	November-May	Grade level demonstrations	Administration; Teacher-on-special assignment for Technology
Lesson Study	Kindergarten-5th grade including ESE	Administration Grade Level Chair Staff Training Specialist	School-wide	Ongoing	Reflections on Lessons	Administration Staff Training Specialist

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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Develop background knowledge	Field Trips	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Total: \$3,000.00

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1	1A.1	1A.1	1A.1	1A.1
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Expository and Narrative writing skills.	<p>A school-wide writing day will be established each month (Leaders Write!)</p> <p>K-1 teachers will develop a writing program to increase readiness skills by incorporating Common Core State Standards for language arts</p> <p>Incorporate the use of graphic organizers and other visual aids school-wide.</p> <p>Grade levels will plan horizontally and vertically.</p> <p>Require quality handwriting on all core subject assignments.</p> <p>Investigate approved interventions for writing for Tier I-III learners.</p> <p>Teachers and para-educators will attend a</p>	Teachers Administration	<p>Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal.</p> <p>Leaders Write! data.</p>	<p>Teacher observations/notations.</p> <p>Copy of progress monitoring score sheets in student logs (Leadership notebooks).</p>
Waller Elementary will improve 4th grade students' performance in writing by 2%	64% (64)	66% (47)					

2012-2013 School Improvement Plan

					<p>variety of workshops to promote student achievement.</p> <p>Student authors will be featured on the morning show.</p> <p>Teachers who are talented writers will be encouraged to model</p>		
			1A.2	1A.2	1A.2	1A.2	1A.2
			Applicable and Age-Appropriate Prompts	<p>Grade levels will develop and use age appropriate prompts for school-wide writing assessments each month.</p> <p>Grades levels will develop and utilize a grading scale to assess monthly writing.</p> <p>An Author visit will be held to recognize students as authors featuring their published books</p>	<p>Teachers</p> <p>Administration</p>	<p>Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Principal.</p> <p>Leaders Write! data.</p>	<p>Teacher observations/notations.</p> <p>Copy of progress monitoring score sheets in student logs (Leadership notebooks).</p>

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
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2012-2013 School Improvement Plan

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graphic Organizers	1st-5th grade including ESE	Staff Training Specialist Team Leader	1st-5th grade including ESE	Ongoing	Lesson Plans; Classroom Walkthrough; Team Leader demonstration	Administration; Leadership Team
FCIM Data Analysis	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Monthly	Data Logs	Administration, Leadership Team
FCAT Rubric	Kindergarten-5th grade including ESE	Writing Team	Kindergarten-5th grade including ESE	Ongoing	Meeting Minutes	Administration; Leadership Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Vertical Planning	Substitute Teachers	Title I and School Budget	\$1800.00
Author Visit	Author	School Budget	\$500.00
Common Core Standards, Interventions	Books	School Budget	\$166.00
			Subtotal: \$2466.00
			Total: \$2466.00

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End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Attendance			1A.1	1A.1	1A.1	1A.1	1A.1
Attendance Goal #1: Waller Elementary will have an average daily attendance rate of 95% for the school year 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Rural Area Economics that may include lack of transportation or adequate medical care	Teachers will make contact/conference with the student's caregiver via face-to-face, email, and/or telephone. Teachers will advise Guidance Counselors and/or Administration for additional support in ensuring student attendance. District Resource Teachers (i.e. Social Worker) will be enlisted through the Child Study Team to make personal contact with the family.	Teachers Guidance Counselors Administration	Average Daily Attendance reports will verify that each student has no more than 20 days of absence for the year (11%). Child Study Teams will meet to discuss individual student needs and strategies to improve attendance.	Average Daily Attendance report. Child Study Team documentation. Teacher/parent conference forms.
	90% (464)	95% (489)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	64% (335)	58% (300)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
12% (64)	10% (50)						
			1A.2	1A.2	1A.2	1A.2	1A.2
			Motivation	Students will be randomly selected each day on ITV to win a book if they are in attendance on that day Students will receive recognition and/or rewards for good and improved attendance on a monthly basis.	Administration Librarian/ITV coordinator Guidance Counselors	360 books will be given away by the end of the school year. Student attendance.	Number of books given away. Student attendance reports.

2012-2013 School Improvement Plan

			Each classroom will have an attendance poster provided to use as a visual reminder to students that attendance is important.			
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2012-2013 School Improvement Plan

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FOCUS	All	Expert Teachers	All Classroom Teachers	Aug. 20 – Nov. 1	Attendance Reports	Data Clerk and Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Random drawing for book	Book	School Budget	\$500.00
Attendance Recognition	Lunch with Principal	School Budget	\$500.00
			Subtotal:\$1,000.00
			Total: \$1,000.00

End of Attendance Goals

Rule 6A-1.099811

2012-2013 School Improvement Plan

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1A.1	1A.1	1A.1	1A.1	1A.1
Suspension Goal #1: Waller Elementary will decrease the number of in-school suspensions and out-of-school suspensions by at least 2%.	<u>2012 Total Number of In-School Suspensions</u> 7% (37)	<u>2013 Expected Number of In-School Suspensions</u> 4% (20)	Parental Support	Design and implement school-wide The Leader In Me program and coordinate it with the Positive Behavior Support (PBS) plan. Provide information about the school-wide plan to parents. Follow district protocol for RTI that deals with behavior. Enlist the support/insights of a Behavior Specialist Maintain an in-school suspension environment (room) as an alternative to out-of-school suspension.	PBS Team Administration ISS Para-educators	Review data. Child Study Team meetings with all stakeholders.	Reports from RTI-B Child Study Team documentation.
	<u>2012 Total Number of Students Suspended In-School</u> 6% (30)	<u>2013 Expected Number of Students Suspended In-School</u> 3% (16)					
	<u>2012 Total Number of Out-of-School Suspensions</u> 12% (60)	<u>2013 Expected Number of Out-of-School Suspensions</u> 8% (43)					
	<u>2012 Total Number of Students Suspended Out-of-School</u> 2% (10)	<u>2013 Expected Number of Students Suspended Out-of-School</u> 1% (5)					
		1A.2	1A.2	1A.2	1A.2	1A.2	
		Motivation	Design and implement school-wide The Leader In Me program and coordinate it with the Positive Behavior Support (PBS) plan.	PBS Team Leadership Team	Review data.	Reports from RTI-B	

2012-2013 School Improvement Plan

			<p>Provide information about the school-wide plan to parents.</p> <p>Provide incentives to students displaying appropriate behaviors.</p> <p>Develop Leadership positions in the classrooms, Leadership Interest Clubs, Leadership Roles school-wide</p>			
		1A.3. Scheduling	1A.3. Classroom guidance	1A.3. Admin/guidance	1A.3. Teacher/parent/student feedback and climate survey	1A.3. Climate survey

2012-2013 School Improvement Plan

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"The Leader in Me"— 7-Habits of Highly Effective People	All Faculty and Staff	Franklin Covey, Co	School-Wide	July30-August 1, 2012	Train new employees	Lighthouse Committee
"The Leader in Me"— Implementation	All Faculty and Staff	Franklin Covey, Co	School-Wide	August 2, 2012	Classroom Walk-Through by administration, student participation	Lighthouse Committee
"The Leader in Me"— Lighthouse Committee	7 people	Franklin Covey, Co	PLC	August 3-4, 2012	Committee meeting notes	Administration
CPI training	K-5	District personnel	K-5	On-going	Response Team meeting	Admin

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
In-School Suspension Para-educator	Para-educator	Title I	\$11,821.32
Support of a Behavior Specialist	Behavior Specialist	Title I	\$11,273.89
			Subtotal: \$23,095.21
			Total: \$23,095.21

2012-2013 School Improvement Plan

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p>Increase student understanding of Science, Technology, Engineering, and Math concepts as evidenced by FCAT 2.0.</p>	<p>Funds/Time</p>	<p>Teacher Led STEM Lab</p> <p>Write and submit applications for grants to purchase STEM kits and other supplies</p> <p>Integrate STEM into the Art class</p> <p>Utilize hands on laboratory experiments with direct instruction and whole and small group setting, in order to incorporate STEM strategies in math and science.</p> <p>Utilize technology to reinforce and enhance science and math standards through the implementation of STEM strategies</p>	<p>Teachers</p> <p>Science Committee</p> <p>Administration</p>	<p>Discovery Education</p> <p>Classroom Assessments</p> <p>Lesson Plans</p> <p>Classroom Walk Through</p>	<p>FCAT 2.0</p> <p>Classroom Assessments</p>

2012-2013 School Improvement Plan

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Bi-weekly during planning period	Reflections on strategies	Administration, Leadership Team
FCIM Data Analysis	Kindergarten-5th grade including ESE	Administration, Leadership Team	Professional Learning Communities at each grade level	Monthly	Data Logs	Administration, Leadership Team
Technology	Kindergarten-5th grade including ESE	Teacher-on-special assignment for Technology School-based Trainers	School-wide	November-May	Grade level demonstrations	Administration; Teacher-on-special assignment for Technology
Lesson Study	Kindergarten-5th grade including ESE	Administration Grade Level Chair Staff Training Specialist	School-wide	Ongoing	Reflections on Lessons	Administration Staff Training Specialist

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Purchase STEM Kits	12 STEM Kits	Grant	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM supplies	Supplies	School Budget	\$200.00
			Subtotal: \$200.00
			Total: \$2,700.00

End of STEM Goal(s)

2012-2013 School Improvement Plan

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$400,979.25
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total: \$3,000.00
Writing Budget	Total: \$2,466.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: \$1,000.00
Suspension Budget	Total: \$23,095.21
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$3,722.00
STEM Budget	Total: \$2,700.00
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$436,962.46

2012-2013 School Improvement Plan

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status.

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	
The School Advisory Council will monitor the school's budget and the school's Title I budget. They will inquire about the success of the strategies chosen and will brainstorm ideas for improvement of the school's physical state.	

Describe the projected use of SAC funds.	Amount
Waller Elementary's School Advisory Council funds will be used to support the school improvement goals in the purchase of academic trophies for students.	Projected amount \$515