Walter Caldwell Elementary School

2014-15 School Improvement Plan

Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

http://schools.polk-fl.net/caldwell

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	62%

Alternative/ESE Center	Charter School	Minority
No	No	56%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

Table of Contents

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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Caldwell Elementary is to provide a rigorous and relevant learning experience using evidence based research and instruction to prepare students for college and career.

Provide the school's vision statement

"Learning for all - Whatever it takes" Our vision at Caldwell Elementary is to continually work towards building a learning community where all students can and will learn.

School Environment

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

During the first two weeks of the school year, teachers spend time establishing routines and procedures for behavioral, academic and social expectations. Teacher utilize this time to establish relationships of mutual respect with their students. Collaborative learning structures and activities are utilized to learn about both the students and staff. Teachers utilize what they learn throughout the school year to build upon the relationships established.
Teachers review cumulative folders to identify ESE, ESOL or 504 Plans and the needed instructional strategies and accommodations.

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

Caldwell is a Positive Behavior Support School. Students are taught and expected to follow our school wide expectations the BEARS - Be Prepared, Exhibit Self-Control, Act Responsibly, Respect Others and Show Kindness.
Before the instructional day begins, staff members are on duty, campus wide, to oversee student interactions and to promote school wide expectations. During the day, the classroom teachers and support staff monitor student behaviors and reward/reinforce behaviors that meet the expectations established. Posters detailing steps for behavioral skills are posted campus wide as reminders for students. Videos highlighting expectations are also viewed as needed to reinforce expectations. At the close of the day, staff members are present as students are dismissed and leave campus.

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

As a Positive Behavior Support School, we focus a great deal on positive expectations which in turn has decreased the negative behaviors. We have individual and class level rewards when students follow expectations. The rewards include, but are not limited to:
Individual Rewards
Yahoos - students can earn a Yahoo for following behavioral expectations or for academic achievement. The Yahoo specifically identifies what the student did well. Teachers submit the Yahoos and it is read on the morning show.
Monthly Bears Celebration - students who arrive on time, attend school regularly, follow BEARS

expectations and get their agenda signed weekly get to participate in the celebrations.
GROWL - GROWL stands for Gaining Knowledge, Responsibility, Outstanding Attendance, Work Ethic, Leadership. Students who exhibit GROWL are recognized each nine weeks in a school wide celebration.
Cubby Bear of the Month - Teachers can select one student, each month, who have exhibited (or have improved) the BEARS. The honored students participate in a breakfast and receive rewards for their hard work.
Attendance - student are recognized monthly and at the end of the nine weeks for perfect attendance.
Class Rewards:
BEARS Towers - Classes are rewarded with a "BEAR" for demonstrating any of the school wide expectations while outside of their classrooms. One the class earns 40 BEARS, they are rewarded with a specific prize on the BEARS Tower
SWAG FLAG - SWAG stands for Show Up, Work Hard, Arrive on Time, Gain Knowledge - the class with the highest attendance rate, per grade level are rewarded with the opportunity of carrying the SWAG Flag across campus during the month.
Lunch Time Expectations - Classes can earn points at lunch by keeping their eating area clean, lining up quietly, showing respect and keeping quite voices. The class with the most points at the end of the week will be given the opportunity to earn a reward.
Teachers have been trained in what constitutes a major disciplinary action vs. a minor. Minor behavioral problems are to be handled in the classroom. Teachers have the option of time out, using a Buddy Room or Behavioral Reflection forms for the minor behavior problems. For the major behavioral problems, the teacher are to send the students to the office on a referral. The Code of Conduct is utilized to provide consistent consequences based on the infraction.

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

Due to the relationships that the classroom teacher and support staff have established, they are able to identify social-emotional needs of their students. Social Skills are explicitly taught to the student each day on the CBTV morning news show. Teachers have skills posters that detail steps to follow for key skills such as: accepting no, dealing with anger, ignoring distractions etc...
For students who need a positive role model, Caldwell utilizes the Check-In system. Assigned staff members can check-in on specific students or students can check-in with staff members. The staff member becomes an anchor for the student in need.
Behavioral trackers with built in breaks and rewards are used for students who need Tier 2 or Tier 3 social-emotional or behavioral interventions.
The Guidance Counselor provides counseling for students. Caldwell also partners with Winter Haven Hospital to provide Mental Health Counseling to students who have it identified on either IEPs or 504 Plans.

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

Caldwell uses the following indicates for the early warning system:
1. Retention
2. Overage
3. Absent > 10% / < 90%
4. Out of school Suspensions
5. Failing grade earned in Reading and Math
6. State Assessment Level (FCAT grades 3-5 level 1) (FAIR grades K-2 < 30 FSP)

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	3	28	23	11	13	11	89
One or more suspensions	0	2	2	1	1	3	9
Course failure in ELA or Math	0	4	9	6	1	0	20
Level 1 on statewide assessment	3	10	9	7	10	26	65

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	4	9	5	7	8	36

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

Interventions:
1. 180 minutes of reading (120 TIER I) + (60 TIER II)
2. Check-in behavior trackers
3. Attendance contracts
4. Mentoring
5. Progress Monitoring Plan (PMP)

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/201861.

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

Caldwell builds and sustains partnerships with our local community through the use of our V.I.P - Very Involved Person Program. Community members and volunteers can either donate their time or financial resources to the school. Based on their contributions, they are recognized at our V.I.P celebrations. During the 13-14 school year we had approximately 55 community members involved at Caldwell.

The school utilizes its website, Facebook and Twitter account to recognize and thank business partners and community members.

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
Williams, Deron	Principal
Ashmore, Kathryn	Assistant Principal

Duties

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

Mr. Williams and Ms. Ashmore, the administrative team, serves as the instructional leaders of the school. Together they analyze the data and look for strengths and weakness in the instructional programs. Based on the needs, they develop topics for PLCs and Professional Development. They utilize walk-throughs, informal and formal observations to identify instructional needs of the staff and work to address the needs. Together they use the various forms of data to evaluate the progress of the school and to determine the next steps that need to be taken to move the school.

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

Based on student achievement data, the administrative team identifies the areas of need and uses Title One Funds to help purchase additional support staff. A Literacy Coach was hired to work with instructional staff to strengthen Language Arts instruction. A Reading Interventionist was hired to strategically work with Tier 2 and Tier 3 students. Three instructional paras have been hired to provide small group tutoring for students in grades K-5. The paras provide tutoring during Language Arts, Math and/or science instruction. The additional instructional staff allows the school to meet the individual needs of the students.

The school board is providing additional instructional programs that allow for differentiated instruction. Student's current academic levels and FAIR data indicate the various programs students participate in.

Administration oversees the effective implementation of the staff and program. The Literacy Coach will be utilized to work in close proximity with the Interventionist and instructional paras. They will meet bi-monthly to discuss students, interventions and progress. Based on the outcome of the students' progress, programs and interventions will be re-evaluated.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Deron Williams	Principal
Kathryn Ashmore	Education Support Employee
Kimberly Swartz	Education Support Employee
Chad Langford	Business/Community
Larry Atchison Jr.	Teacher
Katrina Dentel	Teacher
Michele Bolds	Teacher
Adela Mayorga	Business/Community
Debbie Moore	Business/Community
Eric Robinson	Business/Community
Erica Rivera	Parent
Meredith Neimann	Business/Community
Saria Ruiz	Parent
Allison Davis	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

At the end of the 13-14 school year the SAC reviewed the school improvement plan and discussed implementation of the strategies and the goals that were met based on data. At the start of the 14-15 school year, the committee will once again review the plan and determine what strategies we will continue to implement and what strategies we will re-evaluated.

Development of this school improvement plan

The SAC will use the 13-14 SIP Plan along with FCAT data to determine what strategies we will continue to implement and what strategies we will re-evaluated. From there, the committee will work trough the 8 step model to identify strategies for that will increase student achievement..

Preparation of the school's annual budget and plan

The SAC will vote on how the federal funds will be utilized to meet the instructional needs of the students.

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

There are no school improvement funds.

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
Williams, Deron	Principal
Ashmore, Kathryn	Assistant Principal
Davis, Allison	Instructional Coach
Swartz, Kimberly	Teacher, K-12
Johnston, Carol	Teacher, K-12
Miller, Brandi	Teacher, K-12
Dentel, Katrina	Teacher, K-12
Atchison, Larry	Teacher, K-12
Malone, Elizabeth	Teacher, K-12
Taylor, Nicole	Instructional Technology
Roberts, Jennifer	Teacher, K-12
Irwin, Tamesia	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy with in the school by:
Meeting monthly to discuss the following:
• Effective instructional strategies
• Quality of student work samples
• Data Analysis
• Differentiated Instruction
• Flexible Grouping
• Literacy Centers
• Vocabulary Instruction
The team will assist with the following
• Monthly Professional Learning Communities
• Modeling effective leadership strategies for teachers
• The team will also oversee:
• The Read-A-Thon - fund raising event where the students raise money to participate in school wide reading activities
• Non-Fiction Challenge - students will be challenge to read 10 non-fiction books, within a set window of time, and will have to pass a set number of AR quizzes at 80% or higher passing scores
• Accelerated Reading Program - rewards and recognition for students
• Literacy Parent Nights
The team will consistently communicate the expectations and promote literacy school wide.

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

Caldwell encourages positive working relationships between teachers, including collaborative planning and instruction. Each grade level has a common planning period in which they are afforded the

opportunity to plan collaboratively. Teachers meet every Tuesday during planning time for PLCs. Language Arts instruction is planned with the Literacy Coach and administration. Math Instruction is planned collaboratively with administration.

Vertical teams are utilized to analyze student data and to ensure rigorous instruction is be delivered in vertical manner.

Teachers also have a "vertical duo". They are paired up with a teacher, on a different grade level. Once a month they visit each other's classrooms and observe instruction. They discuss what they saw and together reflect on each other's lessons.

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

In order to recruit, develop and retain highly qualified teachers, Caldwell does the following:
New Teacher Meetings – new teachers meet with support staff to discuss high yield strategies, classroom management procedures as well as any other needs the new teacher may have
Team Interview - The team approach provides input from different perspectives as well as giving the candidate a feel for our school community
Professional Learning Communities – New teachers will participate in Professional Learning Communities that focus on a variety of topics based on student needs as well as professional needs

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

New teachers are provided support through New Teacher Meetings. During the meetings, instructional strategies, student engagement, and classroom management strategies are discussed and shared. New teachers are provided the opportunity to observe experienced teachers. They are also afforded the opportunity to have lessons modeled in their classrooms.

New teachers are paired with either the literacy coach or a teacher on the grade level that has been identified as effective/highly effective. The pairing is based on need and availability.

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

In order to ensure that our programs are aligned with the Florida State Standards, the teachers begin with unpacking the standards. They look at the standard and determine what students need to be able to master. From the standards, the teachers look at the provided curriculum and resources. They evaluate the resources and pull out what they can use to strengthen the standard and to ensure mastery. From there, they plan their lessons.

When planning for instruction, the teacher utilizes data from weekly assessments to evaluate whether students have mastered the standards. FAIR data is used to provide instructional guidelines for small groups. Ongoing progress monitoring data from FSA Writing Prompts and IMPROVE are also used for whole group and small group 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

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: Weekend Program

Minutes added to school year: 2,100

FSA Boot Camp is a Saturday Tutoring program that focuses on Reading, Math, Writing and Science. All students in grades 3-5 are invited to attend the tutoring. Camp will run from 8:30-12:00. There will be ten Saturday Sessions starting on January 17th and running through March 21st.

Strategy Rationale

Provide students with additional instruction focused on assessed standards. Data from FAIR, IMPROVE and ongoing assessment data will be used to select instructional needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ashmore, Kathryn, kathryn.ashmore@polk-fl.net

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

A pre-test and a post-test will be administered to students to monitor effectiveness of FSA Boot Camp

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

Our Pre-K teachers coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught our school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. School Readiness students are assessed by the teacher with an Ages and Stages instrument that coincides with their chronological age as well as the Child Observation Record form. These are then made a part of the student's portfolio. The curriculum used is based on High Scope, Beyond Centers and Circle Time; both of which are age appropriate to our students. The funding is received through District School Readiness, Operational Budget and Federal Funds through district Child Find.
Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month. Kindergarten teachers provide an on-site screening for beginning kindergartners prior to school beginning. The students rotate to each teacher to perform an activity. This gives the teachers and students a chance to interact as well as an opportunity for the students to visit the kindergarten classrooms. Parents and students also have an opportunity to meet their child's teacher at Orientation before school starts. Weekly newsletters are sent by the teachers for effective parent communication. At the beginning of the year teachers provide a "field trip" to a different area each

day. Students are taken to the cafeteria, library, office, music room, art room, PE field, etc. to familiarize students with our school campus. FLKRS screening is conducted by kindergarten teachers and support personnel at the beginning of the school year to all students. The Discovery Assessment is given to all kindergarten students three times a year. These assessments help teachers identify specific strengths and weaknesses.

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.   Teachers will plan and deliver small group lessons that are differentiated to meet the students needs.

G2.   Teachers will utilize effective writing instruction that focuses on text dependent writing to increase reading comprehension and student achievement.

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

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G1. Teachers will plan and deliver small group lessons that are differentiated to meet the students needs.
1a

🔍 G057265

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Reading Wonders Tier 2 Resources
- CPALMS
- FCRR
- Florida State Standars
- Leveled Readers

Targeted Barriers to Achieving the Goal 3

- Lack of resources for differentiation - specifically resources for higher performing students
- Lack of professional development on how to effectively provide differentiated instruction

Plan to Monitor Progress Toward G1. 8

Lesson plans and student work samples will be collected and reviewed through the year to determine progress.

Person Responsible
Deron Williams

Schedule
Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion
Teacher lesson plans - documenting differentiated instruction, student work samples, ongoing progress monitoring data will be used to evaluated effectiveness of differentiation.

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G2. Teachers will utilize effective writing instruction that focuses on text dependent writing to increase reading comprehension and student achievement. `1a`

🔍 G057266

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	62.0

Resources Available to Support the Goal `2`

- Reading Wonders
- 6 Traits of Writing
- LAFS - Reading/ Writing
- CPALMS
- District Learning Maps
- Technology for publishing writing and responding to text
- Writing Cadre Profession Development

Targeted Barriers to Achieving the Goal `3`

- Lack of Understanding of 6+1 Traits of Writing
- Lack of professional development on how to teach students to construct a response to text based questions.
- Lack of understanding of the Language Arts Standards

Plan to Monitor Progress Toward G2. `8`

Ongoing Progress Monitoring Data - Weekly Reading Comprehension Assessments, Improve LIIS and Student Samples as well as Lesson Plans

Person Responsible
Deron Williams

Schedule
Biweekly, from 9/23/2014 to 6/2/2015

Evidence of Completion
Data Chat Summaries forms will be used to evaluate effectiveness of strategies and effectiveness of implementation.

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. Teachers will plan and deliver small group lessons that are differentiated to meet the students needs. 1

🔑 G057265

G1.B1 Lack of resources for differentiation - specifically resources for higher performing students 2

🔑 B145000

G1.B1.S1 Work with classroom teachers to identify resources that can be used with higher performing students. 4

🔑 S157222

Strategy Rationale

If teachers do not have the necessary resources, they will not be able to meet the students individual needs.

Action Step 1 5

Locate and evaluate resources to meet the needs of Level 4 and Level 5 readers.

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson Plans, Student Work Samples, Ongoing Progress Monitoring Data

Action Step 2 `5`

Train teachers on how to utilize Literature Circles

Person Responsible

Kathryn Ashmore

Schedule

Every 6 Weeks, from 9/2/2014 to 6/2/2015

Evidence of Completion

Teachers will document use of Literature Circles in their Lesson Plans. Student work samples and ongoing progress monitoring data will be used to evaluate the effectiveness of the literature circle

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

Lesson Plan Evaluation, Classroom Observations

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson Plan Review Schedule, Feedback on Lesson Plans, Journey Entries, Walk-Through Notes

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

Review student work samples

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work.

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

Evaluate ongoing progress monitoring data to ensure that the differentiation is meeting student needs

Person Responsible

Schedule

Evidence of Completion

Data from Improve LIIS assessments and summary of next steps based on data.

G1.B2 Lack of professional development on how to effectively provide differentiated instruction `2`

🔧 B145001

G1.B2.S1 Provide professional development to staff. `4`

🔧 S157223

Strategy Rationale

Until the teachers are effectively trained in differentiated instruction, they will not be able to effectively meet the students diverse needs.

Action Step 1 `5`

Provide professional development for staff on how to differentiated instruction.

Person Responsible

Allison Davis

Schedule

Monthly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Agendas, handouts, powerpoints

Action Step 2 5

Professional development will be provided on how to analyze data and use data to drive instruction

Person Responsible

Allison Davis

Schedule

Quarterly, from 10/7/2014 to 6/4/2015

Evidence of Completion

Data Summary Sheets will be completed by teacher and data team member

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

Lesson Plan Evaluation

Person Responsible

Allison Davis

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Teachers will submit lesson plans through server. The Literacy Coach, along with administration will review the lesson plans for differentiation. Student work samples and ongoing progress monitoring will be used to evaluate the effectiveness of the differentiation.

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

Classroom Visits - focusing differentiated small group instrution

Person Responsible

Allison Davis

Schedule

Biweekly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Walk through notes and feedback based on instruction and student work.

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

Data Analysis Forms - School Wide, Grade Level, Teacher, Individual Student

Person Responsible

Allison Davis

Schedule

Quarterly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Data analysis summary forms with actions steps documented. Follow up will be completed based on the action steps that are described.

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

Ongoing Progress Monitoring

Person Responsible

Allison Davis

Schedule

Biweekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Data will be evaluated to see if each group of students is making adequate progress on the Improve LIIS assessments.

G2. Teachers will utilize effective writing instruction that focuses on text dependent writing to increase reading comprehension and student achievement. [1]

🔑 G057266

G2.B1 Lack of Understanding of 6+1 Traits of Writing [2]

🔑 B145002

G2.B1.S1 Provide professional development to staff on 6+1 Traits of Writng [4]

🔑 S157224

Strategy Rationale

Teachers will be able to better implement the write traits if they have a deeper understanding of the traits and how to evaluate them.

Action Step 1 [5]

Provide professional Development on the 6+1 Traits of Wriing

Person Responsible

Kathryn Ashmore

Schedule

Biweekly, from 9/2/2014 to 11/18/2014

Evidence of Completion

Agendas, sign-in sheets, handouts, power points

Action Step 2 [5]

Teachers will evaluate student work samples for the write traits.

Person Responsible

Kathryn Ashmore

Schedule

Biweekly, from 9/9/2014 to 6/2/2015

Evidence of Completion

Write Traits Rubrics, student work samples, specific feedback on writing.

Polk - 0861 - Walter Caldwell Elem. School - 2014-15 SIP

Walter Caldwell Elementary School

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

A schedule will be created for training and implementing the traits of writing. Follow up will be assigned at each interval of professional development.

Person Responsible

Kathryn Ashmore

Schedule

Biweekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

A checklist will be used to document teacher implementation and to also document feedback based on instruction on the traits.

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

Use of the Write Traits Rubrics

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 9/9/2014 to 6/2/2015

Evidence of Completion

Student work samples with be evaluated using write traits rubrics.

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

Student writing samples with evidence of the write traits embedded in writing.

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Ongoing writing samples with evidence of write traits in text dependent writing.

G2.B2 Lack of professional development on how to teach students to construct a response to text based questions. 2

B145003

G2.B2.S1 Provide professional development on how to teach students to construct a response to text based questions. 4

S157225

Strategy Rationale

Until teacher know to to explicitly teach it, students will not be successful with addressing the question.

Action Step 1 5

Teachers will be trained in how to teach analytical writing to students.

Person Responsible

Kathryn Ashmore

Schedule

Every 6 Weeks, from 9/23/2014 to 6/2/2015

Evidence of Completion

Agenda, sign-in sheet, handouts, power points, follow up activity.

Action Step 2 5

Work with teacher to evaluate students anayltical writing samples. From the writing samples work with teacher to create mini lessons based off of student work.

Person Responsible

Allison Davis

Schedule

Biweekly, from 1/6/2015 to 6/4/2015

Evidence of Completion

Student work samples and teacher lesson plans will be used to evaluate effectiveness of strategy.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Professional Development Calendar, Agendas, Follow Up Assignments, Students Work Samples

Person Responsible

Allison Davis

Schedule

Monthly, from 9/23/2014 to 6/2/2015

Evidence of Completion

Checklist, sign-in sheets, agendas, student work samples, evaluation schedule

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Lesson Plans, Students Work Samples, Observations/Feedback

Person Responsible

Deron Williams

Schedule

Biweekly, from 9/23/2014 to 6/2/2015

Evidence of Completion

Student Work Samples, Lesson Plans, Specific Feedback, Teacher Follow Up for training.

Polk - 0861 - Walter Caldwell Elem. School - 2014-15 SIP

Walter Caldwell Elementary School

G2.B2.S2 Participate in the Writing Cadre Professional Development Training provided monthly by the district. 4

S157226

Strategy Rationale

Our Literacy Coach will be attending the training. By attending and participating in the trainings she will be able to bring back what she learned and share it teachers and help them implement it,

Action Step 1 5

Participation in Writing Cadre Training

Person Responsible

Allison Davis

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Agendas, sign-in sheets, lesson plans, student work samples

Action Step 2 5

Create instructional pacing calendar based off of the standards and FSA rubrics

Person Responsible

Kathryn Ashmore

Schedule

On 6/4/2015

Evidence of Completion

Calendar delineating skills and lesson plans documenting mini lesson based on the skills.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Follow Up Conversations and Schedule of PD at Caldwell

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 11/3/2014 to 6/3/2015

Evidence of Completion

Follow up conversations with Davis will be documented at Leadership Team meeting in relationship to what she learned at the trainings. Based on what she learned, we will discuss how to implement it into PLCs and trainings. Following that, we will schedule PLCs and plan with teachers from there.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Professional Learning Communities focused around strategies and instruction provided during Cadre meetings.

Person Responsible

Kathryn Ashmore

Schedule

Biweekly, from 11/4/2014 to 6/2/2015

Evidence of Completion

PLC agendas, sign-in sheets, handouts and follow up action plans

Polk - 0861 - Walter Caldwell Elem. School - 2014-15 SIP

Walter Caldwell Elementary School

G2.B3 Lack of understanding of the Language Arts Standards 2

🔍 B145004

G2.B3.S1 Participation in Dana Center Training 4

🔍 S157227

Strategy Rationale

The Dana Center Training provides professional development on how to "unpack" the CCSS and how to utilize them for effective planning and in turn increase student achievement.

Action Step 1 5

A team of staff members will participate in Dana Center Training and bring information back to staff

Person Responsible

Deron Williams

Schedule

Quarterly, from 10/16/2014 to 6/4/2015

Evidence of Completion

Powerpoints, handouts, instructional alignment tools, standards

Action Step 2 5

Teachers will utilize the SBIT 2.0 during planning. The SBIT 2.0 is an adapted version of the Instructional Alignment Tool developed by the Dana Center

Person Responsible

Allison Davis

Schedule

Weekly, from 11/3/2014 to 6/4/2015

Evidence of Completion

Completion of SBIT 2.0. The SBIT 2.0 is to be posted on the server and printed weekly in lesson plans.

Action Step 3 `5`

Utilization of the Classroom Walkthrough for Continuous Improvement - the CARA Cycle - established by the Dana Center

Person Responsible

Deron Williams

Schedule

Weekly, from 1/6/2015 to 6/4/2015

Evidence of Completion

Data Collection Sheets, Initial Structured Reflection Conversations Planning Tool, Continuous Improvement Action Plan and Subsequent Reflection Form.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

An action plan will be created after each Dana Center Training Session.

Person Responsible

Deron Williams

Schedule

Quarterly, from 10/17/2014 to 6/4/2015

Evidence of Completion

Action Plan, Calendars, Handouts, Agendas from PLCs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

The Dana Center School Based team will work with teachers to identify the structure of the CCSS and how to utilize the Instructional Alignment Tool for effective standards based instruction. The team will work with teachers to focus on how the standards are used to impact instruction and in turn directly effect the task the students are to complete.

Person Responsible

Deron Williams

Schedule

Weekly, from 10/28/2014 to 6/4/2015

Evidence of Completion

Lesson Plans ans student work samples

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	Locate and evaluate resources to meet the needs of Level 4 and Level 5 readers.	Ashmore, Kathryn	9/2/2014	Lesson Plans, Student Work Samples, Ongoing Progress Monitoring Data	6/2/2015 monthly
G1.B2.S1.A1	Provide professional development for staff on how to differentiated instruction.	Davis, Allison	9/2/2014	Agendas, handouts, powerpoints	6/2/2015 monthly
G2.B1.S1.A1	Provide professional Development on the 6+1 Traits of Wriing	Ashmore, Kathryn	9/2/2014	Agendas, sign-in sheets, handouts, power points	11/18/2014 biweekly
G2.B2.S1.A1	Teachers will be trained in how to teach analytical writing to students.	Ashmore, Kathryn	9/23/2014	Agenda, sign-in sheet, handouts, power points, follow up activity.	6/2/2015 every-6-weeks
G2.B2.S2.A1	Participation in Writing Cadre Training	Davis, Allison	9/22/2014	Agendas, sign-in sheets, lesson plans, student work samples	5/29/2015 monthly
G2.B3.S1.A1	A team of staff members will participate in Dana Center Training and bring information back to staff	Williams, Deron	10/16/2014	Powerpoints, handouts, instructional alignment tools, standards	6/4/2015 quarterly
G1.B1.S1.A2	Train teachers on how to utilize Literature Circles	Ashmore, Kathryn	9/2/2014	Teachers will document use of Literature Circles in their Lesson Plans. Student work samples and ongoing progress monitoring data will be used to evaluate the effectiveness of the literature circle	6/2/2015 every-6-weeks
G1.B2.S1.A2	Professional development will be provided on how to analyze data and use data to drive instruction	Davis, Allison	10/7/2014	Data Summary Sheets will be completed by teacher and data team member	6/4/2015 quarterly
G2.B1.S1.A2	Teachers will evaluate student work samples for the write traits.	Ashmore, Kathryn	9/9/2014	Write Traits Rubrics, student work samples, specific feedback on writing.	6/2/2015 biweekly
G2.B2.S1.A2	Work with teacher to evaluate students anayltical writing samples. From the writing samples work with teacher to create mini lessons based off of student work.	Davis, Allison	1/6/2015	Student work samples and teacher lesson plans will be used to evaluate effectiveness of strategy.	6/4/2015 biweekly
G2.B2.S2.A2	Create instructional pacing calendar based off of the standards and FSA rubrics	Ashmore, Kathryn	11/3/2014	Calendar delineating skills and lesson plans documenting mini lesson based on the skills.	6/4/2015 one-time
G2.B3.S1.A2	Teachers will utilize the SBIT 2.0 during planning. The SBIT 2.0 is an adapted version of the Instructional Alignment Tool developed by the Dana Center	Davis, Allison	11/3/2014	Completion of SBIT 2.0. The SBIT 2.0 is to be posted on the server and printed weekly in lesson plans.	6/4/2015 weekly
G2.B3.S1.A3	Utilization of the Classroom Walkthrough for Continuous Improvement - the CARA Cycle - established by the Dana Center	Williams, Deron	1/6/2015	Data Collection Sheets, Initial Structured Reflection Conversations Planning Tool, Continuous Improvement Action Plan and Subsequent Reflection Form.	6/4/2015 weekly
G1.MA1	Lesson plans and student work samples will be collected and reviewed through the year to determine progress.	Williams, Deron	8/25/2014	Teacher lesson plans - documenting differentiated instruction, student work samples, ongoing progress monitoring data will be used to evaluated effectiveness of differentiation.	6/1/2015 weekly
G1.B1.S1.MA1	Review student work samples	Ashmore, Kathryn	9/2/2014	Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work.	6/2/2015 monthly
G1.B1.S1.MA3	Evaluate ongoing progress monitoring data to ensure that the differentiation is meeting student needs		8/28/2014	Data from Improve LIIS assessments and summary of next steps based on data.	biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Lesson Plan Evaluation, Classroom Observations	Ashmore, Kathryn	9/2/2014	Lesson Plan Review Schedule, Feedback on Lesson Plans, Journey Entries, Walk-Through Notes	6/2/2015 weekly
G1.B2.S1.MA1	Ongoing Progress Monitoring	Davis, Allison	9/2/2014	Data will be evaluated to see if each group of students is making adequate progress on the Improve LIIS assessments.	6/2/2015 biweekly
G1.B2.S1.MA1	Lesson Plan Evaluation	Davis, Allison	9/2/2014	Teachers will submit lesson plans through server. The Literacy Coach, along with administration will review the lesson plans for differentiation. Student work samples and ongoing progress monitoring will be used to evaluate the effectiveness of the differentiation.	6/2/2015 weekly
G1.B2.S1.MA3	Classroom Visits - focusing differentiated small group instrution	Davis, Allison	8/4/2014	Walk through notes and feedback based on instruction and student work.	6/4/2015 biweekly
G1.B2.S1.MA4	Data Analysis Forms - School Wide, Grade Level, Teacher, Individual Student	Davis, Allison	10/6/2014	Data analysis summary forms with actions steps documented. Follow up will be completed based on the action steps that are described.	6/4/2015 quarterly
G2.MA1	Ongoing Progress Monitoring Data - Weekly Reading Comprehension Assessments, Improve LIIS and Student Samples as well as Lesson Plans	Williams, Deron	9/23/2014	Data Chat Summaries forms will be used to evaluate effectiveness of strategies and effectiveness of implementation.	6/2/2015 biweekly
G2.B1.S1.MA1	Student writing samples with evidence of the write traits embedded in writing.	Ashmore, Kathryn	9/2/2014	Ongoing writing samples with evidence of write traits in text dependent writing.	6/2/2015 weekly
G2.B1.S1.MA1	A schedule will be created for training and implementing the traits of writing. Follow up will be assigned at each interval of professional development.	Ashmore, Kathryn	9/2/2014	A checklist will be used to document teacher implementation and to also document feedback based on instruction on the traits.	6/2/2015 biweekly
G2.B1.S1.MA2	Use of the Write Traits Rubrics	Ashmore, Kathryn	9/9/2014	Student work samples with be evaluated using write traits rubrics.	6/2/2015 weekly
G2.B2.S1.MA1	Lesson Plans, Students Work Samples, Observations/Feedback	Williams, Deron	9/23/2014	Student Work Samples, Lesson Plans, Specific Feedback, Teacher Follow Up for training.	6/2/2015 biweekly
G2.B2.S1.MA1	Professional Development Calendar, Agendas, Follow Up Assignments, Students Work Samples	Davis, Allison	9/23/2014	Checklist, sign-in sheets, agendas, student work samples, evaluation schedule	6/2/2015 monthly
G2.B3.S1.MA1	The Dana Center School Based team will work with teachers to identify the structure of the CCSS and how to utilize the Instructional Alignment Tool for effective standards based instruction. The team will work with teachers to focus on how the standards are used to impact instruction and in turn directly effect the task the students are to complete.	Williams, Deron	10/28/2014	Lesson Plans ans student work samples	6/4/2015 weekly
G2.B3.S1.MA1	An action plan will be created after each Dana Center Training Session.	Williams, Deron	10/17/2014	Action Plan, Calendars, Handouts, Agendas from PLCs	6/4/2015 quarterly
G2.B2.S2.MA1	Professional Learning Communities focused around strategies and instruction provided during Cadre meetings.	Ashmore, Kathryn	11/4/2014	PLC agendas, sign-in sheets, handouts and follow up action plans	6/2/2015 biweekly
G2.B2.S2.MA1	Follow Up Conversations and Schedule of PD at Caldwell	Ashmore, Kathryn	11/3/2014	Follow up conversations with Davis will be documented at Leadership Team meeting in relationship to what she learned at the trainings. Based on what she learned, we will discuss how to implement it into PLCs and trainings.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Following that, we will schedule PLCs and plan with teachers from there.	

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 Opportuntities

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

G1. Teachers will plan and deliver small group lessons that are differentiated to meet the students needs.

G1.B2 Lack of professional development on how to effectively provide differentiated instruction

G1.B2.S1 Provide professional development to staff.

PD Opportunity 1

Provide professional development for staff on how to differentiated instruction.

Facilitator

Allison Davis - Literacy Coach

Participants

Classroom Teachers, Instructional Support Staff

Schedule

Monthly, from 9/2/2014 to 6/2/2015

PD Opportunity 2

Professional development will be provided on how to analyze data and use data to drive instruction

Facilitator

Allison Davis, Kathryn Ashmore, Deron Williams

Participants

Third-Fifth Grade Teachers, ESE Teachers, Reading Interventionist

Schedule

Quarterly, from 10/7/2014 to 6/4/2015

Polk - 0861 - Walter Caldwell Elem. School - 2014-15 SIP

Walter Caldwell Elementary School

G2. Teachers will utilize effective writing instruction that focuses on text dependent writing to increase reading comprehension and student achievement.

G2.B1 Lack of Understanding of 6+1 Traits of Writing

G2.B1.S1 Provide professional development to staff on 6+1 Traits of Writng

PD Opportunity 1

Provide professional Development on the 6+1 Traits of Wriing

Facilitator

Katie Ashmore and Allison Davis

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Biweekly, from 9/2/2014 to 11/18/2014

G2.B2 Lack of professional development on how to teach students to construct a response to text based questions.

G2.B2.S1 Provide professional development on how to teach students to construct a response to text based questions.

PD Opportunity 1

Teachers will be trained in how to teach analytical writing to students.

Facilitator

Katie Ashmore, Allison Davis, Sherry Moser

Participants

Classroom Teachers, Instructional Support

Schedule

Every 6 Weeks, from 9/23/2014 to 6/2/2015

Polk - 0861 - Walter Caldwell Elem. School - 2014-15 SIP

Walter Caldwell Elementary School

G2.B2.S2 Participate in the Writing Cadre Professional Development Training provided monthly by the district.

PD Opportunity 1

Participation in Writing Cadre Training

Facilitator

Kathryn Ashmore and Allison Davis

Participants

Instructional Staff

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G2.B3 Lack of understanding of the Language Arts Standards

G2.B3.S1 Participation in Dana Center Training

PD Opportunity 1

A team of staff members will participate in Dana Center Training and bring information back to staff

Facilitator

Deron Williams, Kathryn Ashmore, Allison Davis, Elizabeth Malone, Vanessa Mayorga

Participants

Instructional Staff Members

Schedule

Quarterly, from 10/16/2014 to 6/4/2015

Polk - 0861 - Walter Caldwell Elem. School - 2014-15 SIP

Walter Caldwell Elementary School

Technical Assistance Items

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

G1. Teachers will plan and deliver small group lessons that are differentiated to meet the students needs.

G1.B1 Lack of resources for differentiation - specifically resources for higher performing students

G1.B1.S1 Work with classroom teachers to identify resources that can be used with higher performing students.

PD Opportunity 1

Locate and evaluate resources to meet the needs of Level 4 and Level 5 readers.

Facilitator

Katie Ashmore (Assistant Principal) and Heather Watkins (Alpha Teacher)

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Monthly, from 9/2/2014 to 6/2/2015

PD Opportunity 2

Train teachers on how to utilize Literature Circles

Facilitator

Katie Ashmore (Assistant Principal) and Heather Watkins (Alpha Teacher)

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Every 6 Weeks, from 9/2/2014 to 6/2/2015

G2. Teachers will utilize effective writing instruction that focuses on text dependent writing to increase reading comprehension and student achievement.

G2.B1 Lack of Understanding of 6+1 Traits of Writing

G2.B1.S1 Provide professional development to staff on 6+1 Traits of Writng

PD Opportunity 1

Teachers will evaluate student work samples for the write traits.

Facilitator

Participants

Schedule

Biweekly, from 9/9/2014 to 6/2/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**