

Bay District Schools

# Waller Elementary School



2015-16 School Improvement Plan

## Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	86%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	3%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	C

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Bay 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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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 among 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 online and they have access to student information and grades through the Parent Portal.
- \* Send newsletters home.
- \* Iris alerts to inform parents.
- \* Orientation at beginning of school year.
- \* Open house
- \* Parent/Teacher/Student conferences (student-led)
- \* School wide leadership/celebration activities
- \* Remind101
- \* Facebook Page (maintained by the Leadership Team)
- \* Class Dojo
- \* SAC meetings coordinated with extracurricular activities

##### 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 and personal responsibility for actions and consequences. 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 integrated into the students' daily lives at school. Many schoolwide events are student-led, encouraging student



leadership and responsibility. PBS strategies are also taught and incorporated daily. The MTSS process is used for students who need extra behavioral and academic 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 weekly grade level PLCs, review the current student data monthly for EWS. These reports include:

- \* Attendance below 90 percent, regardless of whether absence is excused, unexcused, 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 (FSA), 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 nine 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 school leadership team and parent liaison are instrumental in securing community support. Our parent liaison 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:

Name	Title
Beard, Chris	Principal
Arnold, Pamela	Teacher, K-12
Crowley, T.J.	Teacher, K-12
Schmidt, Jane	Teacher, K-12
Theford, Carla	Teacher, K-12
Ramsey, Amanda`	Guidance Counselor
Comerford, Claudia	Assistant Principal

#### 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/PLCs. Current instructional strategies and student data will be discussed and reviewed to determine strengths and

deficiencies. The Leadership Team will work to develop ideas for teacher support as necessary and monitor professional development needs. Progress toward the school improvement goals 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 of data from multiple sources, allows the team to identify and monitor areas of strengths and deficiencies. Once deficient areas 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 from three highly qualified/certified intervention teachers. The intervention teachers have nine paraprofessionals to work with the at-risk students as well. Their responsibilities are to support classroom instruction and assist teachers in meeting the individual instructional needs of students with the goal of attaining grade-level proficiency. 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 paraprofessionals. Our instructional staff for Students with Disabilities will receive support through the Florida Inclusion Network as well as Title I allocations.

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:**

Name	Stakeholder Group
Chris Beard	Principal
Pam Arnold	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
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 (SIP) 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 Florida Department 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:**

Name	Title
Beard, Chris	Principal
Arnold, Pamela	Teacher, K-12
Crowley, T.J.	Teacher, K-12
Schmidt, Jane	Other
Comerford, Claudia	Assistant Principal
Ramsey, Amanda`	Guidance Counselor
Theford, Carla	Teacher, K-12

**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.

In addition, teachers will have the opportunity to participate in various team-building activities during inservice. This will enable teachers to get to know each other personally and professionally, which should strengthen the schoolwide implementation of PLCs.

Similarly, all grade levels will have common planning and will work collaboratively one day per week with the Leadership Team representative and other members of respective PLCs to review student data, plan common assessments, and set short and long-term goals.

### **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/job coach. (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 Leadership Team, Literacy Coach, Math Coach, and the District staff training specialist/job coach will work collaboratively to ensure both new teachers and seasoned teachers are properly trained and adequately prepared for the demands of teaching. This team also 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 mentoring new teachers to Waller Elementary School.

Along with meetings with the administration, representatives from Bay District Schools provide a staff training specialist/job coach to assist new and experienced 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**

Core instructional programs are research-based, evaluated/approved by the District, and utilized within the school. In addition, teachers routinely attend professional development opportunities to guarantee successful implementation of the curriculum and 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 continuously analyze data in our weekly PLC's and monitor Tier 1 instruction in the classroom to ensure that all the needs of each student are met. Students who continue to struggle will be referred for TierII/Tier III MTSS services.

The school-based MTSS Team meets once a month (or more if needed). The three Intervention teachers share any new District MTSS information with the team, who in turn, provide current information to their respective grade groups/PLCs. Current interventions are evaluated and reviewed to determine their strengths and/or deficiencies. Progress Monitoring materials are reviewed and analyzed to make sure they are being implemented with fidelity. The team also reviews current MTSS students, their interventions, and their individual progress monitoring achievement data to guide classroom instruction.

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 implement to ensure student academic progress and appropriate interventions are being utilized. 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, define clear expectations for instruction, and ensure the interventions coincide with the SIP goals.

**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. In addition, several teachers offer tutoring sessions for students in need of remediation or enhancement.

**Strategy Rationale**

To promote interest, motivation, and higher achievement in English/Language Arts, science, technology, math, and engineering.

**Strategy Purpose(s)**

- Enrichment

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

Beard, Chris, beardac@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 the Measures of Academic Progress (MAP), classroom assessments, and a robotics demonstration/competition 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. 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 addition, a "Kindergarten Round-Up" was held during the summer in an attempt to recruit and register upcoming kindergarten students.

As a feeder school of Merritt Brown Middle School, all 5th grade students are invited to attend middle school orientation to assist in the transition from elementary to middle school.

**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. Students are taught the 7-Habits of Highly Effective People (Steven Covey) through an age-appropriate, structured character education program to encourage responsibility for their own academics, attendance, and behavior. Each child maintains a personal Leadership Notebook outlining their individual attendance, behavioral, and academic goals. Teachers at each grade level train students to host conferences with their parents about their individual 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 Leadership Council (civic responsibility and city government).

**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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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**

 G070231

**Targets Supported** **1b**

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

**Resources Available to Support the Goal** **2**

- Three intervention teachers and nine paraprofessionals work with Tier II and Tier III MTSS students to improve academic achievement.
- The school Leadership Team meets once a month to review data and discuss curricular coordination.
- FOCUS/RTI-B databases will be used to gather student data, track attendance, and behavior for analysis.
- Staff training specialists (reading, writing, math, MTSS, ESE) provided by the District.
- 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
- Parental involvement and support at home

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

Teachers will analyze student data in their weekly PLCs and modify Tier 1 instruction as needed. In addition, the PLC will analyze data trends from multiple sources to guide classroom instruction to meet individual needs of students.

**Person Responsible**

Chris Beard

**Schedule**

Monthly, from 8/18/2015 to 6/1/2016

**Evidence of Completion**

PLC minutes.

## 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**

 G070231

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

 B182836

**G1.B1.S1** Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided. **4**

 S194612

### Strategy Rationale

To motivate students to be at school and on time, provide recognition on ITV, and to encourage personal ownership of attendance, behavior, and academics.

### Action Step 1 **5**

Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided.

#### Person Responsible

Chris Beard

#### Schedule

Daily, from 8/18/2015 to 8/18/2015

#### Evidence of Completion

Attendance logs/calendar dates/activities.

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

Documentation of rewarded students/FOCUS report

**Person Responsible**

Chris Beard

**Schedule**

Monthly, from 8/18/2015 to 6/1/2016

***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**

Chris Beard

**Schedule**

Monthly, from 8/18/2015 to 6/1/2016

***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

 S194613

### **Strategy Rationale**

To improve attendance and academic achievement.

### **Action Step 1** 5

Monthly FOCUS attendance reports will be reviewed by the parent liaison to determine the students who have met the criteria to attend.

#### **Person Responsible**

Claudia Comerford

#### **Schedule**

Monthly, from 8/18/2015 to 6/1/2016

#### **Evidence of Completion**

List of students who received attendance incentives at 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**

Claudia Comerford

#### **Schedule**

Monthly, from 8/18/2015 to 6/1/2016

#### **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**

Chris Beard

**Schedule**

Monthly, from 8/18/2015 to 6/1/2016

**Evidence of Completion**

Copy of attendance reports from FOCUS.

**G1.B1.S3** The Parent Liaison will regularly review attendance reports and contact parents to discuss trends of attendance concerns and offer assistance to help improve the student's attendance. 4

 S194614

**Strategy Rationale**

To improve attendance and academic achievement.

**Action Step 1 5**

The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.

**Person Responsible**

Chris Beard

**Schedule**

Weekly, from 8/18/2015 to 6/1/2016

**Evidence of Completion**

FOCUS reports/Parent Contact Log

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

Monitor FOCUS reports and Parent Contact Log (PCL).

**Person Responsible**

Chris Beard

**Schedule**

Monthly, from 8/18/2015 to 6/1/2016

***Evidence of Completion***

Documentation will be kept in the fidelity notebook.

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

FOCUS attendance reports will be reviewed by Leadership Team.

**Person Responsible**

Chris Beard

**Schedule**

Monthly, from 8/18/2015 to 6/1/2016

***Evidence of Completion***

Copy of attendance reports from FOCUS.



**G1.B1.S4** The Parent Liaison will regularly review attendance reports and contact parents to discuss trends of attendance concerns and offer assistance to help improve the student's attendance. 4

 S194615

### **Strategy Rationale**

To offer guidance and assistance to parents to address attendance issues.

### **Action Step 1** 5

The parent liaison will monitor FOCUS attendance data and routinely contact parents of students with attendance issues/concerns. Similarly, if patterns of non-attendance continue to exist, school representatives will make home visits to encourage improved attendance.

#### **Person Responsible**

Chris Beard

#### **Schedule**

Monthly, from 8/18/2015 to 6/1/2016

#### **Evidence of Completion**

Focus reports and documentation of home visits.

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

Parent phone contact and home visit documentation

#### **Person Responsible**

Claudia Comerford

#### **Schedule**

Monthly, from 8/18/2015 to 6/1/2016

#### **Evidence of Completion**

Completed Parent Contact Log and Home Visit Documentation

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

Monitor attendance

**Person Responsible**

Claudia Comerford


**Schedule**

Weekly, from 8/18/2015 to 6/1/2016

**Evidence of Completion**

FOCUS attendance reports

**G1.B2 Parental involvement and support at home 2**

 B182837

**G1.B2.S1 Quarterly Leadership/Academic Celebrations 4**

 S194617

**Strategy Rationale**

These events will invite the parents after hours to the school to celebrate academic, behavioral, and attendance goals with their children.

**Action Step 1 5**

Waller Elementary School will host quarterly "Leadership Nights" to celebrate student successes and increase parent involvement.

**Person Responsible**

Chris Beard

**Schedule**

**Evidence of Completion**

Collection of parent sign in sheets and climate surveys.

**Appendix 1: Implementation Timeline**

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

**Bay - 0251 - Waller Elementary School - 2015-16 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.B1.S1.A1	Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided.	Beard, Chris	8/18/2015	Attendance logs/calendar dates/ activities.	8/18/2015 daily
G1.B1.S2.A1	Monthly FOCUS attendance reports will be reviewed by the parent liaison to determine the students who have met the criteria to attend.	Comerford, Claudia	8/18/2015	List of students who received attendance incentives at lunch.	6/1/2016 monthly
G1.B1.S3.A1	The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.	Beard, Chris	8/18/2015	FOCUS reports/Parent Contact Log	6/1/2016 weekly
G1.B1.S4.A1	The parent liaison will monitor FOCUS attendance data and routinely contact parents of students with attendance issues/concerns. Similarly, if patterns of non-attendance continue to exist, school representatives will make home visits to encourage improved attendance.	Beard, Chris	8/18/2015	Focus reports and documentation of home visits.	6/1/2016 monthly
G1.B2.S1.A1	Waller Elementary School will host quarterly "Leadership Nights" to celebrate student successes and increase parent involvement.	Beard, Chris	9/17/2015	Collection of parent sign in sheets and climate surveys.	quarterly
G1.MA1	Teachers will analyze student data in their weekly PLCs and modify Tier 1 instruction as needed. In addition, the PLC will analyze data trends from multiple sources to guide classroom instruction to meet individual needs of students.	Beard, Chris	8/18/2015	PLC minutes.	6/1/2016 monthly
G1.B1.S1.MA1	FOCUS attendance reports will be analyzed by Leadership Team.	Beard, Chris	8/18/2015	Copy of FOCUS attendance reports.	6/1/2016 monthly
G1.B1.S1.MA1	Documentation of rewarded students/ FOCUS report	Beard, Chris	8/18/2015	A list of winners will be maintained by school receptionist.	6/1/2016 monthly
G1.B1.S2.MA1	FOCUS attendance reports will be analyzed by Leadership Team.	Beard, Chris	8/18/2015	Copy of attendance reports from FOCUS.	6/1/2016 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.	Comerford, Claudia	8/18/2015	FOCUS print out with checked off names will be maintained in the fidelity notebook.	6/1/2016 monthly
G1.B1.S3.MA1	FOCUS attendance reports will be reviewed by Leadership Team.	Beard, Chris	8/18/2015	Copy of attendance reports from FOCUS.	6/1/2016 monthly
G1.B1.S3.MA1	Monitor FOCUS reports and Parent Contact Log (PCL).	Beard, Chris	8/18/2015	Documentation will be kept in the fidelity notebook.	6/1/2016 monthly
G1.B1.S4.MA1	Monitor attendance	Comerford, Claudia	8/18/2015	FOCUS attendance reports	6/1/2016 weekly
G1.B1.S4.MA1	Parent phone contact and home visit documentation	Comerford, Claudia	8/18/2015	Completed Parent Contact Log and Home Visit Documentation	6/1/2016 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.*

## 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.S3** The Parent Liaison will regularly review attendance reports and contact parents to discuss trends of attendance concerns and offer assistance to help improve the student's attendance.

### PD Opportunity 1

The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.

#### Facilitator

T.J. Crowley and Doug Fontaine (TOSA)

#### Participants

Teachers, parent liaison, office staff, and administration

#### Schedule

Weekly, from 8/18/2015 to 6/1/2016

## Budget

<b>Budget Data</b>						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$500.00
<i>Notes: 360 books purchased for the school year to distribute to students.</i>						
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Monthly FOCUS attendance reports will be reviewed by the parent liaison to determine the students who have met the criteria to attend.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$500.00
<i>Notes: Treats are purchased (unless donated) to reward students for monthly perfect attendance.</i>						

<b>Budget Data</b>						
3	G1.B1.S3.A1	The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.				<b>\$0.00</b>
4	G1.B1.S4.A1	The parent liaison will monitor FOCUS attendance data and routinely contact parents of students with attendance issues/concerns. Similarly, if patterns of non-attendance continue to exist, school representatives will make home visits to encourage improved attendance.				<b>\$0.00</b>
5	G1.B2.S1.A1	Waller Elementary School will host quarterly "Leadership Nights" to celebrate student successes and increase parent involvement.				<b>\$4,093.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0251 - Waller Elementary School	Title I Part A		<b>\$4,093.00</b>
			<i>Notes: Leadership celebrations (parental involvement, academics, attendance, and behavior).</i>			
					<b>Total:</b>	<b>\$5,093.00</b>