

# Waterbridge Elementary



2014-15 School Improvement Plan

## Waterbridge Elementary

11100 GALVIN DR, Orlando, FL 32837

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
76%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
79%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation.

#### School Environment

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

Waterbridge is a large elementary school that is not only Title I but also is a bilingual center. Through Title I we are able to provide monthly opportunities to engage parents and students through building capacity events. We also have several grade level nights that showcase the student's abilities. These events help us to build relationships with students and parents. Through our bilingual program, we celebrate diversity and engage parents and students in celebrating their culture. In addition, our CCT will offer advice on methods to work with ELL students in general education classrooms as well. Additionally this year, we will implement Ruby Payne strategies to help our teachers better understand the home situations of some of our learners in need.

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

We maintain a safe learning environment throughout the school day. We have a Dean on campus that is readily available to discuss student issues. This year we have taken a strong focus on students that arrive early on campus. We have implemented a process to ensure that parents/students are aware of supervised times and the difficulty we have to ensure the safety of students prior to those supervised times. Our Dean is also responsible for confirming that all students know about their rights and responsibilities as stated in the OCPS Student Code of Conduct; it is also important to make sure all concerns are addressed immediately. We have a full-time guidance counselor on campus, who is responsible for running small groups and peer mediation which is necessary to help students feel as though their voice is heard.

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

The school has developed a school-wide behavior plan that addresses student behavior expectations. Within this plan are specific guidelines for classroom as well as campus common areas. Teachers in each grade level design a classroom behavior plan that will help their students best meet the school's behavior expectations. Teachers receive support in this area from grade level instructional coaches and the school's dean. Faculty and staff acknowledge and reward good student behavior throughout the campus through the use of a ticket system and a weekly announcement on the school's news. Cafeteria expectations have been explained and taught to students in addition to being acknowledged and rewarded on a daily basis. To ensure that our behavior system is fairly and

consistently enforced, teachers receive training periodically throughout the year and students review and discuss the OCPS Student Code of Conduct quarterly.

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

Waterbridge Elementary offers social skills groups for students who have that service on their Individual Education Plans or 504 Plans. Social skills counseling is also offered to students who are in need of these skills; individual counseling is offered based on staff referral or parent referral. Students know they may request to see the guidance counselor when they need to talk. The highest need at our school seems to be students of divorce/separation as well as students who have lost a loved one. Support groups will be up and running at our school this year to service those students. Furthermore, a self esteem/goal setting group will be developed to address the needs of our homeless population.

**Early Warning Systems**

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

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

Waterbridge uses several early warning indicators including, attendance below 90 percent, course failure in English Language Arts or mathematics and level 1 score on the statewide, standardized assessments in English Language Arts or mathematics in order to identify our struggling readers.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	22	24	13	16	8	11	94
One or more suspensions	1	1	1	3	0	2	8
Course failure in ELA or Math	0	1	39	53	45	43	181
Level 1 on statewide assessment	0	0	0	41	49	32	122

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	29	23	26	81

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

In the lower grades we have quite a few students that have attendance below 90 percent. It needs to be communicated to the parent that attendance is not only important but a legal requirement. We have hired an attendance clerk and dean with the purpose of identifying and intervening with chronic attendance issues. In order to increase learner achievement, we have hired a grade level coach in order to assist with finding resources, the process for intervention, MTSS and PLCs as well as coaching instructional practice. WE have incorporated a method for data disaggregation and

identification of the lowest quartile. We also offer support for students in the form of tutoring and outside mentoring.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174646>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

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

Waterbridge will involve parents through the following events and activities: the annual Title I Meeting, monthly SAC meetings, PTA meetings and events and quarterly Parent Leadership Council meetings. The School Advisory Council also serves as the Parent Involvement Council. Parents representing the ethnic, racial, and social makeup of our school are elected by parents, staff members are elected by staff and classified members are elected by classified. SAC role is to aid in the planning, review and improvement of the available programs at Waterbridge ES. Input from parents will be documented in the monthly SAC minutes. Parent members play a significant role in the development, review and updating of the Parent Involvement Plan in which this information is provided to parents in a timely manner. Monthly minutes and plans are posted on the school website and paper copies are available in the main office. Parents are encouraged to comment on the plans via comment sheets found in the notebook with the plans. In this manner, we are able to utilize our parent resources, as well as our community and Partners in Education resources as volunteers in addition to funding other tangible items.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Carcara, John	Principal
Felipa-Hayes, Grace	Assistant Principal
Osmond, Stephanie	Assistant Principal
Karim, Jennifer	Instructional Coach
Barrett, Aimee	Instructional Coach
Gonzalez, Arley	Dean
Olmo, Darlene	Other
Giraldo, Natalia	Guidance Counselor
Perry, Tiffany	Instructional Coach

### Duties

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

MTSS Team Members are: Jay Carcara-Principal, Grace Hayes-Assistant Principal/MTSS Coordinator, Stephanie Osmond-Assistant Principal, Darlene Olmo-ESE Resource/Staffing Specialist, Jessica Steelman-Curriculum Resource Teacher, Bethany Ledesma-2nd and 5th Coach, Jennifer Karim - 1st grade Coach, Aimee Barrett-4th grade Coach, Tiffany Perry- 3rd Grade Coach, Lauren Pedersen - K Coach, and Milagros Gonzales-Curriculum Compliance Teacher. If necessary, additional personnel may be invited to attend, including but not limited to classroom teachers, parents, school psychologists, and district coaches. All members of the MTSS team are responsible for tracking the effectiveness of instruction through review of assessment data. When data is received, the MTSS team will determine the level of support necessary to address gaps, including investigation of core instruction or prescribing interventions at the small group or individual levels. When defining problems for individual students, the MTSS team will assign and review further diagnostic testing that may be needed in defining the problem.

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

As Waterbridge begins to fully implement new processes and procedures for collaborative planning, lesson plans, data disaggregation and analysis, Marzano evaluation components and other district initiative, it became evident that each grade-level teacher feels supported and has an individual to assist and coach them, while maintaining an instructional focus. Waterbridge is moving from an interventionist support method to an instructional coach model. Each grade level was assigned an instructional coach that is to act as an liaison to administration and an "expert" in the processes and procedures as well as instructional strategies. Additionally with the shift in what could be offered as a special area moving more toward physical education, we did not want to lose momentum in science therefore we retained our science coach as an instructional support as well.

As broad screen assessment results are received through state, district, and school based assessments, data is reviewed to determine areas of need and disaggregated to determine how subgroups are responding to instruction. Data is reviewed to determine if core instruction is effective based on the threshold of at least 80% of the population responding appropriately to the instruction. Core instruction systems are reviewed, observed, and investigated to regularly determine their effectiveness. Based on Waterbridge's assessment procedures, further diagnostic assessments are

administered for students who are performing below proficiency. Based on the level of support needed from identified broad screen data, the MTSS team will decide if gaps will need to be addressed at the whole grade level or classroom level, within small groups in the classroom or through Tier III support structures.

**Title I:** Waterbridge Elementary School is categorized as a Title I school due to the high numbers of students who qualify for free and reduced lunches. As a Title I school, we receive additional funding to support the unique and varying needs of our student population. Most Title I dollars are used to fund staff, materials, parental involvement activities, and educational programs that assist in increasing student achievement. A portion of Title I dollars go to an after and before school tutoring program that assist all students who are not at a proficient level in reading and math. The tutoring uses research-based programs and is conducted by highly qualified educators.

**Title X: Homeless:** The Homeless Education Program, provided through the McKinney Vento Act, allows our students services if they are classified as homeless. When parents register, they complete the OCPS Housing Questionnaire. The school guidance counselor is the contact for this program and ensures parents are aware of the services available to families. The district homeless social worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

**Academic Tutoring and Instruction (ATI):** The school provides free tutoring services for identified students in grades three through five in reading and math.

**Nutrition Programs:** Waterbridge Elementary offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Nutrition and health lessons are taught through our PE and Health Programs.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Holly Al-Jibory	Parent
Jennifer Adams	Parent
Maralina Anelardo	Parent
Rosa Arocho	Parent
Kinga Ashe	Parent
Meryem Baamrani	Parent
Mirsada Becarevic	Parent
Merly Bolivar	Parent
April Card	Parent
Paulina Castejon	Parent
Shelly Ann Cuellar	Parent
Jen Fenell	Parent
Juliana Fink	Parent
Adela Garcia	Parent
Shani Lucas	Parent
Charmaine Milanes	Parent
Zully Ospina	Parent
Ena Rodriguez	Parent
Rene Rodriguez	Parent
Wendy Sanchez	Parent
Lisa Snyder	Parent
Camille Sterman	Parent
Claudia Valbuena	Parent
Maria Valenzuela	Parent
John Carcara	Principal
Aimee Barrett	Teacher
Emily Sweet	Teacher
Nicole Villaverde	Teacher
Judith Hays	Teacher
Iris Delgado	Teacher
Waldemar Rivera	Education Support Employee
Natasha Perinchief	Education Support Employee
Andrew Gammon	Business/Community
Angela Melvin	Business/Community
John Carcara	Principal

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC reviewed previous school year's data, identifying gains and deficits. They also reviewed last year's plan and each of the goals in order to assess where we need to put out focus this year. The SAC will work collaboratively with the school, parents, faculty, and the community to provide input to ensure academic success for students. The SAC will assist with the School Improvement Plan (review, discuss, and update as needed), create surveys to assist with future planning.

*Development of this school improvement plan*

The SAC has been involved in the development of the plan by providing input via the 2014 SAC survey, suggestions from previous meeting, as well as forming a committee to review and recommend the plan for approval.

*Preparation of the school's annual budget and plan*

SAC will be a part of planning the schools annual budget for the next school year. When budgets are released in the spring SAC will for an ad hoc committee to review and offer input in the the budgeting and planning process.

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

The SAC will analyze the school's needs and research solutions to those needs, as they arise throughout the school year.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Felipa-Hayes, Grace	Assistant Principal
Osmond, Stephanie	Assistant Principal
Karim, Jennifer	Instructional Coach
Carcara, John	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

This year the LLT will promote reading success through focusing on collaborative data decision making during PLCs. Teachers will be given strategies and tools to focus on the lowest deficits of our learners. We will have an intense focus on ELL strategies and vocabulary development. The LLT will meet biweekly to discuss the growth and gains of the students.

**Public and Collaborative Teaching**

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

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

Waterbridge has hired grade level coaches in order to ensure that each teacher feels supported in the initiatives, procedures and processes that have been put in place by the district. This also ensures as channel of communication between teachers and administration. We have weekly PLC meetings where the focus is data driven decision making, we have weekly team meets to discuss logistical matters and we have collaborative planning times each week. In addition, teachers are given paid collaborative planning days.

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

The administration will follow the district guidelines regarding the process of hiring highly qualified and certified teachers.

A mentoring program will be put in place for all teachers with less than a year of teaching experience, new to the district, and/or new to the school. The mentoring program includes assigning mentors to new teachers, monthly professional development designed specifically for new teachers, and monthly expert panel series for teachers to learn from and collaborate with veteran teachers. The responsible individuals for this are the principal, assistant principals, and the instructional coaches.

The mentoring program provides support and coaching to retain highly qualified teachers. Which is provided through Lesson Study, Professional Learning Communities (PLC), monthly professional development, instructional coaching, and instructional rounds are strategies used to provide support to retain highly qualified teachers. The responsible individuals for this are the principal, assistant principals, instructional coaches.

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

Mentors are assigned to all teachers with less than a year of teaching experience, new to the district, and teachers new to the school. Mentors are selected and paired with teachers based on their teaching record. The mentors must have consistently demonstrated student academic growth in their classrooms and must also have the required Clinical Educator Training from the district. The mentors work with their novice teacher in many areas such as, lesson planning, curriculum development, high yield teaching strategies, communication with families, classroom management, and assessment development. Mentors and teachers meet on a regular basis throughout the school year. This mentor is there to help the mentee learn the procedures of the school for efficient school operations. The instructional coaches and assistant principals provide additional support in the form of monthly professional development. This professional development is in addition to the regular professional development provided to all staff members. The mentor program professional development occurs the second Wednesday of every month. Additionally voluntary professional development sessions will be help to meet the needs of our new teachers biweekly on Wednesdays.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional

Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

### Instructional Strategies

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

Waterbridge uses formative and summative assessments to locate and target the lowest quartile of third, fourth, and fifth grade students. They are selected using previous years data and current benchmark scores. They are offered a spot in the after school tutoring program. This program runs from October to February for one hour, two days a week.

Within the school day we utilize a school wide, scheduled intervention block, monitored by the MTSS process, to ensure that the diverse needs of students are being met. During this block, teachers are using district-approved interventions to reach each learner and target their deficits.

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

**Strategy:** After School Program

**Minutes added to school year:** 5,520

After school tutoring will be used to address the needs of our students working below proficiency based on historical FCAT data and those students predicted to score below proficiency based on Performance Matters benchmark assessments. Students will be grouped in flexible skills groups and receive interventions based on deficient skill identified from diagnostic assessments. In addition to direct instruction, computer adaptive instructional programs such as i-Ready will also be implemented to provide support.

#### **Strategy Rationale**

The after school program supports and facilitates an extended learning opportunity. This will offer students a chance to work on skills in a safe learning environment, that utilizes research based materials.

#### **Strategy Purpose(s)**

- Core Academic Instruction

#### **Person(s) responsible for monitoring implementation of the strategy**

Carcara, John, john.carcara@ocps.net

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

To assess the effectiveness of the interventions students will be monitored based on deficit skills during the beginning, middle, and end of tutoring. Assessments will be conducted in October, January and April. Students will be placed in skill-based groups as a result of classroom assessment data as well as ongoing diagnostic assessments. These progress monitoring tools will be used to determine flexible skill grouping and to assess how well students are responding to the interventions.

## Student Transition and Readiness

### PreK-12 Transition

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

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

This year, Waterbridge Elementary has a Voluntary Prekindergarten (VPK) program on campus to support with the transition from preschool to kindergarten. To ensure the transition is as smooth as possible, kindergarten through fifth assessment procedures and behavior programs are implemented at the VPK level. For example, this year assessment procedures were implemented in kindergarten through fifth grade, including the review of broad screen assessment data, administration of diagnostics and the progress monitoring of deficit skills. These are the same procedures that will be implemented in VPK by using the state assessment and the Phonemic Awareness Skills Test as the broad screen assessments and following the same procedures for problem identification, interventions, and progress monitoring.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction.

## Strategic Goals Detail

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

**G1.** Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction. 1a

G042647

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

**Resources Available to Support the Goal** 2

- "The Art and Science of Teaching" by Robert Marzano
- "Becoming a Reflective Teacher" by Robert Marzano
- "Coaching Classroom Instruction" by Robert Marzano
- iObservation Resource Library
- Instructional Coach per grade level
- Grade Level Professional Learning Communities
- Deliberate Practice Professional Learning Communities
- MTSS Support Team
- Guided common planning through the Marzano Model
- District support in Marzano, and ELA
- Research based intervention curriculum

**Targeted Barriers to Achieving the Goal** 3

- Lack of experience in deconstruction of standards
- Ineffective implementation of ELL Strategies
- Ineffective implementation of Ruby Pane Strategies
- Ineffective use of collaborative time (PLC and Planning)
- Ineffective use of intervention and school based programs (i ready, voyagers)
- Teachers lack the time and resources to expose students to cognitive and conative practices in science

**Plan to Monitor Progress Toward G1.** 8

Through formative, summative, common and state / district assessments we will see accelerated growth in student reading with proficiency

**Person Responsible**

John Carcara

**Schedule**

Daily, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans, iObservation data, student assessment data.

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction. **1**

 G042647

**G1.B1** Lack of experience in deconstruction of standards **2**

 B104130

**G1.B1.S1** Specialized professional development in the area of deconstruction of standards. **4**

 S115246

### Strategy Rationale

This is to assist the teachers thinking about how to deconstruct standards and give them an opportunity to practice.

### Action Step 1 **5**

Create a professional development schedule for deconstructing the standards regularly

#### Person Responsible

John Carcara

#### Schedule

Quarterly, from 9/16/2014 to 6/1/2015

#### Evidence of Completion

Evidence will be demonstrated when lesson plans are published.

**Action Step 2** 5

Utilize grade level coaches for harmless instructional coaching, modeling and assisting in deconstruction of standards.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/19/2014 to 6/1/2015

**Evidence of Completion**

ILT Meeting minutes, PLC Minutes, Coaching log

**Action Step 3** 5

Teachers will implement Standards based instruction

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/19/2014 to 6/1/2015

**Evidence of Completion**

Collaborative lesson plans, PLCs, iobservation and walk throughs

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

Review Professional Development Calendar; Monitor grade level PLCs and planning time

**Person Responsible**

John Carcara

**Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Sign in sheets of professional development, PLC meeting minutes, Lesson Plans

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

An increase in student formative assessment scores should be evident as well as an increase in teacher observation data on the Marzano elements

**Person Responsible**

John Carcara

**Schedule**

Daily, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Data analysis using student assessment data iObservation reports Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S2 6**

Lesson Plans will be monitored and feedback will be provided and classrooms with we walked through

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans, feedback, and iObservation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

District Coach feedback during walk throughs and collaborative time.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

Feedback log

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Instructional Leadership Team Meetings

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Coaches will share their coaching logs and provide information on the progress of the teams.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Monitoring lesson plans and classroom application.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans and iObservation data

**G1.B2** Ineffective implementation of ELL Strategies **2**

 B104132

**G1.B2.S1** Train staff on how to identify and effectively implement ELL strategies **4**

 S115248

**Strategy Rationale**

There are several teachers on campus that are not familiar with ELL strategies and how to effectively implement them.

**Action Step 1** **5**

Train staff on effective use of ELL strategies

**Person Responsible**

John Carcara

**Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

***Evidence of Completion***

sign-in sheets from professional development

**Action Step 2** **5**

Utilize grade level coaches for harmless instructional coaching, modeling and assisting in use of ELL strategies

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/19/2014 to 6/1/2015

***Evidence of Completion***

Lesson Plans, PD minutes, coaching logs

**Action Step 3** 5

Teachers will implement lessons incorporating ELL strategies

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/19/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans, iobservation and walk-throughs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Reviewing Lesson Plans and observing teachers in classroom

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans and iObservation data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Increase of student data and increase of teacher effectiveness using ELL strategies

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/16/2014 to 6/1/2015

**Evidence of Completion**

student data, iObservation data, Lesson plans

**G1.B3 Ineffective implementation of Ruby Payne Strategies** 2

 B107468

**G1.B3.S1 Train teachers on Ruby Payne philosophy and strategies** 4

 S122783

**Strategy Rationale**

Our demographic is shifting and we have many more homeless and lower socioeconomic students.

**Action Step 1** 5

Teachers will receive PD on Ruby Payne Strategies

**Person Responsible**

John Carcara

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Exit slips, Meeting notes and Minutes

**Action Step 2** 5

Grade level coaches will assist harmless coaching of Ruby Payne strategies

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 12/1/2014 to 6/5/2015

***Evidence of Completion***

Coaching logs, ILT minutes

**Action Step 3** 5

Teachers will create lessons and build relationships while effectively incorporating Ruby Payne strategies

**Person Responsible**

John Carcara

**Schedule**

On 6/5/2015

***Evidence of Completion***

Lesson Plans, iobservations and walkthroughs

**Action Step 4** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

We will ensure that Ruby Payne strategies are being implemented through planning.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Classroom walkthroughs, iobservation DQ 9, Domain 2, conversations

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

Students' reading achievement will show growth throughout the course of the school year.

**Person Responsible**

John Carcara

**Schedule**

Every 6 Weeks, from 10/1/2014 to 6/4/2015

**Evidence of Completion**

Student data, i-ready, MTSS, and PLC conversations

**G1.B4 Ineffective use of collaborative time (PLC and Planning) 2**

 B110962

**G1.B4.S1 Enhanced teachers' knowledge of the PLC process. 4**

 S128071

**Strategy Rationale**

Many teachers were not familiar with the PLC process and needed to be further trained.

**Action Step 1 5**

Attend PLC Conference and followup PLC training

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 6/16/2014 to 11/1/2014

**Evidence of Completion**

Attendance roster, PLC minutes

**Action Step 2** 5

Coaches model and guide proper PLC procedure [copy]

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/9/2014 to 6/5/2015

***Evidence of Completion***

PLC agenda, ILT minutes and discussion.

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

Monitoring agenda and minutes of weekly PLCs

**Person Responsible**

John Carcara

**Schedule**

On 6/5/2015

***Evidence of Completion***

Minutes, agenda and Data collection

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

Students will show growth in weekly achievement data during PLC conversations.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Data notebooks, PLC agenda and minutes

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

Admin will monitor Coaches logs and ILT conversations, and PLC minutes.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Coaches logs, ILT and PLC minutes, Data Notebooks.

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

Teachers will be able to have productive PLC Meetings focused on student data and achievement.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

PLC Minutes, and data notebooks.

**G1.B5** Ineffective use of intervention and school based programs (i ready, voyagers) 2

 B122279

**G1.B5.S1** Teachers need help understanding and using the programs that have been provided for them.

4

 S134236

**Strategy Rationale**

Teachers are not using programs effectively and efficiently

**Action Step 1** 5

Provide teachers with training for the programs they are utilizing such as i ready, voyagers, imagine learning and so on.

**Person Responsible**

John Carcara

**Schedule**

Annually, from 9/29/2014 to 12/3/2014

**Evidence of Completion**

training sign in sheets

**Action Step 2** 5

Grade level coaches will provide harmless coaching and support on programs that are provided such as i ready, voyagers, imagine learning and so on.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 9/19/2014 to 6/1/2015

**Evidence of Completion**

Data reports and coaching logs

**Action Step 3** 5

Teachers will utilize programs that have been provided for them effectively.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/19/2014 to 6/1/2015

***Evidence of Completion***

Lesson plans, iobservation and walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Pull usage reports for online programs

**Person Responsible**

Jennifer Karim

**Schedule**

Biweekly, from 9/30/2014 to 6/3/2015

***Evidence of Completion***

Usage reports will be pulled to evaluate if teachers are using the programs

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Student growth in on grade level proficiency in reading through the programs

**Person Responsible**

John Carcara

**Schedule**

Biweekly, from 10/1/2014 to 6/3/2015

***Evidence of Completion***

Growth reports and testing data

**G1.B6** Teachers lack the time and resources to expose students to cognitive and conative practices in science **2**

 B143040

**G1.B6.S1** We will provide a Science specific coach to assist in helping teachers with appropriate strategies. **4**

 S155114

**Strategy Rationale**

This coach will be able to assist teachers through demonstrations of hands-on, collaborative practice.

**Action Step 1 5**

Utilize our science coach to conduct meaningful classroom science experiments for all learners [copy]

**Person Responsible**

John Carcara

**Schedule**

On 6/3/2015

**Evidence of Completion**

Lesson Plans Interactive Science notebooks iobservation

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Create a professional development schedule for deconstructing the standards regularly	Carcara, John	9/16/2014	Evidence will be demonstrated when lesson plans are published.	6/1/2015 quarterly
G1.B2.S1.A1	Train staff on effective use of ELL strategies	Carcara, John	9/16/2014	sign-in sheets from professional development	6/1/2015 quarterly
G1.B3.S1.A1	Teachers will receive PD on Ruby Payne Stratagies	Carcara, John	10/1/2014	Exit slips, Meeting notes and Minutes	6/5/2015 quarterly
G1.B4.S1.A1	Attend PLC Conference and followup PLC training	Carcara, John	6/16/2014	Attendance roster, PLC minutes	11/1/2014 monthly
G1.B5.S1.A1	Provide teachers with training for the programs they are utilizing such as i ready, voyagers, imagine learning and so on.	Carcara, John	9/29/2014	training sign in sheets	12/3/2014 annually
G1.B6.S1.A1	Utilize our science coach to conduct meaningful classroom science experiments for all learners [copy]	Carcara, John	9/22/2014	Lesson Plans Interactive Science notebooks iobservation	6/3/2015 one-time
G1.B1.S1.A2	Utilize grade level coaches for harmless instructional coaching,	Carcara, John	9/19/2014	ILT Meeting minutes, PLC Minutes, Coaching log	6/1/2015 weekly

**Orange - 1051 - Waterbridge Elementary - 2014-15 SIP**  
*Waterbridge Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	modeling and assisting in deconstruction of standards.				
G1.B2.S1.A2	Utilize grade level coaches for harmless instructional coaching, modeling and assisting in use of ELL strategies	Carcara, John	9/19/2014	Lesson Plans, PD minutes, coaching logs	6/1/2015 weekly
G1.B3.S1.A2	Grade level coaches will assist harmless coaching of Ruby Payne strategies	Carcara, John	12/1/2014	Coaching logs, ILT minutes	6/5/2015 weekly
G1.B4.S1.A2	Coaches model and guide proper PLC procedure [copy]	Carcara, John	9/9/2014	PLC agenda, ILT minutes and discussion.	6/5/2015 weekly
G1.B5.S1.A2	Grade level coaches will provide harmless coaching and support on programs that are provided such as i ready, voyagers, imagine learning and so on.	Carcara, John	9/19/2014	Data reports and coaching logs	6/1/2015 monthly
G1.B1.S1.A3	Teachers will implement Standards based instruction	Carcara, John	9/19/2014	Collaborative lesson plans, PLCs, iobservation and walk throughs	6/1/2015 weekly
G1.B2.S1.A3	Teachers will implement lessons incorporating ELL strategies	Carcara, John	9/19/2014	Lesson plans, iobservation and walk-throughs	6/1/2015 weekly
G1.B3.S1.A3	Teachers will create lessons and build relationships while effectively incorporating Ruby Payne strategies	Carcara, John	12/1/2014	Lesson Plans, iobservations and walkthroughs	6/5/2015 one-time
G1.B5.S1.A3	Teachers will utilize programs that have been provided for them effectively.	Carcara, John	9/19/2014	Lesson plans, iobservation and walkthroughs	6/1/2015 weekly
G1.B3.S1.A4	[no content entered]			one-time	
G1.MA1	Through formative, summative, common and state / district assessments we will see accelerated growth in student reading with proficiency	Carcara, John	9/16/2014	Lesson plans, iObservation data, student assessment data.	6/1/2015 daily
G1.B1.S1.MA1	An increase in student formative assessment scores should be evident as well as an increase in teacher observation data on the Marzano elements	Carcara, John	9/16/2014	Data analysis using student assessment data iObservation reports Lesson Plans	6/1/2015 daily
G1.B1.S1.MA1	Review Professional Development Calendar; Monitor grade level PLCs and planning time	Carcara, John	9/16/2014	Sign in sheets of professional development, PLC meeting minutes, Lesson Plans	6/1/2015 quarterly
G1.B2.S1.MA1	Increase of student data and increase of teacher effectiveness using ELL strategies	Carcara, John	9/16/2014	student data, iObservation data, Lesson plans	6/1/2015 weekly
G1.B2.S1.MA1	Reviewing Lesson Plans and observing teachers in classroom	Carcara, John	9/15/2014	Lesson Plans and iObservation data	6/1/2015 weekly
G1.B3.S1.MA1	Students' reading achievement will show growth throughout the course of the school year.	Carcara, John	10/1/2014	Student data, i-ready, MTSS, and PLC conversations	6/4/2015 every-6-weeks
G1.B3.S1.MA1	We will ensure that Ruby Payne strategies are being implemented through planning.	Carcara, John	10/1/2014	Classroom walkthroughs, iobservation DQ 9, Domain 2, conversations	6/5/2015 weekly
G1.B4.S1.MA1	Students will show growth in weekly achievement data during PLC conversations.	Carcara, John	10/1/2014	Data notebooks, PLC agenda and minutes	6/5/2015 weekly
G1.B4.S1.MA1	Monitoring agenda and minutes of weekly PLCs	Carcara, John	9/2/2014	Minutes, agenda and Data collection	6/5/2015 one-time
G1.B5.S1.MA1	Student growth in on grade level proficiency in reading through the programs	Carcara, John	10/1/2014	Growth reports and testing data	6/3/2015 biweekly

**Orange - 1051 - Waterbridge Elementary - 2014-15 SIP**  
*Waterbridge Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Pull usage reports for online programs	Karim, Jennifer	9/30/2014	Usage reports will be pulled to evaluate if teachers are using the programs	6/3/2015 biweekly
G1.B1.S2.MA1	District Coach feedback during walk throughs and collaborative time.	Carcara, John	9/16/2014	Feedback log	6/1/2015 monthly
G1.B1.S2.MA1	Lesson Plans will be monitored and feedback will be provided and classrooms with we walked through	Carcara, John	9/16/2014	Lesson plans, feedback, and iObservation	6/1/2015 weekly
G1.B4.S2.MA1	Teachers will be able to have productive PLC Meetings focused on student data and achievement.	Carcara, John	10/1/2014	PLC Minutes, and data notebooks.	6/5/2015 weekly
G1.B4.S2.MA1	Admin will monitor Coaches logs and ILT conversations, and PLC minutes.	Carcara, John	10/1/2014	Coaches logs, ILT and PLC minutes, Data Notebooks.	6/5/2015 weekly
G1.B1.S3.MA1	Monitoring lesson plans and classroom application.	Carcara, John	9/15/2014	Lesson Plans and iObservation data	6/1/2015 weekly
G1.B1.S3.MA1	Instructional Leadership Team Meetings	Carcara, John	9/15/2014	Coaches will share their coaching logs and provide information on the progress of the teams.	6/1/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction.

**G1.B1** Lack of experience in deconstruction of standards

**G1.B1.S1** Specialized professional development in the area of deconstruction of standards.

### **PD Opportunity 1**

Create a professional development schedule for deconstructing the standards regularly

#### **Facilitator**

District and grade level coaches

#### **Participants**

Teachers and Coaches

#### **Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

**G1.B2** Ineffective implementation of ELL Strategies

**G1.B2.S1** Train staff on how to identify and effectively implement ELL strategies

### **PD Opportunity 1**

Train staff on effective use of ELL strategies

#### **Facilitator**

CCT, Coaches

#### **Participants**

Teachers

#### **Schedule**

Quarterly, from 9/16/2014 to 6/1/2015

## PD Opportunity 2

Utilize grade level coaches for harmless instructional coaching, modeling and assisting in use of ELL strategies

### Facilitator

Milagros Gonzales CCT

### Participants

Teachers and grade level coaches

### Schedule

Weekly, from 9/19/2014 to 6/1/2015

## G1.B3 Ineffective implementation of Ruby Payne Strategies

### G1.B3.S1 Train teachers on Ruby Payne philosophy and strategies

## PD Opportunity 1

Teachers will receive PD on Ruby Payne Strategies

### Facilitator

District/ Osmond/ Patterson

### Participants

Teachers

### Schedule

Quarterly, from 10/1/2014 to 6/5/2015

**G1.B4** Ineffective use of collaborative time (PLC and Planning)

**G1.B4.S1** Enhanced teachers' knowledge of the PLC process.

**PD Opportunity 1**

Attend PLC Conference and followup PLC training

**Facilitator**

Solution Tree/ Grade Level Coaches/ APs

**Participants**

Teachers

**Schedule**

Monthly, from 6/16/2014 to 11/1/2014

**G1.B5** Ineffective use of intervention and school based programs (i ready, voyagers)

**G1.B5.S1** Teachers need help understanding and using the programs that have been provided for them.

**PD Opportunity 1**

Provide teachers with training for the programs they are utilizing such as i ready, voyagers, imagine learning and so on.

**Facilitator**

iReady trainer, Coaches

**Participants**

Teachers

**Schedule**

Annually, from 9/29/2014 to 12/3/2014

## Technical Assistance Items

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

**G1.** Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction.

**G1.B4** Ineffective use of collaborative time (PLC and Planning)

**G1.B4.S1** Enhanced teachers' knowledge of the PLC process.

### **PD Opportunity 1**

Coaches model and guide proper PLC procedure [copy]

#### **Facilitator**

Coaches/ APs

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/9/2014 to 6/5/2015

**G1.B6** Teachers lack the time and resources to expose students to cognitive and conative practices in science

**G1.B6.S1** We will provide a Science specific coach to assist in helping teachers with appropriate strategies.

### **PD Opportunity 1**

Utilize our science coach to conduct meaningful classroom science experiments for all learners [copy]

#### **Facilitator**

Science Coach

#### **Participants**

Teachers/Students

#### **Schedule**

On 6/3/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction.	72,000
<b>Grand Total</b>	<b>72,000</b>

### Goal 1: Waterbridge Elementary school will utilize research based instructional strategies and collaborative practices to collectively implement rigorous, standards based instruction.

Description	Source	Total
<b>B5.S1.A1</b> - i Ready training	General Fund	7,000
<b>B6.S1.A1</b> - Science	General Fund	65,000
<b>Total Goal 1</b>		<b>72,000</b>