

# Waller Elementary School



2014-15 School Improvement Plan

## Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
88%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
7%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

### School Board Approval

This plan was approved by the Bay County School Board on 12/9/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

###### Mission Statement

Through a variety of curriculum and instructional approaches, which incorporate high expectations within a safe environment, our mission is to actively engage each student in the learning process in order to promote confident, self-directed lifelong learners, and responsible leaders. This mission is achievable through the nurturing network between students, parents, faculty, staff, and the community.

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

###### Vision of Waller Elementary

The vision of Waller Elementary School is to ensure sustainable growth in individual student achievement that will inspire continued success throughout each student's educational career.

#### School Environment

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

Parents are required to register on line and parents have access to student information and grades through Parent Portal.

Send newsletters home.

Iris alerts to inform parents.

Orientation at beginning of school year.

Open house

Parent/Teacher/Student conferences

School wide "fun" events.

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

Waller Elementary is a Leader in Me school that promotes the 7 Habits of Highly Effective People (Steven Covey) as well as a Positive Behavior Support school. Many school wide events are student-led encouraging safe behaviors. School performs fire and safety drills throughout the year.

##### **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**

Waller Elementary is a Leader in Me school that promotes the 7 Habits of Highly Effective People (Steven Covey) as well as a Positive Behavior Support school. The 7 Habits are ubiquitously integrated into the students' daily life at school. Many school wide events are student-led encouraging student leadership. PBS strategies are also taught and incorporated daily. MTSS process is used for students who need extra behavioral support.

##### **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**



A school based guidance counselor is on hand to provide counseling as needed to all students. In addition, community sponsors provide food, clothing, shoes, school supplies, teacher supplies, and mentoring. Furthermore, peer tutoring/mentoring is utilized with students.

**Early Warning Systems**

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

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

The FOCUS database is used to pull our EWS reports. The Leadership Team, as well as grade level PLCs, review the student data monthly for EWS. These reports include:

- \*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- \*One or more suspensions, whether in school or out of school
- \*Course failure in English Language Arts or mathematics
- \*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	25	19	16	20	10	13	103
One or more suspensions	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	12	21	35

*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	1	1	2	6	10

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

We follow the MTSS protocol. There are three intervention teachers, as well as ten paraprofessionals, who are dedicated to providing intervention services and support for all identified students. Staff training specialists have been assigned by the district as a resource for professional development for teachers. We also conduct child study team meetings with teachers, parents, administration, and guidance. RTI-B behavioral database is monitored closely to ensure all indicators are dealt with immediately.

**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/48371>.

**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**

Our Title 1 Resource teacher and parent liaison are instrumental in securing community support. Our Resource Teacher sends out emails to our partners advocating our needs. Our partners ensure that our needs are met. We then have a special event to show our appreciation to our partners. The partners are recognized at the ceremony and we celebrate their willingness to provide our school with essentials. Teachers also apply for grants to support student achievement. These grants are used to purchase expensive equipment that enable students to have a kinesthetic learning environment.

**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
Bunch, Peggy	Principal
Schmidt, Dee	Other
Arnold, Pamela	Teacher, K-12
Crowley, T.J.	Teacher, K-12
Ferns, Kelli	Teacher, ESE
Foster, Jessica	Teacher, K-12
Peters, Montoya	Teacher, K-12
Schmidt, Jane	Teacher, K-12
Kostic, Theresa	Teacher, K-12

**Duties**

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

The school-based Leadership Team meets once a month (or more if needed). The members will share any new school/district/state information with their respective grade groups. Current instructional strategies and student data will be discussed and reviewed to determine strengths and

weaknesses. The Leadership Team will work to develop ideas for teacher support as necessary and monitor professional development needs. Progress toward the school improvement goal will be discussed and reviewed as well to make sure the strategies are being implemented with fidelity.

***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***

School leadership team members use research and best practices in identifying and aligning resources. During monthly meetings, thorough analysis and triangulation of data from multiple sources, allows the team to identify and monitor areas of strengths and weaknesses. Once weaknesses are identified, team members will review the resources and allocate the available resources as needed.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers a non-violence program through the Positive Behavior Support (PBS) Model

addressing behavioral needs. Waller Elementary will continue to offer explicit, appropriate and consistent strategies in all common areas as well as classrooms. Teachers will be able to design their classroom rules around the school-wide expectations.

#### Nutrition Programs

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

#### Head Start

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

#### Adult Education

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

#### Career and Technical Education

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

#### Job Training

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

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

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

#### **Membership**

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

Name	Stakeholder Group
Peggy Bunch	Principal
Jessica Foster	Teacher
Dee Schmidt	Teacher
Pam Arnold	Teacher
Montoya Peters	Teacher
Kelli Ferns	Teacher
James Fath	Business/Community
Evon Beard	Education Support Employee
Kim Cicero	Parent
April Walker	Parent
Jessica Boyd	Parent
Sabrina Miller	Parent
Joshua Beard	Parent
Brandy Murray	Parent
Richard Cockrell	Parent
Tiffany Armstrong	Parent
Brandy Glass	Parent
Amy Douglas	Parent
Myrna Lawrence	Parent
Jessica Webb	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

In the initial meeting, the Waller Advisory Council (WAC) will be provided with last year's data for evaluation. Member input will be used in developing this year's plan.

*Development of this school improvement plan*

The purpose of Waller Advisory Council (WAC) is to assist in the preparation and evaluation of the school improvement plan and to assist the principal with the annual school budget. The WAC meets monthly to discuss the current status of the student achievement data and any needs found through the evaluation process. At Mid-year, the student achievement data is analyzed to present changes needed for improvement and that analysis is forwarded to the FL Dept. of Education.

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

The school's annual budget is developed by the administration with input from the faculty and staff. The budget is then presented to the WAC for approval. The School Improvement Plan is prepared in the same manner using the Leadership Team. The plan is then presented to the WAC for approval.

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

Waller School Advisory received \$2,500 in School Improvement Funds in May 2014. The WAC voted to support the school improvement plan by acknowledging student achievement by purchasing trophies for the end of the year academic awards ceremony. The remaining funds will be budgeted for projects for the current 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
Bunch, Peggy	Principal
Arnold, Pamela	Teacher, K-12
Crowley, T.J.	Teacher, K-12
Ferns, Kelli	Teacher, K-12
Foster, Jessica	Teacher, K-12
Kostic, Theresa	Teacher, K-12
Peters, Montoya	Teacher, K-12
Schmidt, Dee	Other
Schmidt, Jane	Other
Womack, Lisa	Instructional Coach

**Duties**

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

The major initiative of the LLT will be to monitor data, and ensure the effective implementation of Professional Learning Communities (PLC) at Waller. The PLCs will discuss student data and incorporate differentiated instruction strategies. The instructional coach will provide on-going professional development throughout the year.

**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**

During faculty meetings Waller participates in the school wide initiative, The Leader In Me. This program encourages collaborative working relationships, a risk free environment for innovation, as well as a family type atmosphere. Time will be allotted for weekly PLC's where teachers will collaboratively work together to improve student achievement.

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

1. Work with District Human Resource staff to ensure vacancies are field with highly qualified teachers. (Principal and Human Resource Director)
2. Partner new teachers with staff training specialist. (Principal and Staff Development Director)
3. Have regularly scheduled monthly meetings with new teachers to discuss teacher needs, student data, and professional development opportunities. (Principal and Staff Training Specialist)
4. Provide appropriate and meaningful staff development opportunities for seasoned teachers. (Principal, Asst. Administrator, Title I Resource Teachers, Staff Training Specialist)
5. Provide leadership opportunities to all teachers. (Principal and Asst. Administrator)

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

The Lighthouse Team (Dee Schmidt, Jane Schmidt, Chrissie York, Joe Ann Jones, Bobbie Mertes, Carla Thedford, Bertie Broaddus ): This team assists in empowering the school to sustain and continually improve its leadership model based on The Leader in Me program. This includes mentoring teachers, organizing school activities, decorating common areas, leadership roles for students, parental involvement, service learning projects, and training new staff. Along with meetings with the administration, the Bay District Schools provides a staff training specialist to assist new and seasoned teachers.

## **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***

All of our core instructional programs are evaluated and approved by the district. We adhere to their guidelines. In addition, teachers attended professional development training in the implementation of the curriculum and new Florida Standards.

#### **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***

We will analyze data in our weekly PLC's and adjust Tier 1 instruction in the classroom to ensure that all the needs of every student are met. Students who continue to struggle will be referred for MTSS services.

The school-based MTSS Team meets once a month (or more if needed). The Intervention teachers share any new district MTSS information with the team who in turn share with their respective grade groups. Current interventions are discussed and reviewed to determine their strengths and/or weaknesses. Progress Monitoring materials are discussed and reviewed as well to make sure they are being implemented with fidelity. The team also reviews current MTSS students, their interventions, and their progress monitoring data to determine those that are making progress and those who need their interventions modified.

The school-based MTSS team works closely with the School Improvement Team to make sure that all aspects of the School Improvement Plan are being considered in regards to student progress and interventions. The members of the MTSS Leadership Team will meet with the faculty, the School Improvement Team, and the School Advisory Council (SAC) to evaluate/monitor the SIP throughout the year. The team will provide data on the targeted students in Tier II and Tier III, help set clear

expectations for instruction, make sure that interventions coincide with the SIP goals, and offer suggestions on revising the SIP to meet the needs of all students.

**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:** 30

Students are able to stay after school to participate in activities using robotics elements to design robots and program their capabilities.

**Strategy Rationale**

To promote interest, motivation, and higher achievement in science, technology, math, and engineering.

**Strategy Purpose(s)**

- Enrichment

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

Bunch, Peggy, bunchpd@bay.k12.fl.us

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

Data is collected at the beginning, the middle, and at the end of each school year to determine the effectiveness of the program. The data is derived from Discovery Education Assessments, classroom assessments, and a robotics demonstration at the end.

**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**

Waller Elementary has two Voluntary Pre-Kindergarten classes on campus that have full access to the amenities of the school all year. We also coordinate with Early Education and Care, Inc., (Head Start) for tours, use of our facilities and special events. We also have planned a day to visit the community offering information for Pre-Kindergarten students not registered in an educational program. This effort will be coordinated through our Title I Parent Liaison, our local volunteer Fire Department and our business partners that support our students, community, and school. In order to ease the transition period for our 5th grade students, we plan a visit to the middle school prior to the end of their 5th grade year.

**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**

Waller Elementary School is a Leader In Me school. We are teaching through a student workbook at the beginning of school and then ubiquitously throughout the school promoting the 7-Habits of Highly Effective People (Steven Covey). Each child has a Leadership Notebook that holds their personal



mission, vision, and goals as well as the data they collect throughout the year. Our teachers are training the students to conference with their parents about their goals and achievements. Students in fourth and fifth grades have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Safety Patrol (civic responsibility and city police), and Student Lighthouse Team (civic responsibility and city government). As early as Pre-Kindergarten, Waller's students are given many opportunities to learn the responsibilities of being a leader.

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

N/A

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

N/A

***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***

N/A

## 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.** Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.

## 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.** Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels. **1a**

G057091

**Targets Supported 1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	40.0
Math Gains	40.0
Math Lowest 25% Gains	40.0
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal 2**

- Three intervention teachers and ten paraprofessionals work with tier two and tier three MTSS students to lessen their skills gap and improve performance.
- Grade levels participate in vertical and horizontal planning to ensure our school is working as a team to help meet each student's needs.
- The school leadership team meets once a month to review data and discuss curricular coordination.
- The Leader in Me program fosters ownership of learning. Students create and monitor academic, behavior and personal goals.
- Technology - teachers will incorporate uses of SMART technology in all subject areas to appeal to auditory and visual learners.
- Strong Tier 1 instruction. Each teacher attended the the Florida Standards/Learning Goals and Progression scales training at Gulf Coast State College. Representatives from each grade level attended new reading curriculum "Wonders" training.
- FOCUS/RTI-B databases will be used to gather student data, track attendance and behavior for analysis.
- Kagan training provided to teacher leaders who will then share strategies with entire faculty.
- Staff training specialists (reading, writing, math, MTSS, ESE) provided by the District.
- Access to CPalms.
- Special area/resource teachers will collaborate with classroom teachers to incorporate learning strategies to support classroom instruction.

**Targeted Barriers to Achieving the Goal 3**

- Attendance - absences, tardies, checking out of school early, and parent's lack of transportation
- Lack of understanding of implementing effective Professional Learning Communities (PLC).
- Low expectations for student achievement.
- Lack of experience with new curriculum, standard resources, and standards assessments.

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

Teachers will analyze data outcomes in their PLCs and modify Tier 1 instruction as needed. The Leadership Team will analyze data trends from multiple sources and determine status of results. If a positive trend is noted, the stakeholder(s) will be acknowledged and asked to share successful practices with faculty. If a questionable or poor trend is noted, the Leadership Team will provide resources for support.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Fidelity Notebook, maintained by administration and Leadership Team, containing artifacts will be available.

## 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.** Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels. **1**

 G057091

**G1.B1** Attendance - absences, tardies, checking out of school early, and parent's lack of transportation **2**

 B144518

**G1.B1.S1** Students are rewarded for attendance. Each day a book is given out to one student from K-2 and one student from 3-5 just for being at school that day. **4**

 S156718

### Strategy Rationale

To motivate students to be at school, on time, in order to be recognized on ITV, win a free book, and to promote reading.

### Action Step 1 **5**

Student names are divided into K-2 and 3-5 and placed in two boxes. Names are randomly drawn each morning. If the students are present, they get a book with a message signed by the principal.

### Person Responsible

Peggy Bunch

### Schedule

Daily, from 8/19/2014 to 6/5/2015

### Evidence of Completion

Students visit office and pick up their book. A list of winners will be maintained by school receptionist.

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

Students visit office and pick up their book. A list of winners will be maintained by school receptionist.

**Person Responsible**

Peggy Bunch

**Schedule**

Quarterly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

A list of winners will be maintained by school receptionist.

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

FOCUS attendance reports will be analyzed by Leadership Team.

**Person Responsible**

Peggy Bunch


**Schedule**

Monthly, from 9/24/2014 to 5/27/2015

***Evidence of Completion***

Copy of FOCUS attendance reports.

**G1.B1.S2** Each month students with perfect attendance (no tardies or check outs either) are given a treat at lunch and get to eat with administration. 4

 S156719

### Strategy Rationale

To motivate students to be in school for the entire day.

### Action Step 1 5

Attendance report will be pulled each month from the FOCUS database by parent liaison listing the students who have met the criteria to attend.

#### Person Responsible

Peggy Bunch

#### Schedule

Monthly, from 8/19/2014 to 6/5/2015

#### Evidence of Completion

List of students who attended lunch.

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

A list of students will be printed from FOCUS and names will be checked off as they attend the lunch.

#### Person Responsible

Peggy Bunch

#### Schedule

Monthly, from 9/4/2014 to 6/4/2015

#### Evidence of Completion

FOCUS print out with checked off names will be maintained in the fidelity notebook.

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

FOCUS attendance reports will be analyzed by Leadership Team.

**Person Responsible**

Peggy Bunch


**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

Copy of attendance reports from FOCUS.

**G1.B1.S3** Each classroom will enlist a visual reminder to monitor individual student attendance.(ie: Classroom poster, data page in the Leadership notebook) 4

 S156720

**Strategy Rationale**

To motivate students to be in school for the entire day.

**Action Step 1** 5

Teacher, with student input, will implement the method chosen to monitor individual student attendance.

**Person Responsible**

Peggy Bunch

**Schedule**

Daily, from 8/19/2014 to 6/5/2015

**Evidence of Completion**

Attendance poster hanging in the classroom and/or student attendance data sheet located in the Leadership Notebook.



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

Administration will conduct classroom walk throughs to monitor for fidelity.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Administration will note in fidelity notebook compliance with this action step.

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

FOCUS attendance reports will be analyzed by Leadership Team.

**Person Responsible**

Peggy Bunch


**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

Copy of attendance report from FOCUS.

**G1.B1.S4** The Parent Liaison will regularly pull reports and contact parents if a trend of absences, tardies, or check outs occur. She will offer assistance to help improve the student's attendance. 4

 S156721

### **Strategy Rationale**

To offer guidance and assistance to parent to solve any attendance issues.

### **Action Step 1** 5

The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance.

#### **Person Responsible**

Peggy Bunch

#### **Schedule**

Biweekly, from 8/19/2014 to 6/5/2015

#### **Evidence of Completion**

Focus report, documentation of phone calls

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Check FOCUS reports and documentation of phone calls made to parents.

#### **Person Responsible**

Peggy Bunch

#### **Schedule**

Monthly, from 8/27/2014 to 5/27/2015

#### **Evidence of Completion**

Documentation will be kept in the fidelity notebook.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

FOCUS attendance reports will be analyzed by Leadership Team.

**Person Responsible**

Peggy Bunch


**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

Copy of attendance reports from FOCUS.

**G1.B1.S5** Administration and Parent Liaison/other staff will conduct home visits for students with excessive absences as defined by the district policy. 4

 S156722

**Strategy Rationale**

To offer guidance and assistance to parent to solve any attendance issues.

**Action Step 1** 5

The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance. If the pattern of non-attendance continues, the administration will make a home visit to offer assistance to the family.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 9/2/2014 to 5/4/2015

**Evidence of Completion**

Focus report, Reflection of home visit with student's teacher, guidance counselor and, if need be, outside agencies.

**G1.B5** Lack of understanding of implementing effective Professional Learning Communities (PLC). 2

B144522

**G1.B5.S1** Teachers will develop knowledge of and effectively participate in Professional Learning Communities (PLC) with a focus on progress toward student achievement. 4

S156724

**Strategy Rationale**

To open lines of communication among all stakeholders with a focus on topics that promote student achievement.

**Action Step 1** 5

Teachers will be guided in developing a productive PLC through activities such as book studies, modeling and webinars. Teachers will learn how to create Common Assessments that meet the rigor of the standards with guidance and support from the instructional coaches assigned to our school. (Development of knowledge.)

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

Meeting artifacts such as sign-in sheets, agendas and data.

**Action Step 2** 5

Members of PLC will work together to clarify what students must learn, monitor student learning, provide systematic interventions and support for learning when they struggle. Common Assessments will be created and student data will be analyzed within the PLC. (Implementation)

**Person Responsible**

Peggy Bunch

**Schedule**

Weekly, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

Meeting artifacts such as sign-in sheets, agendas and data.

**Action Step 3** 5

A master schedule will be adjusted to accommodate teachers allowing more time to analyze the data on a weekly basis.

**Person Responsible**

Peggy Bunch

**Schedule**

Weekly, from 8/19/2014 to 6/5/2015

***Evidence of Completion***

Meeting artifacts such as sign-in sheets, agendas and data.

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

Administration and Leadership Team members will collect and review PLC artifacts.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

PLC artifacts maintained in the fidelity notebook.

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

The Leadership Team will analyze data trends from multiple sources and determine status of results.

**Person Responsible**

Peggy Bunch


**Schedule**

Monthly, from 8/27/2014 to 5/27/2015


***Evidence of Completion***

Data from multiple sources maintained in the fidelity notebook.

**G1.B6** Low expectations for student achievement. 2

 B144523

**G1.B6.S1** Students will maintain and review, with teacher or other adult, a leadership notebook that contains their individual goals and data. 4

 S156725

**Strategy Rationale**

This lends itself to student ownership of learning thereby promoting student responsibility, planning, and goal setting.

**Action Step 1** 5

Students will be provided templates to track their goals and progress.

**Person Responsible**

Peggy Bunch

**Schedule**

Daily, from 8/19/2014 to 6/5/2015

**Evidence of Completion**

Samples of completed student Leadership Notebook.

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Administration will conduct classroom walk throughs and monitor student notebooks.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Administration will note in fidelity notebook compliance with this action step.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

The Leadership Team will analyze data trends from multiple sources and determine status of results.

**Person Responsible**

Peggy Bunch


**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

Data from multiple sources maintained in the fidelity notebook.

**G1.B6.S2** Faculty and staff will work to create a school-wide environment that promotes high expectations for every child, every day. 4

 S156726

**Strategy Rationale**

Research shows that a child will work/rise to the level of expectations that are set for them.

**Action Step 1 5**

Faculty and staff will use specific common language drawn from Stephen Covey's 7-Habits of Highly Effective People (The Leader In Me) that clearly states and/or models high expectations for students, parents and co-workers.

**Person Responsible**

Peggy Bunch

**Schedule**

Daily, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

Classroom walk-through by administration, school and classroom newsletter, Leadership notebook, documentation of parent/teacher/student conferences, school/teacher website.

**Plan to Monitor Fidelity of Implementation of G1.B6.S2 6**

Administration and the Leadership Team will review evidence of implementation.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

Classroom walk-through by administration, school and classroom newsletter, Leadership notebook, documentation of parent/teacher/student conferences, school/teacher website.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7**

The Leadership Team will analyze data trends from multiple sources and determine status of results.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***


Data from multiple sources maintained in the fidelity notebook.



**G1.B7** Lack of experience with new curriculum, standard resources, and standards assessments. 2

 B144524

**G1.B7.S1** Teachers will be provided professional development opportunities to increase their knowledge of the new curriculum, standard resources and standards assessments. 4

 S156727

### Strategy Rationale

Teachers are required to unpack new standards and gain knowledge of resources (ie: new reading curriculum, CPalms, FLDOE.org) while preparing for a new state-wide assessment.

### Action Step 1 5

Teachers attended the Florida Standards/Learning Goals and Progression scales training at Gulf Coast State College.

#### Person Responsible

Peggy Bunch

#### Schedule

On 8/7/2014

#### Evidence of Completion

District sign-in sheets. AIMS database.

### Action Step 2 5

Representatives from each grade level attended new reading curriculum "Wonders" training.

#### Person Responsible

Peggy Bunch

#### Schedule

On 6/18/2014

#### Evidence of Completion

District sign-in sheets. AIMS database.

### Action Step 3 5

Staff training specialists and instructional coaches (reading, writing, math, MTSS, ESE) will be assigned by the District to provide site-based training as needed which will include how to develop common assessments based on the new item specs and test design school-wide.

**Person Responsible**

Peggy Bunch

**Schedule**

On 6/5/2015

***Evidence of Completion***

Meeting artifacts.

### Action Step 4 5

Grade levels participate in vertical planning to ensure our school is working as a team to help meet each student's needs.

**Person Responsible**

Peggy Bunch

**Schedule**

Semiannually, from 8/12/2014 to 6/5/2015

***Evidence of Completion***

Meeting artifacts.

### Action Step 5 5

Kagan training is being provided to teacher leaders who will then share strategies with entire faculty throughout the school year.

**Person Responsible**

Peggy Bunch

**Schedule**

Quarterly, from 7/28/2014 to 6/5/2015

***Evidence of Completion***

Meeting artifacts.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

The administration and Leadership Team will oversee the collection of evidence for each action step.

**Person Responsible**

Peggy Bunch

**Schedule**

Monthly, from 8/12/2014 to 6/5/2015

**Evidence of Completion**

Fidelity Notebook, maintained by administration and Leadership Team, containing artifacts will be available.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Data from multiple sources will be analyzed.

**Person Responsible**

Peggy Bunch

**Schedule**

On 6/5/2015

**Evidence of Completion**

FOCUS database (grades), SuccessMaker, Discovery Education (DE), MTSS Progress Monitoring

**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	Student names are divided into K-2 and 3-5 and placed in two boxes. Names are randomly drawn each morning. If the students are present, they get a book with a message signed by the principal.	Bunch, Peggy	8/19/2014	Students visit office and pick up their book. A list of winners will be maintained by school receptionist.	6/5/2015 daily
G1.B1.S2.A1	Attendance report will be pulled each month from the FOCUS database by parent liaison listing the students who have met the criteria to attend.	Bunch, Peggy	8/19/2014	List of students who attended lunch.	6/5/2015 monthly
G1.B1.S3.A1	Teacher, with student input, will implement the method chosen to monitor individual student attendance.	Bunch, Peggy	8/19/2014	Attendance poster hanging in the classroom and/or student attendance	6/5/2015 daily

**Bay - 0251 - Waller Elementary School - 2014-15 SIP**  
*Waller Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				data sheet located in the Leadership Notebook.	
G1.B1.S4.A1	The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance.	Bunch, Peggy	8/19/2014	Focus report, documentation of phone calls	6/5/2015 biweekly
G1.B1.S5.A1	The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance. If the pattern of non-attendance continues, the administration will make a home visit to offer assistance to the family.	Bunch, Peggy	9/2/2014	Focus report, Reflection of home visit with student's teacher, guidance counselor and, if need be, outside agencies.	5/4/2015 monthly
G1.B5.S1.A1	Teachers will be guided in developing a productive PLC through activities such as book studies, modeling and webinars. Teachers will learn how to create Common Assessments that meet the rigor of the standards with guidance and support from the instructional coaches assigned to our school. (Development of knowledge.)	Bunch, Peggy	8/12/2014	Meeting artifacts such as sign-in sheets, agendas and data.	6/5/2015 monthly
G1.B6.S1.A1	Students will be provided templates to track their goals and progress.	Bunch, Peggy	8/19/2014	Samples of completed student Leadership Notebook.	6/5/2015 daily
G1.B6.S2.A1	Faculty and staff will use specific common language drawn from Stephen Covey's 7-Habits of Highly Effective People (The Leader In Me) that clearly states and/or models high expectations for students, parents and co-workers.	Bunch, Peggy	8/12/2014	Classroom walk-through by administration, school and classroom newsletter, Leadership notebook, documentation of parent/teacher/ student conferences, school/teacher website.	6/5/2015 daily
G1.B7.S1.A1	Teachers attended the Florida Standards/Learning Goals and Progression scales training at Gulf Coast State College.	Bunch, Peggy	7/14/2014	District sign-in sheets. AIMS database.	8/7/2014 one-time
G1.B5.S1.A2	Members of PLC will work together to clarify what students must learn, monitor student learning, provide systematic interventions and support for learning when they struggle. Common Assessments will be created and student data will be analyzed within the PLC. (Implementation)	Bunch, Peggy	8/12/2014	Meeting artifacts such as sign-in sheets, agendas and data.	6/5/2015 weekly
G1.B7.S1.A2	Representatives from each grade level attended new reading curriculum "Wonders" training.	Bunch, Peggy	6/11/2014	District sign-in sheets. AIMS database.	6/18/2014 one-time
G1.B5.S1.A3	A master schedule will be adjusted to accommodate teachers allowing more time to analyze the data on a weekly basis.	Bunch, Peggy	8/19/2014	Meeting artifacts such as sign-in sheets, agendas and data.	6/5/2015 weekly
G1.B7.S1.A3	Staff training specialists and instructional coaches (reading, writing, math, MTSS, ESE) will be assigned by the District to provide site-based training as needed which will include how to develop common assessments based on the new item specs and test design school-wide.	Bunch, Peggy	8/12/2014	Meeting artifacts.	6/5/2015 one-time
G1.B7.S1.A4	Grade levels participate in vertical planning to ensure our school is working as a team to help meet each student's needs.	Bunch, Peggy	8/12/2014	Meeting artifacts.	6/5/2015 semiannually

**Bay - 0251 - Waller Elementary School - 2014-15 SIP**  
*Waller Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A5	Kagan training is being provided to teacher leaders who will then share strategies with entire faculty throughout the school year.	Bunch, Peggy	7/28/2014	Meeting artifacts.	6/5/2015 quarterly
G1.MA1	Teachers will analyze data outcomes in their PLCs and modify Tier 1 instruction as needed. The Leadership Team will analyze data trends from multiple sources and determine status of results. If a positive trend is noted, the stakeholder(s) will be acknowledged and asked to share successful practices with faculty. If a questionable or poor trend is noted, the Leadership Team will provide resources for support.	Bunch, Peggy	8/12/2014	Fidelity Notebook, maintained by administration and Leadership Team, containing artifacts will be available.	6/5/2015 monthly
G1.B1.S1.MA1	FOCUS attendance reports will be analyzed by Leadership Team.	Bunch, Peggy	9/24/2014	Copy of FOCUS attendance reports.	5/27/2015 monthly
G1.B1.S1.MA1	Students visit office and pick up their book. A list of winners will be maintained by school receptionist.	Bunch, Peggy	8/25/2014	A list of winners will be maintained by school receptionist.	6/4/2015 quarterly
G1.B5.S1.MA1	The Leadership Team will analyze data trends from multiple sources and determine status of results.	Bunch, Peggy	8/27/2014	Data from multiple sources maintained in the fidelity notebook.	5/27/2015 monthly
G1.B5.S1.MA1	Administration and Leadership Team members will collect and review PLC artifacts.	Bunch, Peggy	8/27/2014	PLC artifacts maintained in the fidelity notebook.	5/27/2015 monthly
G1.B6.S1.MA1	The Leadership Team will analyze data trends from multiple sources and determine status of results.	Bunch, Peggy	8/27/2014	Data from multiple sources maintained in the fidelity notebook.	5/27/2015 monthly
G1.B6.S1.MA1	Administration will conduct classroom walk throughs and monitor student notebooks.	Bunch, Peggy	8/25/2014	Administration will note in fidelity notebook compliance with this action step.	6/5/2015 monthly
G1.B7.S1.MA1	Data from multiple sources will be analyzed.	Bunch, Peggy	8/12/2014	FOCUS database (grades), SuccessMaker, Discovery Education (DE), MTSS Progress Monitoring	6/5/2015 one-time
G1.B7.S1.MA1	The administration and Leadership Team will oversee the collection of evidence for each action step.	Bunch, Peggy	8/12/2014	Fidelity Notebook, maintained by administration and Leadership Team, containing artifacts will be available.	6/5/2015 monthly
G1.B1.S2.MA1	FOCUS attendance reports will be analyzed by Leadership Team.	Bunch, Peggy	8/27/2014	Copy of attendance reports from FOCUS.	5/27/2015 monthly
G1.B1.S2.MA1	A list of students will be printed from FOCUS and names will be checked off as they attend the lunch.	Bunch, Peggy	9/4/2014	FOCUS print out with checked off names will be maintained in the fidelity notebook.	6/4/2015 monthly
G1.B6.S2.MA1	The Leadership Team will analyze data trends from multiple sources and determine status of results.	Bunch, Peggy	8/27/2014	Data from multiple sources maintained in the fidelity notebook.	5/27/2015 monthly
G1.B6.S2.MA1	Administration and the Leadership Team will review evidence of implementation.	Bunch, Peggy	8/27/2014	Classroom walk-through by administration, school and classroom newsletter, Leadership notebook, documentation of parent/teacher/ student conferences, school/teacher website.	5/27/2015 monthly
G1.B1.S3.MA1	FOCUS attendance reports will be analyzed by Leadership Team.	Bunch, Peggy	8/27/2014	Copy of attendance report from FOCUS.	5/27/2015 monthly
G1.B1.S3.MA1	Administration will conduct classroom walk throughs to monitor for fidelity.	Bunch, Peggy	9/8/2014	Administration will note in fidelity notebook compliance with this action step.	6/5/2015 monthly
G1.B1.S4.MA1	FOCUS attendance reports will be analyzed by Leadership Team.	Bunch, Peggy	8/27/2014	Copy of attendance reports from FOCUS.	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1	Check FOCUS reports and documentation of phone calls made to parents.	Bunch, Peggy	8/27/2014	Documentation will be kept in the fidelity notebook.	5/27/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.

**G1.B5** Lack of understanding of implementing effective Professional Learning Communities (PLC).

**G1.B5.S1** Teachers will develop knowledge of and effectively participate in Professional Learning Communities (PLC) with a focus on progress toward student achievement.

### PD Opportunity 1

Teachers will be guided in developing a productive PLC through activities such as book studies, modeling and webinars. Teachers will learn how to create Common Assessments that meet the rigor of the standards with guidance and support from the instructional coaches assigned to our school. (Development of knowledge.)

#### Facilitator

Peggy Bunch, Claudia Comerford, Leadership Team Members, Literacy Coach, Math Coach

#### Participants

Teachers

#### Schedule

Monthly, from 8/12/2014 to 6/5/2015

**G1.B7** Lack of experience with new curriculum, standard resources, and standards assessments.

**G1.B7.S1** Teachers will be provided professional development opportunities to increase their knowledge of the new curriculum, standard resources and standards assessments.

### PD Opportunity 1

Teachers attended the Florida Standards/Learning Goals and Progression scales training at Gulf Coast State College.

#### Facilitator

District personnel

#### Participants

Teachers

#### Schedule

On 8/7/2014

## PD Opportunity 2

Representatives from each grade level attended new reading curriculum "Wonders" training.

### Facilitator

District personnel and publisher representative

### Participants

Teachers

### Schedule

On 6/18/2014

## PD Opportunity 3

Staff training specialists and instructional coaches (reading, writing, math, MTSS, ESE) will be assigned by the District to provide site-based training as needed which will include how to develop common assessments based on the new item specs and test design school-wide.

### Facilitator

District staff

### Participants

Teachers

### Schedule

On 6/5/2015

## PD Opportunity 4

Kagan training is being provided to teacher leaders who will then share strategies with entire faculty throughout the school year.

### Facilitator

District personnel

### Participants

Teachers

### Schedule

Quarterly, from 7/28/2014 to 6/5/2015



## Technical Assistance Items

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

**G1.** Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.

**G1.B1** Attendance - absences, tardies, checking out of school early, and parent's lack of transportation

**G1.B1.S4** The Parent Liaison will regularly pull reports and contact parents if a trend of absences, tardies, or check outs occur. She will offer assistance to help improve the student's attendance.

### PD Opportunity 1

The parent liaison will check FOCUS to monitor students' attendance. If she notices a trend of absences, tardies, or check outs, she will contact parents and offer assistance.

#### Facilitator

Montoya Peters, T.J. Crowley and Doug Fontaine (TOSA)

#### Participants

Teachers, parent liaison and receptionist

#### Schedule

Biweekly, from 8/19/2014 to 6/5/2015

**G1.B6** Low expectations for student achievement.

**G1.B6.S1** Students will maintain and review, with teacher or other adult, a leadership notebook that contains their individual goals and data.

### PD Opportunity 1

Students will be provided templates to track their goals and progress.

#### Facilitator

Peggy Bunch, Claudia Comerford, Leadership Team, Teachers

#### Participants

Teachers and students

#### Schedule

Daily, from 8/19/2014 to 6/5/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.	1,000
<b>Grand Total</b>	<b>1,000</b>

**Goal 1: Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.**

Description	Source	Total
<b>B1.S1.A1</b> - 360 books purchased for the school year to distribute to students.	General Fund	500
<b>B1.S2.A1</b> - Treats are purchased (unless donated) to reward students for monthly perfect attendance.	General Fund	500
<b>B5.S1.A2</b> - PLCs will be given TDY days to accomplish the goal of having common assessments across the grade level.	General Fund	0
<b>Total Goal 1</b>		<b>1,000</b>