Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Wahneta Elementary	District Name: Polk County Schools
Principal: Lisa Myers	Superintendent: Dr. John Stewart
SAC Chair: Doug VanOrsdale	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

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)

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Principal	Lisa Myers	1982 – BS Elementary Education, Slippery Rock State University, Slippery Rock, PA 1998 – MS Educational Leadership, NOVA Southeastern University, Fort Lauderdale, FL/ Elementary Education (1-6) Educational Leadership (K-12) ESOL K-12 Coaching Endorsement	8 years	11 years	**2011-2012** Wahneta Elementary, Principal, School Grade: D, AMO: Reading 39%, Math 56%,Reading Gains 62%, Math Gains 48%, Reading Bottom 25% 71%, Math Bottom 25% 58%, Status: Correct 2 **2010 – 2011** Wahneta Elementary, Principal, School Grade: C, AYP met 90% of criteria: Reading 54%, Math 76%, Status: Correct 2 **2009- 2010** Wahneta Elementary, Principal, School Grade: C, AYP met 79% of criteria: Reading 61%, Math: 67%, Status: Correct 1 **2008-2009** Wahneta Elementary, Principal, School Grade C, AYP met 87% of criteria: Reading 52%, Math: 66%, Status: Correct 1 **2007-2008** Wahneta Elementary, Principal, School Grade C, AYP met 87% of criteria: Reading 38%, Math: 65%, Status: Correct 1 **2006-2007** Wahneta Elementary, Assistant Principal, School Grade C, AYP met 95% of criteria: Reading 47%, Math: 50%, Status: Correct 1 **2005-2006** Wahneta Elementary, Assistant Principal, School Grade A, AYP met 85% of criteria: Reading 49%, Math: 45%, Status: Correct 1 **2001-2005** Denison Middle School, Assistant Principal Curriculum, School Grades: B,B,C **1993-2001** Jewett Middle Academy Magnet, Science Teacher, School Grades: A,B,A,A **1989-1993** Hillcrest Elementary, Fifth Grade Teacher **1985-1989** Bethune Elementary, Fourth Grade Teacher

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Assistant Principal	Princess Foster	1995-BS Elementary Education, University of South Florida, Tampa, FL 2004-MS Educational Leadership, NOVA Southeastern University, Fort Lauderdale, FL/ Elementary Education (1-6) Educational Leadership (K-12) ESOL K-12	0 years	3 years	No prior years data

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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)
Academic Int. Facilitator (AIF) Reading	Teresa Pittman	2003 -BA Psychology, Saint Leo University; 2008- MD Educational Leadership, Saint Leo University Certifications: El. Ed. K-6, ESOL K-12, Reading Endorsement, Educational Leadership	9 years	6 years	**2011-2012** Wahneta Elementary, Principal, School Grade: D, AMO: Reading 39%, Math 56%,Reading Gains 62%, Math Gains 48%, Reading Bottom 25% 71%, Math Bottom 25% 58%, Status: Correct 2 **2010 – 2011** Wahneta Elementary, AIF, School Grade: C, AYP met 90% of criteria: Reading 54%, Math 76%, Status: Correct 2 **2009- 2010** Wahneta Elementary, Reading Coach, School Grade: C, AYP met 79% of criteria: Reading 61%, Math: 67%, Status: Correct 1 **2008-2009** Wahneta Elementary, School Grade C, AYP met 87%, Correct 1 **2007-2008** Wahneta Elementary, School Grade C, AYP met 87%, Correct 1 **2006-2007** Wahneta Elementary, School Grade C, AYP met 95% of criteria: Reading 47%, Math: 50%, Status: Correct 1 **2005-2006** Wahneta Elementary, School Grade A, AYP met 85% of criteria: Reading 49%, Math: 45%, Status:

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Inst. Support Teacher (IST) Writing	Barbara VanOrsdale	1975-BS Education, Georgia Southern University, Physical Education K-12; 1989-Florida Southern College, Elementary Education 1-6 Reading Endorsement ESOL Endorsement	22 years	6 years	**2011-2012** Wahneta Elementary, Principal, School Grade: D, AMO: Reading 39%, Math 56%,Reading Gains 62%, Math Gains 48%, Reading Bottom 25% 71%, Math Bottom 25% 58%, Status: Correct 2 **2010 – 2011** Wahneta Elementary, AIF, School Grade: C, AYP met 90% of criteria: Reading 54%, Math 76%, Status: Correct 2 **2009- 2010** Wahneta Elementary, Reading Coach, School Grade: C, AYP met 79% of criteria: Reading 61%, Math: 67%, Status: Correct 1 **2008-2009** Wahneta Elementary, School Grade C, AYP met 87%, Correct 1 **2007-2008** Wahneta Elementary, School Grade C, AYP met 87%, Correct 1 **2006-2007** Wahneta Elementary, School Grade C, AYP met 95% of criteria: Reading 47%, Math: 50%, Status: Correct 1 **2005-2006** Wahneta Elementary, School Grade A, AYP met 85% of criteria: Reading 49%, Math: 45%, Status:
Inst. Support Teacher (IST) Math	Kim Griffiths	2004-BS Elementary Education, University of South Florida, K-6, ESOL Endorsement 2011-MA-Instructional Leadership, K-12 St. Leo University	0 years	0years	N/A

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. All paraprofessionals are highly qualified.	Administration	August 2012
2. School is fully staffed by the first day of school.	Administration	August 2012
3. School establishes Professional Learning Communities.	Administration	August 2012
4. School assigns mentors to new teachers.	Administration	August 2012

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Number of staff and paraprofessionals that are teaching out of field 0%	N/A

Staff Demographics

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

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

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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
38	15% (6)	21% (8)	32% (12)	32% (12)	32% (12)	100% (38)	13% (5)	0% (0)	74% (28)

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

Teresa Pittman	Denise Hamilton	Non-education Major, first year	Individual coaching, mentoring & support; weekly team meetings.
Teresa Pittman	Amy Wiggins	Non-education Major, first year	Individual coaching, mentoring & support; weekly team meetings.
Leadership team	Courtney Arnold	First year teacher	Individual coaching, mentoring & support; weekly team meetings.
Leadership team	Amanda Porterfield	First year teacher	Individual coaching, mentoring & support; weekly team meetings.
Leadership team	Sierra D'Angelo	New to our school	Individual coaching, mentoring & support; weekly team meetings.
Leadership team	Dawn Pirke	New to our school	Individual coaching, mentoring & support; weekly team meetings.

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
Services are provided to ensure that students requiring additional remediation receive additional instruction through the extended learning program. The school utilizes funds to hire needed personnel and purchase needed instructional materials. The district provides professional development to teachers and staff as needed. Wahneta Elementary also uses funds to promote parent and community involvement in the school, as well as for kindergarten readiness.
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents/ The liaison coordinates with Title I and other programs to ensure student needs are met. The school personnel refer students and their families to Migrant Services for aid. Wahneta Elementary provides office space to Migrant Liaison staff and a Migrant Community Center for parents.
Title I, Part D
Services are coordinated with the district Drop-Out Prevention Program, as needed.
Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplemental education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Wahneta Elementary are used for the purchase of new technology for classrooms such as SmartBoards, computer projectors and document cameras

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Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.
Title X- Homeless District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs Wahneta Elementary has a bully-free zone policy. The school counselor provides education to students on violence prevention and safety practices, as well as counseling and support as needed. School-Student-Patrols aid in maintaining a violence-free environment in the school.
Nutrition Programs **98%** of Wahneta Elementary students participate in the free/reduced school meals program. The program serves breakfast and lunch to participating children.
Housing Programs District Homeless' Social Worker provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Migrant Liaison also assists families in locating a residence.
Head Start Wahneta Elementary sponsors five Head Start units and onePre-K unit on-campus. The Pre-K and Head Start classes are part of the Polk Pre-K Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of the family. The following three government-supplemented programs emphasize school readiness in our area: School Readiness, and Youth and Family Alternatives, Inc. Child Find is available to assist families of preschoolers with low readiness rates.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A

Other
N/A

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

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

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

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

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

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

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

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

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

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

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

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?

The Leadership Team will meet monthly (first Monday of every month) to examine data, evaluate and monitor progress, make necessary adjustments, and develop strategies for intervention. The team will send a newsletter to staff members updating them on RtI news, data analysis and suggestions for intervention practices.

The major initiatives of the PSLT for the 2012-2013 school year are:

- Behavior support (with the PBS team) including safety and discipline.

- Academic Support (with the Curriculum Team) for literacy, math, science and writing.

- Attendance – with the goal of reducing ISS, OSS and tardies.

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

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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? On July 24, 2012, selected members of the MTSS /RtI RtI Leadership Team attended the School Improvement Plan planning meeting. After the meeting, they revised the SIP plan for the past year and AMO data. The members aided in the development of SMART goals for the current SIP plan. Members will attend the SAC meetings to discuss the SIP and MTSS /RtI.
MTSS Implementation
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. Teachers received a team-generated data collection form to monitor interventions. Students with multiple, on-going interventions are referred to the Guidance Counselor for monitoring/counseling and individualized behavioral plans. The forms are used as documentation when the MTSS /RtI Leadership Team has to intervene. Teacher forms, data collected from testing, Genesis and Elegrade reports are all used to work on tiered data analysis.
Describe the plan to train staff on MTSS. The staff was trained on MTSS /RtI I during the first week of school by the MTSS /RtI Leadership Team. The MTSS /RtI Leadership Team presented the staff with the MTSS /RtI implementation plan and provided each teacher with a PBS notebook containing data, classroom management suggestions and intervention strategies.
Describe the plan to support MTSS. During the course of the year, updates on MTSS /RtI will be discussed, as needed, during staff meetings. Staff meetings take place every Tuesday afternoon. The team will send a quarterly newsletter to staff members updating them on MTSS /RtI news, data analysis and suggestions for intervention practices.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the reading plan, conducts assessment and evaluations of staff members as well as daily walk-throughs and visits to the classrooms, ensures implementation, ensures adequate professional development to support the reading plan's implementation, leads PLC. Meets with students to discuss reading goals and achievement. Monitors student academic progress, achievement and gains.

Assistant Principal: Reviews lesson plans, providing feedback and support, evaluates and communicates data, provides professional development to staff members and leads PLC. Meets with students to discuss reading goals and achievement.

Lead Teachers (Primary and Intermediate): Provide data, inquiries and objectives for their grade level. Review reading plan and monitor student achievement. Link information to their grade levels and PLC.

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

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

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

data management and display. Provides professional development to staff members and leads PLC.

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

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

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

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

- The instructional focus calendar was created in July of 2012. The Instructional Focus Calendar will be continuously updated throughout the year as data is examined (September pre-test and December mid-year assessment) and we plan to meet our students' needs.

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

- Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments and data results.

- The pacing for the instruction of each benchmark was determined by the amount of time available before FCAT testing to ensure that all benchmarks are taught and reviewed.

- The administrative team; Principal, Assistant Principal, AIF Reading and Math, writing teacher trainer, will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data and conducting meetings with teachers to discuss all of the information collected. These discussions will be used to ensure that the Instructional Focus Calendar is being implemented effectively.

- All staff members will participate in professional learning communities and utilize the support of their colleagues during weekly meetings.

- An analysis of learning gains allowed the strongest (no new teachers) teachers to be paired with the weakest students.

- Using FCAT and SAT10 scores, student learning gains helped the administration schedule teachers with students to prevent low-performing teachers from teaching the same class again.

- Focus lessons will be based on classroom work and assessments to find where students are struggling and their greatest needs.

- The focus lessons selected by the instructional coaches and with the use of PD360 (Professional Development 360) are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

- The 5-10 minute mini-lessons will be taught during skill focus time using a small group of students that are struggling in the particular skill being taught.

- All curriculum teachers will use this skill focus mini-lessons to assist struggling students in their subject area.

- Mini-assessments will be used to monitor students mastery or if the lesson needs to be revised and/or re-taught.

- Data will be examined and discussed between teacher and administration to ensure the effectiveness of the focus lessons.

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

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.

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

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

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

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

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

There are approximately 100 Kindergarten students at Wahneta Elementary. Twenty percent of them attended the Pre K program the previous year. Testing results indicate that most of the students that had the benefit of the Pre K program are on grade level, those that are below grade level show evidence of possible disabilities. Those that did not attend a Pre K program arrive below grade level, sometimes as much as one to two years.

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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?

N/A

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?

N/A

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?

N/A

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.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Lack of student engagement	1A.1. Collaborative Structures such as pairs, groups, think-alouds, graphic organizers used with fidelity and rigor to include professional development for new and struggling teachers.	1A.1. Leadership team	1A.1.Walk-throughs, student work displays, lesson plans, fidelity checks.	1A.1. Rubric that focuses on the instructional stategy of collaborative pairs.		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Wahneta Elementary will have a 10% increase of 3rd Grade, 4th Grade, 5th Grade Level 3's in Reading on the 2012-2013 FCAT State Assessment.						
	23%(20) 18%(16) 35%(21)	33%(26) 28%(24) 45%(39)				
		1A.2. Lack of differentiated instruction in small groups	1A.2. Flexible grouping, guided reading, scaffolding, additional time for iii in a 120 minute block	1A.2. Leadership team	1A.2. Walk-throughs,fidelity check, lesson plans, intervention calendar	1A.2. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs
		1A.3.Lack of background knowledge and vocabulary	1A.3.Vocabulary: Implementation of Marzano's 6-step. Background knowledge: use of National Reading Vocabulary checklists, use of activating strategies for every lesson.	1A.3.Leadership team	1A.3.Walk-throughs, student work displays, lesson plans, fidelity check.	1A.3. Lesson plans checklists, iii time observations during walk-throughs.

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in reading.	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time		
Reading Goal #1B: *N/A at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
		1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	
		1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	

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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. Weak critical thinking skills	2A.1. Daily use of extended thinking activities, CISM, FCAT stems & Hot questions, weekly use of extended reading passages.	2A.1. Leadership team	2A.1.Walk-throughs, student work displays, lesson plans	2A.1. Lesson plans checklists, iii time observations during walk-throughs		
Reading Goal #2A: Wahneta Elementary will have a 27% increase of 3rd Grade, 38% increase 4th Grade, 13%% increase 5th Grade Level 4 & 5's in Reading on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15%(13) 9%(8) 17%(15)	42%(36) 47%(41) 30%(31)					

		2A.2. Lack of differentiated tasks in literacy centers and independent activities.	2A.2. Develop and utilize literacy activities to support instruction based on progress monitoring reports, use of rubrics to increase differentiation and rigor.	2A.2. Leadership team	2A.2. Walk-throughs, student work displays, lesson plans, intervention calendar	2A.2. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs.	
		2A.3. Lack of motivation or interest in reading.	2A.3.Content-area text to be incorporated into the reading class, including resources and materials, match reading selections with student interest, increased focus on Accelerated Reader Zone of Prozimal Development while scaffolding grade level text.	2A.3.Leadership team	2A.3. Walk-throughs student work displays, lesson plans, AR reports	2A.3. Lesson plans checklists, iii time observations during walk-throughs, AR reports	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. N/A at this time	2B.1.N/A at this time	2B.1.N/A at this time	2B.1.N/A at this time	2B.1.N/A at this time	
Reading Goal #2B: *N/A at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		2B.2.N/A at this time	2B.2.N/A at this time	2B.2.N/A at this time	2B.2.N/A at this time	2B.2.N/A at this time	
		2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	

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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. Lack of systematic instruction on the 6 components of reading.	3A.1. Modeling, think-alouds, graphic organizers, fluency, practice, focused lessons for reading components.	3A.1. Leadership team	3A.1. Walk-throughs, student work displays, lesson plans.	3A.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs.	
Reading Goal #3A: *Wahneta Elementary will have 90-100% of students make learning gains in Reading* on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	62%(145)	*90+100%(235)*				
		3A.2. Minimal time spent reading	3A.2. Formal instruction includes reading passages, increased focus on Accelerated Reader Zone of Proximal Development while scaffolding grade level text.	3A.2. Leadership team	3A.2. Walk-throughs, student work displays, lesson plans.	3A.2. Lesson plan checklists, iii time observations during walk-throughs, AR reports, STAR Reports.
		3A.3. Lack of differentiated tasks in literacy centers and independent activities.	3A.3. Develop and utilize literacy activities to support instruction based on progress monitoring reports	3A.3. Leadership team	3A.3. Walk-throughs, student work displays, lesson plans.	3A.3. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs.

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3B. **Florida Alternate Assessment:** Percentage of students making learning gains in reading.	3B.1. N/A at this time	3B.1.N/A at this time	3B.1.N/A at this time	3B.1.N/A at this time	3B.1.N/A at this time		
Reading Goal #3B: *N/A at this time*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A at this time	*N/A at this time*					
		3B.2.N/A at this time	3B.2.N/A at this time	3B.2.N/A at this time	3B.2.N/A at this time	3B.2.N/A at this time	
		3B.3.N/A at this time	3B.3.N/A at this time	3B.3.N/A at this time	3B.3.N/A at this time	3B.3.N/A at this time	

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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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of systematic instruction on the 6 components of reading.	4A.1. Modeling, think-alouds, graphic organizers, fluency, practice, focused lessons for reading components.	4A.1. Leadership team	4A.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs	4A.1. Walk-throughs, student work displays, lesson plans		
Reading Goal #4A: *Students identified in the lowest 25% will make at least 10% learning gains in Reading* on the 2012-2013 FCAT State Assessment. *.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71%(166)	*90+100%(235)*					
		4A.2. Minimal time spent reading	4A.2. Formal instruction that includes extended reading passages, increased focus on Accelerated Reader Zone of Prozimal Development while scaffolding grade level text.	4A.2. Leadership team	4A.2. Lesson plans checklists, iii time observations during walk-throughs, AR reports, STAR reports	4A.2. Walk-throughs, student walk displays, lesson plans	

		4A.3. Lack of effective iii instruction	4A.3. Implement LLI program	4A.3. Leadership team	4A.3.Use the LLI plans and assessment in assisting in lesson plan development and iii time activities to target individual needs	4A.3. Walk-throughs, student work displays, lesson plans, iii calendar	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	4B.1. N/A at this time	4B.1. N/A at this time	4B.1. N/A at this time	4B.1. N/A at this time	4B.1. N/A at this time	
Reading Goal #4B: *N/A at this time*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A at this time	*N/A at this time*				
		4B.2. N/A at this time	4B.2. N/A at this time	4B.2. N/A at this time	4B.2. N/A at this time	4B.2. N/A at this time
		4B.3.N/A at this time	4B.3.N/A at this time	4B.3.N/A at this time	4B.3.N/A at this time	4B.3.N/A at this time

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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**	33	39	45	51	57	64
Reading Goal #5A: *For the year 2010-2011 the proficient in Reading was 27%. For the yeas 2012-2013 Wahneta will progress to achieve the AMO for the year at 39 %.Maintaining a 6% increase each year.*							
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. White/Hispanic: Students have limited background knowledge.	5B.1. White/Hispanic: Emphasis on attendance and work-to-home connections; virtual field trips, realia, vocabulary immersion. including use of visual aids; modeling, think-alouds.	5B.1. Leadership team	5B.1. Walk-throughs, student work displays, lesson plans.	5B.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
All student subgroups will move up to an achievement level of 39% in reading on the 2012-2013 FCAT State Assessment.						
	White:30 Black: N/A Hispanic:41 Asian: N/A American Indian: N/A	White:39 Black: N/A Hispanic:39 Asian: N/A American Indian: N/A				
		5B.2. Hispanic: Students lack English language proficiency	5B.2. Hispanic: Utilize ESOL instructional strategies in lessons	5B.2.Leadership Team,	5B.2. Walk-throughs, student work displays, lesson plans.	5B.2. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs
		5B.3. White/Hispanic: Students have limited access to reading material and technology at home	5B.3. Monthly literacy nights, morning and afternoon book check-out times, classroom libraries	5B.3.Leadership Team	5B.3. Walk-throughs, student work displays, lesson plans.	5B.3. Reports

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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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Students lack English language proficiency	5C.1. Utilize ESOL instructional strategies in lessons	5C.1.Leadership Team	5C.1. Walk-throughs, student work displays, lesson plans.	5C.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs		
Reading Goal #5C: *39% ELL students will achieve proficiency in Reading* on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33	39					
		5C.2. Students have limited access to reading material and technology at home	5C.2. Monthly literacy nights, morning and afternoon book check-out times, classroom libraries	5C.2.Leadership Team	5C.2. Library check-out reports, literacy night attendance reports	5C.2.Use of reports	
		5C.3. Students have limited background knowledge.	5C.3. Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; modeling, think-alouds.	5C.3. Leadership Team	5C.3. Walk-throughs, student work displays, lesson plans.	5C.3. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs	

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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. *N/A at this time*	5D.1. *N/A at this time*	5D.1. *N/A at this time*	5D.1. *N/A at this time*	5D.1. *N/A at this time*		
Reading Goal #5D: *N/A at this time*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A at this time	*N/A at this time*					
	—	5D.2. *N/A at this time*	5D.2. *N/A at this time*	5D.2. *N/A at this time*	5D.2. *N/A at this time*	5D.2. *N/A at this time*	
		5D.3 *N/A at this time*	5D.3. *N/A at this time*	5D.3. *N/A at this time*	5D.3. *N/A at this time*	5D.3. *N/A at this time*	

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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. Students have limited background knowledge.	5E.1. White/ Hispanic: Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; modeling, think-alouds.	5E.1. Leadership Team	5E.1. Walk-throughs, student work displays, lesson plans.	5E.1. Use the Discovery assessment in assisting in lesson plan development and iii time		
Reading Goal #5E: **Students that are economically disadvantaged will increase to 39% proficient in Math** on the 2012-2013 FCAT State Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39	39					
		5E.2. Weak critical thinking skills	5E.2. Daily use of extended thinking activities, FCAT Stems & HOT questions, weekly use of extended reading passages.	5E.2. Leadership Team	5E.2. Walk-throughs, student work displays, lesson plans.	5E.2. Use the Discovery assessment in assisting in lesson plan development and iii time	

| | | 5E.3. Lack of effective iii instruction | 5E.3. Daily iii instruction schedules and implemented effectively and with fidelity. | 5E.3. Leadership Team | 5E.3. Walk-throughs, student work displays, lesson plans. | 5E.3. Use the Discovery assessment in assisting in lesson plan development and iii time | |

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
Student Engagement	All	Leadership Team	PLC – grade levels	During PLC's as needed	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Reading Instructional Expectations	All	Leadership Team	PLC – grade levels	2nd Tuesday &Thursday of each month during block time	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Data & Progress Monitoring	All	Leadership Team	PLC – grade levels	1st Tuesday &Thursday of each month during block time	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Vertical Alignment	All	Leadership Team	PLC – all	During PLC's as needed	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team

| Curriculum | All | Leadership Team | PLC – all | During PLC's as needed | Classroom walkthroughs, lesson plans, evidence of student's learning gains. | Leadership Team |

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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
Voyager	Workbooks	Title I	$0.00
Fountas & Pinnell K-4th	Workbooks	Title I	$40,000.00
Elements of Vocabulary	Workbooks	Title I	$0.00
Subtotal: $40,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Fastforward	Web based	N/A	$0.00
Odyssey	Web based	N/A	$0.00
Reading A to Z	Web based	Title I	$2,000.00
Subtotal: $2,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS	Handbooks	Title I	$0.00
Subtotal:$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
AIF Reading	Teacher	Title I/County	$0.00
Subtotal:			
Total: $46,000.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Students have limited background knowledge.	1.1. Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; modeling, think-alouds.	1.1. Leadership Team	1.1. Walk-throughs, student work displays, lesson plans.	1.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs	
CELLA Goal #1: *Wahneta students will increase proficiency in listening/speaking by10% on the 2012-2013 cella administration*	2012 Current Percent of Students Proficient in Listening/Speaking: *50% (118).*					

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		1.2. Students lack English language proficiency	1.2. Utilize ESOL instructional strategies in lessons	1.2. Leadership Team	1.2. Walk-throughs, student work displays, lesson plans.	1.2. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs
		1.3. Students have limited access to reading material and technology at home	1.3 Monthly STEAM nights, morning and afternoon book check-out times, classroom libraries.	1.3. Leadership Team	1.3. Library check-out reports, literacy night attendance reports	1.3. Reports
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Students have limited background knowledge.	2.1. Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; modeling, think-alouds.	2.1. Leadership Team	2.1. Walk-throughs, student work displays, lesson plans.	2.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs	
CELLA Goal #2: *Wahneta students will increase proficiency in Reading by10% on the 2012-2013 cella administration*	2012 Current Percent of Students Proficient in Reading: *27% (63)*					
		2.2. Students lack English language proficiency	2.2. Utilize ESOL instructional strategies in lessons	2.2. Leadership Team	2.2. Walk-throughs, student work displays, lesson plans.	2.2. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs
		2.3. Students have limited access to reading material and technology at home	2.3. Monthly STEAM nights, morning and afternoon book check-out times, classroom libraries	2.3. Leadership Team	2.3. Library check-out reports, literacy night attendance reports	2.3. Reports

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Students have limited background knowledge.	2.1. Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; modeling, think-alouds.	2.1. Leadership Team	2.1. Walk-throughs, student work displays, lesson plans.	2.1. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs	
CELLA Goal #3: *Wahneta students will increase proficiency in writing by10% on the 2012-2013 cella administration*	2012 Current Percent of Students Proficient in Writing : *23% (53)*					
		2.2. Students lack English language proficiency	2.2. Utilize ESOL instructional strategies in lessons	2.2. Leadership Team	2.2. Walk-throughs, student work displays, lesson plans.	2.2. Use the Discovery assessment in assisting in lesson plan development and iii time activities to target individual needs
		2.3. Students have limited access to reading material and technology at home	2.3. Monthly STEAM nights, morning and afternoon book check-out times, classroom libraries	2.3. Leadership Team	2.3. Library check-out reports, literacy night attendance reports	2.3. Reports

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CELLA 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
Subtotal:			
Total:$0.00			

End of CELLA 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. Teacher content knowledge	1A.1. Professional development for new and struggling teachers. Emphasis on model lessons Lesson plan development by grade level.	1A.1. Leadership Team	1A.1. Observations, Walk-throughs, fidelity checks	1A.1. Classroom observations, lesson plans, student work samples.		

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Wahneta Elementary will have 10% increase of level in 3rd Grade,4th Grade, & 5th Grade On the math 2012-2013 FCAT State Assessment.						
	53%(46) 25%(22) 27%(16)	63%(55) 43%(37) 37%(32)				
		1A.2. Students lack of fact fluency, an understanding of number relationships as well as the use of number operations and the academic vocabulary.	1A.2. Emphasis on modeled instruction, guided and independent practice with the use of manipulatives , to include TimesAttack, implemented with fidelity and Marzono's 6 step vocabulary.	1A.2. Leadership Team	1A.2. Observations, Walk-throughs, fidelity checks	1A.2.Classroom observations, lesson plans, student work samples.
		1A.3. Students lack of authentic problem solving and inquiry opportunities.	1A.3. Professional development for new and struggling teachers on problem solving.	1A.3. Leadership Team	1A.3. Observations, Walk-throughs, fidelity checks.	1A.3. Classroom observations, lesson plans, student work samples.

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time		
Mathematics Goal #1B: *N/A at this time*	2012 Current Level of Performance:* *N/A at this time*	2013 Expected Level of Performance:* *N/A at this time*					
		1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2.N/A at this time	
		1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3.N/A at this time	

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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. Students lack of authentic problem solving and inquiry opportunities.	2A.1. Professional development for new and struggling teachers on problem solving.	2A.1. Leadership Team	2A.1. Walk-throughs, lesson plans, fidelity checks	2A.1. Student work samples, Observations, Discovery Assessments		
Mathematics Goal #2A: Wahneta Elementary will have a 6% increase of 3rd Grade, 39% increase 4th Grade, 34%% increase 5th Grade Level 4 & 5's in Math on the 2012-2013FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24%(21) 11%(10) 20%(12)	30%(26) 50%(43) 56%(48)					

		2A.2. Differentiated instruction is not at appropriate level	2A.2. Professional Development on iii grouping, use of rubrics to increase differentiation and rigor.	2A.2. Leadership Team	2A.2. Walk-throughs, lesson plans, fidelity checks	2A.2. Student work samples, Observations, Discovery Assessments	
		2A.3. Student motivation	2A.3. Project based instruction	2A.3. Leadership Team	2A.3. Walk-throughs, lesson plans, fidelity checks	2A.3. Student work samples, Observation, Discovery Assessments	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. N/A at this time	2B.1. N/A at this time	2B.1. N/A at this time	2B.1. N/A at this time	2B.1. N/A at this time		
Mathematics Goal #2B: *N/A at this time*	2012 Current Level of Performance:* *N/A at this time*	2013 Expected Level of Performance:* *N/A at this time*					
		2B.2. N/A at this time	2B.2. N/A at this time	2B.2. N/A at this time	2B.2. N/A at this time	2B.2.N/A at this time	
		2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	

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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. Lack of understanding of grade level standards and instruction.	3A.1. New and Struggling Teachers will attend Professional development on unwrapping the benchmarks and usage with fidelity.	3A.1. Leadership Team	3A.1. Walk-throughs, Lesson plans, fidelity checks	3A.1. Student work samples, Observation, Discovery Assessments	
Mathematics Goal #3A: ***Wahneta Elementary will have 90-100% of students make learning gains in Math*** on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	48%(112)	*90-100%(234)*				
		3A.2. Students lack of authentic problem solving and inquiry opportunities.	3A.2. New and Struggling Teachers will attend Professional development on problem solving and implement inquiry lessons.	3A.2. Leadership Team	3A.2. Walk-throughs, Lesson plans, fidelity checks	3A.2. Student work samples, Observation, Discovery Assessments
		3A.3. Lack of effective iii groups	3A.3. Teachers will attend PLC's to develop and implement daily iii instruction effectively with fidelity checks to insure proper implementation.	3A.3. Leadership Team	3A.3. Walk-throughs, Lesson Plans, fidelity checks.	3A.3. Observations, Discovery Assessments, Student work samples.

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. N/A at this time	3B.1. N/A at this time	3B.1. N/A at this time	3B.1. N/A at this time	3B.1. N/A at this time		
Mathematics Goal #3B: *N/A at this time*	2012 Current Level of Performance:* *N/A at this time*	2013 Expected Level of Performance:* *N/A at this time*					
		3B.2. N/A at this time	3B.2. N/A at this time	3B.2. N/A at this time	3B.2. N/A at this time	3B.2.N/A at this time	
		3B.3. N/A at this time	3B.3. N/A at this time	3B.3. N/A at this time	3B.3. N/A at this time	3B.3.N/A at this time	

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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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Lack of differentiated tasks in math centers and independent activities.	4A.1. New and Struggling Teachers will attend Professional development on unwrapping the benchmarks and usage with fidelity	4A.1. Leadership Team	4A.1. Walk-throughs, Lesson Plans, fidelity checks.	4A.1. Observations, Discovery Assessments, Student work samples.		
<u>Mathematics Goal #4A:</u> _Students identified in the lowest 25% will make at least 10% learning gains in Math_ on the 2012-2013 FCAT State Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58%(34)	*90-100%(234)*					
		4A.2. Weak critical thinking skills	4A.2. New and Struggling Teachers will attend Professional development on problem solving and implement inquiry lessons.	4A.2. Leadership Team	4A.2. Walk-throughs, Lesson Plans, fidelity checks.	4A.2.Observations, Discovery Assessments, Student work samples.	

		4A.3. Lack of effective iii instruction to include previewing of upcoming standards.	4A.3. Teachers will attend PLC's to develop and implement daily iii instruction effectively with fidelity checks to insure proper implementation.	4A.3. Leadership Team	4A.3. Walk-throughs, Lesson Plans, fidelity checks.	4A.3.Observations, Discovery Assessments, Student work samples.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1. N/A at this time	4B.1. N/A at this time	4B.1. N/A at this time	4B.1. N/A at this time	4B.1. N/A at this time		
Mathematics Goal #4B: *N/A at this time*	2012 Current Level of Performance:* *N/A at this time*	2013 Expected Level of Performance:* *N/A at this time*					
		4B.2. N/A at this time	4B.2. N/A at this time	4B.2. N/A at this time	4B.2. N/A at this time	4B.2.N/A at this time	
		4B.3.N/A at this time	4B.3.N/A at this time	4B.3.N/A at this time	4B.3.N/A at this time	4B.3.N/A at this time	

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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**	56	62	66	69	73	77
Mathematics Goal #5A: *For the year 2010-2011 the proficient in Math was 54%. For the yeas 2012-2013 Wahneta will progress to achieve the AMO for the year at 62 %.Maintaining a 4% increase each year.*							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White/Hispanic: Students have limited background knowledge.	5B.1. White/Hispanic: Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; to include TimesAttack, modeling, think-alouds.	5B.1. Leadership Team	5B.1. Walk-throughs, student work displays, lesson plans.	5B.1. Use the Discovery assessment in assisting in lesson plan development and iii time		
Mathematics Goal #5B: *All student subgroups will move up to an achievement level of 62% in Math* on the 2012-2013FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 38 Black: N/A Hispanic: 60 Asian: N/A American Indian :N/A	White: 62 Black: N/A Hispanic: 62 Asian: N/A American Indian: N/A					
		5B.2. Hispanic: Students lack English language proficiency	5B.2. Hispanic: Utilize ESOL instructional strategies in lessons	5B.2. Leadership Team	5B.2. Walk-throughs, student work displays, lesson plans.	5B.2. Use the Discovery assessment in assisting in lesson plan development and iii time	

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		5B.3. White/Hispanic: Students have limited access to math materials and technology at home.	5B.3. Weekly use of technology in the classroom, to include TimesAttack, manipulatives and other tools.	5B.3. Leadership Team	5B.3. Walk-throughs, student work displays, lesson plans.	5B.3. Use the Discovery assessment in assisting in lesson plan development and iii time

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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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Students have limited background knowledge.	5C.1. Students have limited access to math materials and technology at home.	5C.1. Leadership Team	5C.1. Walk-throughs, student work displays, lesson plans.	5C.1. Use the Discovery assessment in assisting in lesson plan development and iii time		
Mathematics Goal #5C: *62% ELL students will achieve proficiency in Reading* on the 2012-2013FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59	62					
		5C.2. Students lack English language proficiency	5C.2. Utilize ESOL instructional strategies in lessons	5C.2. Leadership Team	5C.2. Walk-throughs, student work displays, lesson plans.	5C.2. Use the Discovery assessment in assisting in lesson plan development and iii time.	

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		5C.3. Students have limited access to math materials and technology at home.	5C.3. Weekly use of technology in the classroom, to include TimesAttack, manipulatives and other tools.	5C.3. Leadership Team	5C.3. Walk-throughs, student work displays, lesson plans.	5C.3. Use the Discovery assessment in assisting in lesson plan development and iii time	
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. *N/A at this time*	5D.1. *N/A at this time*	5D.1. *N/A at this time*	5D.1. *N/A at this time*	5D.1. *N/A at this time*		
Mathematics Goal #5D: *N/A at this time*	2012 Current Level of Performance:* *N/A at this time*	2013 Expected Level of Performance:* *N/A at this time*					
	—	5D.2. *N/A at this time*	5D.2. *N/A at this time*	5D.2. *N/A at this time*	5D.2. *N/A at this time*	5D.2. *N/A at this time*	
		5D.3. *N/A at this time*	5D.3. *N/A at this time*	5D.3. *N/A at this time*	5D.3. *N/A at this time*	5D.3. *N/A at this time*	

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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. Students have limited background knowledge.	5E.1. Emphasis on attendance and work-to-home connections; virtual field trips, real life, vocabulary immersion. including use of visual aids; modeling, think-alouds.	5E.1. Leadership Team	5E.1. Walk-throughs, student work displays, lesson plans.	5E.1. Use the Discovery assessment in assisting in lesson plan development and iii time		
Mathematics Goal #5E: ***Students that are economically disadvantaged will increase to 62% proficient in Math*** on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56	62					
		5E.2. Weak critical thinking skills	5E.2. Daily use of extended thinking activities, FCAT Stems & HOT questions, weekly use of extended reading passages.	5E.2. Leadership Team	5E.2. Walk-throughs, student work displays, lesson plans.	5E.2. Use the Discovery assessment in assisting in lesson plan development and iii time	

| | | 5E.3. Lack of effective iii instruction | 5E.3. Daily iii instruction schedules and implemented effectively to include TimesAttack, and with fidelity. | 5E.3. Leadership Team | 5E.3. Walk-throughs, student work displays, lesson plans. | 5E.3. Use the Discovery assessment in assisting in lesson plan development and iii time | |

End of Elementary School Mathematics Goals

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 Engagement	All	Leadership Team	PLC – grade levels	PLC's as needed	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Math Curriculum	All	Leadership Team	PLC – grade levels	2nd Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Data & Progress Monitoring	All	Leadership Team	PLC – grade levels	1st Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Vertical Alignment	All	Leadership Team	PLC – All grade levels	3rd Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team

| Writing in Math | All | Leadership Team | PLC – grade levels | 4th Tuesday &Thursday of each month during block time. | Classroom walkthroughs, lesson plans, evidence of student's learning gains. | Leadership Team |

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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
Wylie Math Warm-Ups	Disc	Title I	$0.00
Florida Practice Books	Workbooks	Textbook	$0.00
Subtotal: $0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Odyssey	Web based	N/A	$0.00
TimesAttack	Web based	Title I	$1,500.00
Subtotal: $1,500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS	Handbooks	Title I	$0.00
Subtotal: $0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
AIF Math	Resource teacher	Title I/ County	$0.00
Subtotal:			
Total: $1,500.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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. Lack of science vocabulary knowledge and background.	1A.1. School-wide PLC for Science vocabulary with emphasis on grade level expectations. Teachers will implement grade level expectations for vocabulary. Use of CISM lessons in core curriculum.	1A.1. Leadership Team	1A.1. Walk-throughs, student work displays, lesson plans, vocabulary journals, PLC	1A.1. Use the Discovery assessment in assisting in lesson plan development and iii time, student work samples.		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Wahneta Elementary will have a 10% increase of 5th Grade Level 3's in Science on the 2012-2013 FCAT State Assessment.						
	30%18)	40%35)				
		1A.2. Ineffective integration of Science Content/ Concepts across all grade levels	1A.2. New and Struggling Teachers will attend Professional development on unwrapping the Science Standards to enable teachers to integrate Science across the curriculum and usage with fidelity.	1A.2. Leadership Team	1A.2. Walk-throughs, lesson plans, student work samples	1A.2. Lesson plan checklist, walk-throughs with fidelity checks.
		1A.3. Lack of structured Science time in daily schedule.	1A.3. All grade levels will have a daily schedule that incorporates a Science block, use of Science resources during the reading block. Teachers will use hands on learning.	1A.3. Leadership Team	1A.3. Walk-throughs, student work displays, lesson plans, journals	1A.3. Lesson plan checklist, walk-throughs with fidelity check.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	1B.1. N/A at this time	

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A at this time							
	N/A at this time	*N/A at this time*					
		1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2.N/A at this time	
		1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3.N/A at this time	

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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. Students lack of authentic problem solving and inquiry opportunities.	2A.1. Professional development for new and struggling teachers on problem solving.	2A.1. Leadership Team	2A.1.Walk-throughs, lesson plans, fidelity checks	2A.1. Student work samples, Observations, Discovery Assessments	
Science Goal #2A: **Wahneta Elementary will have a 10% increase of 5th Grade Level 4's and 5's in Science** on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	3%(2)	*13%(11)*				
		2A.2. Differentiated instruction is not at appropriate level	2A.2. Professional Development on iii grouping	2A.2. Leadership Team	2A.2. Walk-throughs, lesson plans, fidelity checks	2A.2.Student work samples, Observations, Discovery Assessments
		2A.3. Misconceptions of Science concepts.	2A.3. Use weekly Science focus lessons as provided by the district.	2A.3. Leadership Team	2A.3. Walk-throughs, lesson plans, fidelity checks	2A.3. Walk-throughs, Discovery Assessments, student work samples, lesson plans, student journals

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. N/A at this time	2B.1.N/A at this time	2B.1.N/A at this time	2B.1.N/A at this time	2B.1.N/A at this time		
Science Goal #2B: *N/A at this time*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A at this time	*N/A at this time*					
		2B.2. N/A at this time	2B.2. N/A at this time	2B.2. N/A at this time	2B.2. N/A at this time	2B.2.N/A at this time	
		2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	2B.3.N/A at this time	

End of Elementary and Middle School Science Goals

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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
Student Engagement	All	Leadership team	PLC – grade levels	2nd Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
Data & Progress Monitoring	All	Leadership team	PLC – grade levels	1st Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
Vertical Alignment	All	Leadership team	PLC – all grade levels	3rd Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
Curriculum	All	Leadership team	PLC – grade levels	4th Tuesday &Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Odyssey	Web based	N/A	$0.00
Subtotal: $0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS	Handbooks	Title I	$0.00
Subtotal: $0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Hands-on Experiments	House hold items	Grant	$0.00
Subtotal:			
Total: $0.00			

End of Science Goals

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**					

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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		
1A. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1A.1. Lack of explicit writing instruction that is grade level appropriate across all grade levels.	1A.1. Teachers will implement structured writing instruction using Curriculum Maps and approved writing resources, feedback, revision and graphic organizers.	1A.1.Leadership Team	1A.1. Walk-throughs, student work displays, lesson plans	1A.1. Student work samples, lesson plans		
Writing Goal #1A: **Wahneta Elementary will have a 10% increase of Level 4 and 5's in 4th Grade Writing** on the 2012-2013 FCAT State Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%(18)	*41%(36)*					
		1A.2. Lack of differentiated instruction in small groups	1A.2. Flexible grouping, Rubric training to help with writing strategies.	1A.2. Leadership Team	1A.2. Walk-throughs, lesson plans, intervention calendar	1A.2. Lesson plan checklists, iii time observations during walk-throughs	

		1A.3. Lack of instructional conventions and grammar	1A.3. Optional PLCs for teachers in need of instructional support. PLCs as needed based on data	1A.3. Leadership Team	1A.3. Walk-throughs, student work samples, lesson plans	1A.3. Mini-assessments	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.N/A at this time	1B.1.N/A at this time	1B.1.N/A at this time	1B.1.N/A at this time	1B.1.N/A at this time		
Writing Goal #1B: *N/A at this time*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A at this time	*N/A at this time*					
		1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2. N/A at this time	1B.2.N/A at this time	
		1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3. N/A at this time	1B.3.N/A at this time	

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
Student Engagement	All	Leadership Team	PLC – grade levels	PLC's as needed	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Math & Writing	All	Leadership Team	PLC – grade levels	2nd Tuesday & Thursday of each month during block time	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Data & Progress Monitoring	All	Leadership Team	PLC – grade levels	1st Tuesday & Thursday of each month during block time	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Vertical Alignment	All	Leadership Team	PLC – grade levels	3rd Tuesday & Thursday of each month during block time	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team
Curriculum	All	Leadership Team	PLC – grade levels	4th Tuesday & Thursday of each month during block time	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership Team

Writing Budget (Insert rows as needed)

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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
Kathy Robinson Writes	Workbook	Textbook budget	$0.00
Subtotal:$0.00			
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
IST Writing Coach	Resource Teacher	Title I	$77,000.00
Subtotal:			
Total:$77,000.00			

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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		
1. Attendance	1.1. Language Barrier – communication with Spanish-speaking parents	1.1. Parents will be contacted (in their own language) regarding attendance policies and procedures. Attendance will be a primary target topic on Orientation day and at parent-teacher conferences.	1.1. Terminal Operator & Guidance Counselor	1.1. District generated attendance reports.	1.1. Monthly data analysis		

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Attendance Goal #1: *The goals for the 2012-2013 school year are to:* ● *maintain attendance at or above the 95%* ● *Keep number of absences below 4%.* *Keep number of tardies below2% .*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	95%(527)	*96%(533)*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	4%(23)	*3%(17)*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	2%(11)	*1%(6)*				

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		1.2. Kindergarten parents don't understand the relationship between attendance and academic success.	1.2. Parents will be contacted (in their own language) regarding attendance policies and procedures. Attendance will be a primary target topic on Orientation day and at parent-teacher conferences.	1.2. Terminal Operator & Guidance Counselor	1.2. District generated attendance reports.	1.2. Monthly data analysis
		1.3.	1.3.	1.3.	1.3.	1.3.

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
Student Engagement	All	Leadership team	PLC – grade levels	PLC's as needed	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
Data & Progress Monitoring	All	Leadership team	PLC – grade levels	1st Tuesday & Thursday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team

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PS/RtI	All	Leadership team	PLC – MTSS team	1st Monday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
MTSS	All	Leadership team	PLC – MTSS team	1st Monday of each month during block time.	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team

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
Subtotal:$0.00			
Total:			

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End of Attendance Goals

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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	1.1. New teachers unfamiliar with school-wide expectations and PBS system	1.1. Classroom management professional development and PBS support	1.1. PBS coach, Guidance Counselor & AP	1.1. District generated discipline reports	1.1.Number of office discipline referrals.		

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Suspension Goal #1: *The number of office discipline referrals will be lower than 10% this year,2012-2013, including the number of ISS and OSS assigned to students.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	16	14				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	13%(72)	11%(61)				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	35	31				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	7%(39)	6%(33)				
		1.2.Small number of students need additional support	1.2. Check-in/check outs, review point sheets	1.2. PBS Coach, Guidance Counselor & AP	1.2.District generated discipline reports	1.2.Number of office discipline referrals	

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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
Student Engagement	All	Leadership team	PLC – grade levels	PLC's as needed	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
Data & Progress Monitoring	All	Leadership team	PLC – grade levels	1st Tuesday & Thursday of each month	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
PS/RtI	All	MTSS team	PLC – team	1st Monday of each month	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team
MTSS	All	MTSS team	PLC – team	1st Monday of each month	Classroom walkthroughs, lesson plans, evidence of student's learning gains.	Leadership team

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)			

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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
Subtotal:$0.00			
Total:			

End of Suspension Goals

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Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement 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. Parent Involvement	1.1. Language	1.1. Provide communication in both Spanish and English	1.1. Parent Involvement Facilitator	1.1. Parent Survey	1.1. Attendance		
Parent Involvement Goal #1: Participation by parents at building capacity activities will increase by 10% for the 2012-2013school year.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	39% (199)	*49% (250)*					

		1.2. Scheduling of parent activities	1.2. Provide a variety of times for the scheduled activities	1.2.Parent Involvement Facilitator	1.2. Parent Survey	1.2. Attendance	

Parent Involvement 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
Sharing information	All	Leadership Team	PLC's as needed	Tuesday and Thursday during block planning	Records of parent conferences and involvement activities	Leadership Team
Best Practices	All	Leadership Team	PLC's as needed	Tuesday and Thursday during block planning	Records of parent conferences and involvement activities	Leadership Team

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Parent Involvement Budget

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
Partners in Print	A parent involvement program for beginning readers	Title I	$0.00
Subtotal:$0.00			
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
Para-Parent Involvement	Para professional	Title I	$30,000.00
Subtotal:			
Total:$30,000.00			

End of Parent Involvement Goal(s)

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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
STEM Goal #1: To establish a deeper understanding of what STEM stands for and the relevance to our students future career.	1.1.Language	1.1. Provide communication in both Spanish and English	1.1. Parent Involvement Facilitator	1.1. Survey	1.1. Attendance at STEAM night
	1.2. Student interest	1.2. STEAM night	1.2. STEAM Committee	1.2. Student involvement	1.2. Attendance at STEAM night
	1.3. Staff Involvement	1.3. PLC's and STEAM nights	1.3. Leadership team and STEAM committee	1.3. Teacher involvement	1.3. Attendance at STEAM night

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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

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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
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
Subtotal:			
Total:$0.00			

End of STEM Goal(s)

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Additional Goal(s)

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

Additional 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		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: _Enter narrative for the goal in this box._	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals 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

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Additional Goal(s) 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
Subtotal:			
Total:			

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$46,000.00
CELLA Budget	
	Total: $0.00
Mathematics Budget	
	Total: $0.00
Science Budget	
	Total: $0.00
Writing Budget	
	Total: $77,000.00
Civics Budget	
	Total: $0.00
U.S. History Budget	
	Total: $0.00
Attendance Budget	
	Total: $0.00
Suspension Budget	
	Total: $0.00
Dropout Prevention Budget	
	Total: $0.00
Parent Involvement Budget	
	Total: $30,000.00
STEM Budget	
	Total: $0.00
CTE Budget	
	Total: $0.00
Additional Goals	
	Total: $0.00
	Grand Total: $153,000.00

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

- 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.
Discuss School Improvement Plan and make suggestions. Approve Lottery spending(not allocated yet)

Describe the projected use of SAC funds.	Amount
Staff development	N/A at this time

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