

Orange County Public Schools

# Waterbridge Elementary



2015-16 School Improvement Plan

## Waterbridge Elementary

11100 GALVIN DR, Orlando, FL 32837

[www.ocps.net/lc/southwest/ewb](http://www.ocps.net/lc/southwest/ewb)

### 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	100%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	80%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	A	B	A

\*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 Orange 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
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

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

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

We maintain a safe learning environment throughout the school day. With the assistance of our guidance counselor, we have created a strong focus on a student mentoring program on campus that is readily available to discuss student issues. We have implemented a process to ensure that parents/students are aware of the program held during school hours. Additionally, our Dean is responsible for confirming that all students know about their rights and responsibilities as stated in the OCPS Student Code of Conduct; it is also important to make sure all concerns are addressed immediately.

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

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

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

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

**Early Warning Systems**

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

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

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

**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	32	29	26	17	18	14	136
One or more suspensions	0	4	2	3	2	3	14
Course failure in ELA or Math	34	38	68	60	36	40	276
Level 1 on statewide assessment	0	0	0	41	49	32	122

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	11	6	6	7	6	40

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

In the lower grades we have quite a few students that have attendance below 90 percent. It needs to be communicated to the parent that attendance is not only important but a legal requirement. The attendance clerk and dean will continue to identify and intervene those students with chronic attendance issues. In order to increase learner achievement, our grade level coaches will be available to assist with finding resources, the process for intervention, MTSS and PLCs as well as coach instructional practice. Additionally, we have incorporated a method for data disaggregation and identification of the lowest quartile. We will also continue to offer support for students in the form of tutoring and mentoring outside of the scheduled school day.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

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

**Description**

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

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership:**

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

## Duties

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

MTSS Team Members are: Jay Carcara-Principal, Grace Hayes-Assistant Principal/MTSS Coordinator, Stephanie Osmond-Assistant Principal, Darlene Olmo-ESE Resource/Staffing Specialist, Natalia Giraldo- Guidance, Aimee Barrett-Curriculum Resource Teacher, Jessica Steelman- Testing/ Title I Coordinator, Arley Gonzalez- Dean, Jennifer Karim - Instructional Coach, Tiffany Perry- Instructional Coach, and Milagros Gonzales-Curriculum Compliance Teacher. If necessary, additional personnel may be invited to attend, including but not limited to classroom teachers, parents, school psychologists, and district coaches. All members of the MTSS team are responsible for tracking the effectiveness of instruction through review of assessment data. When data is received, the MTSS team will determine the level of support necessary to address gaps, including investigation of core instruction or prescribing interventions at the small group or individual levels. When defining problems for individual students, the MTSS team will assign and review further diagnostic testing that may be needed in defining the problem.

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

Waterbridge continues to implement the processes and procedures for collaborative planning, lesson plans, data disaggregation, Marzano evaluation components and other district initiatives. This will allow us to support each grade-level teacher with their collaborative and individual needs. Individuals from our leadership team are available to assist and coach them to maintain instructional focus so they are able to provide every student standard-based, high quality instruction.

As we receive state, district, and school based assessments results, we will review the data to determine areas of need and disaggregate the data to determine how subgroups are responding to instruction. Additionally, data will be reviewed to determine if core instruction is effective based on the threshold of at least 80% of the population responding appropriately to the instruction. Core instruction systems are reviewed, observed, and investigated to regularly determine their effectiveness. Based on Waterbridge's assessment procedures, further diagnostic assessments are administered for students who are performing below proficiency. We will identify the level of support needed based on the results of broad screen data. The MTSS team will decide the best method to address the identified achievement gaps whether in a whole grade level or within small groups in the classroom through the MTSS support structures.

Title I: Waterbridge Elementary School is categorized as a Title I school due to the high numbers of students qualifying for low socio-economic status. As a Title I school, we receive additional funding to support the unique and varying needs of our student population. Most Title I dollars are used to fund staff, materials, parental involvement activities, and educational programs that assist in increasing student achievement. A portion of Title I dollars go to an after school tutoring program that assist all students performing below proficient levels in reading and math. The tutoring uses research-based programs and is conducted by highly qualified educators.

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

Academic Tutoring and Instruction (ATI): The school provides free tutoring services for identified

students in grades three through five in reading and math.

Nutrition Programs: Waterbridge Elementary has qualified as Provision II, Title I school. All students at Waterbridge qualify for no-cost breakfast and lunch every day. Our nutritional program offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Nutrition and health lessons are taught through our PE and Health Programs.

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

#### **Membership:**

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

### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council reviewed previous school year's data, identifying gains and deficits. They also reviewed last year's plan including each goal in order to assess and determine the school

focus for this year. The SAC will collaboratively work with the school, parents, faculty, and the community to provide input in order to ensure academic success for all students. The SAC will assist with the School Improvement Plan as they will review, discuss, and update when necessary.

*Development of this school improvement plan*

The SAC has been involved in the development of the plan by providing input via the 2015 SAC survey, suggestions from previous meeting, as well as forming a committee to review and recommend the plan for approval.

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

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

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

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

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

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

**Duties**

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

This year the Literacy Leadership Team will promote reading success through an intense focus on collaborative data decision-making during grade-level Professional Learning Communities (PLC). Teachers will be provided with strategies and tools to focus on the lowest quartile of our learners. We will also have an intense focus on ELL strategies and vocabulary development. The LLT will meet biweekly to discuss the student academic growth as well as learning gains.

**Public and Collaborative Teaching**

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

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

Waterbridge's leadership team includes two instructional coaches, a curriculum resource teacher and an assessment coordinator, all in which are available to support our teacher with important areas such as district initiatives, procedures and processes. This support system also ensures an open channel of communication between teachers and administration. Weekly PLC meetings are conducted with the focus on data driven decision-making that will help drive our high-quality instruction. We have also created a protected time in which grade level teams meet on a weekly basis in order to plan collaboratively and discuss logistical matters pertaining to the grade level.

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

The administration will follow the district guidelines regarding the process of hiring highly qualified and certified teachers. The principal, assistant principals, and the instructional coaches are responsible for developing and implementing a mentoring program for all teachers with less than a year of teaching experience, new to the district, and/or new to the school. The program includes assigning mentors to new teachers, monthly professional development designed specifically for new teachers, and monthly expert panel series for teachers to learn from and collaborate with veteran teachers.

In order to retain and support our highly qualified teachers, the leadership team will continue to provide job-embedded professional development opportunities, Professional Learning Communities (PLC), instructional coaching, and instructional rounds that will help enhance teacher knowledge and skills.

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

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

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **Instructional Strategies**

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

Waterbridge uses formative and summative assessments to locate and target the lowest quartile of third, fourth, and fifth grade students. Students are identified using previous year data, benchmark scores and current formative/common assessments. Students in the lowest quartile are provided an after-school tutoring program which takes place October to March, two days a week for one hour. Embedded in the school day, we utilize a school-wide common intervention block, monitored by the MTSS process in order to ensure we meet the diverse needs of all students. During this block, teachers use district-approved interventions to reach each learner and target their weaknesses.

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

**Strategy:** After School Program

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

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Carcara, John, john.carcara@ocps.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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

### College and Career Readiness

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

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

***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***

## 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:

#### 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.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Waterbridge Elementary will increase student achievement by re-inventing a positive school culture and increasing school morale. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)
  
- G2.** Waterbridge Elementary school will increase student achievement through the utilization of research-based instructional strategies and collaborative practices in order to collectively implement rigorous, standards- based instruction in all classrooms. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

## Strategic Goals Detail

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

**G1.** Waterbridge Elementary will increase student achievement by re-inventing a positive school culture and increasing school morale. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1a

G072659

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Staff	75.0

**Resources Available to Support the Goal** 2

- Team Building activities
- Instilling School Branding and Pride through specific activities

**Targeted Barriers to Achieving the Goal** 3

- Teachers are unaware of our effective school climate improvement efforts.

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

The school Administrative Team will use student, teacher and parent surveys, common assessments for evidence of student learning

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Lesson plans, exit slips, common assessments, Title I attendance sheets, surveys

**G2.** Waterbridge Elementary school will increase student achievement through the utilization of research-based instructional strategies and collaborative practices in order to collectively implement rigorous, standards-based instruction in all classrooms. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). 1a

G072660

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Teachers execute lesson plan activities that are not taught to the rigor of the standards.
- Teachers create whole group lessons that limit monitoring for students' understanding.
- Teachers administer formative and common assessments that do not meet the rigor of the standards.

**Plan to Monitor Progress Toward G2.** 8

The administration will see accelerated growth in students' reading with proficiency through formative, summative, common and state/district assessments .

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Lesson plans, iObservation data, PLC meeting minutes, student assessment data

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Waterbridge Elementary will increase student achievement by re-inventing a positive school culture and increasing school morale. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) **1**

 G072659

**G1.B1** Teachers are unaware of our effective school climate improvement efforts. **2**

 B189597

**G1.B1.S1** Provide opportunities for staff to enjoy spending time with one another while devising strategies to problem solve and meet high expectations. **4**

 S200932

### Strategy Rationale

Staff needs support and opportunities to interact in order to foster a positive school climate.

### Action Step 1 **5**

The administrative team will provide protected-time for collaborative planning and after-school professional development involving team-building activities.

### Person Responsible

John Carcara

### Schedule

Monthly, from 9/1/2015 to 6/1/2016

### Evidence of Completion

Meeting minutes, staff sign-in sheets, exit reflection slips

**Action Step 2** 5

The administrative team will build positive relationships between teachers, students and parents.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Pick of the Pod program, Title I Nights attendance, positive classroom/school-wide behavior management plans

**Action Step 3** 5

The administrative team will improve our New Teacher Induction program.

**Person Responsible**

Aimee Barrett

**Schedule**

Monthly, from 8/17/2015 to 6/1/2016

**Evidence of Completion**

Meeting minutes, coaching cycle logs, communication logs

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

The administrative team will develop a pre-determined schedule and agenda for these opportunities, school-wide behavior plan.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Meeting minutes, exit slips and sign-in sheets, family attendance sheets, classroom management plans

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

The administrative team will review exit slips, evidence of student achievement based on assessments and community attendance.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Lesson plans, exit slips, common assessments, Title I attendance sheets, parent surveys

**G2.** Waterbridge Elementary school will increase student achievement through the utilization of research-based instructional strategies and collaborative practices in order to collectively implement rigorous, standards-based instruction in all classrooms. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). 1

G072660

**G2.B1** Teachers execute lesson plan activities that are not taught to the rigor of the standards. 2

B189598

**G2.B1.S1** The administrative team will provide PD on how to use research-based activities through variety of resources such as CPALMs. 4

S200933

**Strategy Rationale**

There are several teachers on campus that are not familiar the variety of rigorous activities and how to implement them effectively. This practice will be reversed through applications of effective PD.

**Action Step 1 5**

The administrative team will train staff on CPALMS and the variety of resources available to meet the rigor the standards.

**Person Responsible**

John Carcara

**Schedule**

Quarterly, from 9/1/2015 to 6/1/2016

**Evidence of Completion**

Professional development sign-in sheets and teacher reflection logs

### Action Step 2 5

Teachers will implement lessons incorporating rigorous activities.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/1/2015 to 6/1/2016

***Evidence of Completion***

Lesson plans, iobservation and walk-throughs

### Action Step 3 5

Teachers will share their reflections on the results of incorporating rigorous activities during grade-level PLCs.

**Person Responsible**

John Carcara

**Schedule**

On 6/1/2016

***Evidence of Completion***

PLC meeting notes, teacher reflection logs

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

The administrative team will review lesson plans and observe teachers in classrooms.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/7/2015 to 6/1/2016

***Evidence of Completion***

Lesson Plans and iObservation data

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

The administrative team will increase use of student data to determine teacher effectiveness using standard-based rigorous activities.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/1/2015 to 6/1/2016

**Evidence of Completion**

Student data, iObservation data, teacher/grade-level lesson plans

**G2.B2 Teachers create whole group lessons that limit monitoring for students' understanding.** 2

 B189599

**G2.B2.S1 Administration will provide PD on effective small group differentiated instruction and how to monitor for cognitive engagement.** 4

 S200934

**Strategy Rationale**

PD will provide teachers with strategies that will help all students benefit from a variety of instructional methods along with an appropriate balance between the challenge of instruction and the opportunity for success.

**Action Step 1** 5

The Learning Science Institute (LSI) team will implement lesson study using Learning Sciences Institute (LSI) resources on providing student feedback.

**Person Responsible**

John Carcara

**Schedule**

Annually, from 9/7/2015 to 9/1/2016

**Evidence of Completion**

Lesson study notes, reflection logs

**Action Step 2** 5

Coaches will provide teachers PD with small group differentiated instruction and providing effective feedback.

**Person Responsible**

John Carcara

**Schedule**

Quarterly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

PD minutes, discussion and teacher reflection logs

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

The administrative team will monitoring lesson plans, and conduct teacher observations

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Lesson plans, IObservation data

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

Students will show continuous learning growth as a result of effective feedback

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/7/2015 to 6/1/2016

**Evidence of Completion**

Student learning will be demonstrated through several "checkpoints" in each teaching activity or assignment which will give students an opportunity to articulate their understanding and how they arrived there. Students' learning would also be evident by grade-level PLC data and meeting minutes.

**G2.B2.S2** Coaches model and guide the proper method to provide feedback based on student understanding. 4

 S200935

### Strategy Rationale

Teachers need support in providing more feedback in order to increase understanding.

### Action Step 1 5

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

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

Administration will monitor Coaches logs, Instructional Leadership Team (ILT) discussions and PLC minutes.

#### Person Responsible

John Carcara

#### Schedule

Weekly, from 10/1/2015 to 6/6/2016

#### *Evidence of Completion*

Coaches logs, Instructional Leadership Team discussion logs and PLC minutes, Data Notebooks.

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

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

#### Person Responsible

John Carcara

#### Schedule

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

#### *Evidence of Completion*

PLC Minutes, and data notebooks

**G2.B3** Teachers administer formative and common assessments that do not meet the rigor of the standards. **2**

 B189600

**G2.B3.S1** The administrative team will help teachers understand and create and analyze formative and summative assessments **4**

 S200936

### **Strategy Rationale**

Training teachers to use assessments aligned to the rigor of the standards will allow them to adjust instruction based on data, thus increasing student achievement.

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

The administrative team will provide teachers with training for the programs they are utilizing such as I-Ready, Voyager, Imagine Learning and training on how to obtain and analyze data in order to help drive their instruction.

#### **Person Responsible**

John Carcara

#### **Schedule**

Annually, from 9/7/2015 to 9/7/2016

#### **Evidence of Completion**

Training sign in sheets; PD agenda

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

Grade level coaches will provide coaching and support in writing common formative and summative assessments.

#### **Person Responsible**

John Carcara

#### **Schedule**

Monthly, from 9/1/2015 to 6/1/2016

#### **Evidence of Completion**

Data reports and coaching logs

### Action Step 3 5

Teachers will utilize assessments that have been created through collaboration and discuss results during grade-level PLCs.

#### **Person Responsible**

John Carcara

#### **Schedule**

Weekly, from 9/7/2015 to 6/1/2016

#### **Evidence of Completion**

PLC meeting minutes, student data notebooks, grade level data wall

### Action Step 4 5

Grade level coaches will provide coaching and support in writing common formative and summative assessments.

#### **Person Responsible**

John Carcara

#### **Schedule**

On 6/1/2016

#### **Evidence of Completion**

Data reports and coaching logs

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

Teachers and the administrative team will review and analyze students' assessment data.

#### **Person Responsible**

Jennifer Karim

#### **Schedule**

Biweekly, from 9/14/2015 to 6/1/2016

#### **Evidence of Completion**

The administrative team will review lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation and data, student work evidence that reflects mastery of these standards.

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

The administrative team will monitor students' growth on and grade level proficiency in reading based on programmatic data and common assessments.

**Person Responsible**

John Carcara

**Schedule**

Biweekly, from 10/5/2015 to 6/1/2016

**Evidence of Completion**

The administrative team will review lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation data, student work evidence that reflects mastery of these standards.

**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	The administrative team will provide protected-time for collaborative planning and after-school professional development involving team-building activities.	Carcara, John	9/1/2015	Meeting minutes, staff sign-in sheets, exit reflection slips	6/1/2016 monthly
G2.B1.S1.A1	The administrative team will train staff on CPALMS and the variety of resources available to meet the rigor the standards.	Carcara, John	9/1/2015	Professional development sign-in sheets and teacher reflection logs	6/1/2016 quarterly
G2.B2.S1.A1	The Learning Science Institute (LSI) team will implement lesson study using Learning Sciences Institute (LSI) resources on providing student feedback.	Carcara, John	9/7/2015	Lesson study notes, reflection logs	9/1/2016 annually
G2.B2.S2.A1	[no content entered]			one-time	
G2.B3.S1.A1	The administrative team will provide teachers with training for the programs they are utilizing such as I-Ready, Voyager, Imagine Learning and training on how to obtain and analyze data in order to help drive their instruction.	Carcara, John	9/7/2015	Training sign in sheets; PD agenda	9/7/2016 annually
G1.B1.S1.A2	The administrative team will build positive relationships between teachers, students and parents.	Carcara, John	9/7/2015	Pick of the Pod program, Title I Nights attendance, positive classroom/school-wide behavior management plans	6/1/2016 weekly
G2.B1.S1.A2	Teachers will implement lessons incorporating rigorous activities.	Carcara, John	9/1/2015	Lesson plans, iobservation and walk-throughs	6/1/2016 weekly
G2.B2.S1.A2	Coaches will provide teachers PD with small group differentiated instruction and providing effective feedback.	Carcara, John	9/7/2015	PD minutes, discussion and teacher reflection logs	6/1/2016 quarterly
G2.B3.S1.A2	Grade level coaches will provide coaching and support in writing common formative and summative assessments.	Carcara, John	9/1/2015	Data reports and coaching logs	6/1/2016 monthly

**Orange - 1051 - Waterbridge Elementary - 2015-16 SIP**  
*Waterbridge Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	The administrative team will improve our New Teacher Induction program.	Barrett, Aimee	8/17/2015	Meeting minutes, coaching cycle logs, communication logs	6/1/2016 monthly
G2.B1.S1.A3	Teachers will share their reflections on the results of incorporating rigorous activities during grade-level PLCs.	Carcara, John	9/8/2015	PLC meeting notes, teacher reflection logs	6/1/2016 one-time
G2.B3.S1.A3	Teachers will utilize assessments that have been created through collaboration and discuss results during grade-level PLCs.	Carcara, John	9/7/2015	PLC meeting minutes, student data notebooks, grade level data wall	6/1/2016 weekly
G2.B3.S1.A4	Grade level coaches will provide coaching and support in writing common formative and summative assessments.	Carcara, John	9/1/2015	Data reports and coaching logs	6/1/2016 one-time
G1.MA1	The school Administrative Team will use student, teacher and parent surveys, common assessments for evidence of student learning	Carcara, John	9/7/2015	Lesson plans, exit slips, common assessments, Title I attendance sheets, surveys	6/1/2016 monthly
G1.B1.S1.MA1	The administrative team will review exit slips, evidence of student achievement based on assessments and community attendance.	Carcara, John	9/7/2015	Lesson plans, exit slips, common assessments, Title I attendance sheets, parent surveys	6/1/2016 monthly
G1.B1.S1.MA1	The administrative team will develop a pre-determined schedule and agenda for these opportunities, school-wide behavior plan.	Carcara, John	9/7/2015	Meeting minutes, exit slips and sign-in sheets, family attendance sheets, classroom management plans	6/1/2016 monthly
G2.MA1	The administration will see accelerated growth in students' reading with proficiency through formative, summative, common and state/district assessments .	Carcara, John	9/7/2015	Lesson plans, iObservation data, PLC meeting minutes, student assessment data	6/1/2016 monthly
G2.B1.S1.MA1	The administrative team will Increase use of student data to determine teacher effectiveness using standard-based rigorous activities.	Carcara, John	9/1/2015	Student data, iObservation data, teacher/grade-level lesson plans	6/1/2016 weekly
G2.B1.S1.MA1	The administrative team will review lesson plans and observe teachers in classrooms.	Carcara, John	9/7/2015	Lesson Plans and iObservation data	6/1/2016 weekly
G2.B2.S1.MA1	Students will show continuous learning growth as a result of effective feedback	Carcara, John	9/7/2015	Student learning will be demonstrated through several "checkpoints" in each teaching activity or assignment which will give students an opportunity to articulate their understanding and how they arrived there. Students' learning would also be evident by grade-level PLC data and meeting minutes.	6/1/2016 weekly
G2.B2.S1.MA1	The administrative team will monitoring lesson plans, and conduct teacher observations	Carcara, John	9/7/2015	Lesson plans, IObservation data	6/1/2016 weekly
G2.B3.S1.MA1	The administrative team will monitor students' growth on and grade level proficiency in reading based on programmatic data and common assessments.	Carcara, John	10/5/2015	The administrative team will review lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation data, student work evidence that reflects mastery of these standards.	6/1/2016 biweekly
G2.B3.S1.MA1	Teachers and the administrative team will review and analyze students' assessment data.	Karim, Jennifer	9/14/2015	The administrative team will review lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation and data, student work evidence that reflects mastery of these standards.	6/1/2016 biweekly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G2.B2.S2.MA1	Teachers will be able to have productive PLC Meetings focused on student data and achievement.	Carcara, John	10/1/2014	PLC Minutes, and data notebooks	6/5/2015 weekly
G2.B2.S2.MA1	Administration will monitor Coaches logs, Instructional Leadership Team (ILT) discussions and PLC minutes.	Carcara, John	10/1/2015	Coaches logs, Instructional Leadership Team discussion logs and PLC minutes, Data Notebooks.	6/6/2016 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G2.** Waterbridge Elementary school will increase student achievement through the utilization of research-based instructional strategies and collaborative practices in order to collectively implement rigorous, standards-based instruction in all classrooms. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

**G2.B1** Teachers execute lesson plan activities that are not taught to the rigor of the standards.

**G2.B1.S1** The administrative team will provide PD on how to use research-based activities through variety of resources such as CPALMs.

### PD Opportunity 1

The administrative team will train staff on CPALMS and the variety of resources available to meet the rigor the standards.

#### Facilitator

Leadership Team

#### Participants

Teachers

#### Schedule

Quarterly, from 9/1/2015 to 6/1/2016

**G2.B2** Teachers create whole group lessons that limit monitoring for students' understanding.

**G2.B2.S1** Administration will provide PD on effective small group differentiated instruction and how to monitor for cognitive engagement.

### PD Opportunity 1

The Learning Science Institute (LSI) team will implement lesson study using Learning Sciences Institute (LSI) resources on providing student feedback.

#### Facilitator

LSI and Principal

#### Participants

APs, Coaches and Resource teachers

#### Schedule

Annually, from 9/7/2015 to 9/1/2016

## PD Opportunity 2

Coaches will provide teachers PD with small group differentiated instruction and providing effective feedback.

### Facilitator

Coaches, Resource teachers and APs

### Participants

Teachers

### Schedule

Quarterly, from 9/7/2015 to 6/1/2016

**G2.B3** Teachers administer formative and common assessments that do not meet the rigor of the standards.

**G2.B3.S1** The administrative team will help teachers understand and create and analyze formative and summative assessments

## PD Opportunity 1

The administrative team will provide teachers with training for the programs they are utilizing such as I-Ready, Voyager, Imagine Learning and training on how to obtain and analyze data in order to help drive their instruction.

### Facilitator

iReady trainer, Coaches

### Participants

Teachers

### Schedule

Annually, from 9/7/2015 to 9/7/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	The administrative team will provide protected-time for collaborative planning and after-school professional development involving team-building activities.				\$0.00
2	G1.B1.S1.A2	The administrative team will build positive relationships between teachers, students and parents.				\$0.00
3	G1.B1.S1.A3	The administrative team will improve our New Teacher Induction program.				\$0.00
4	G2.B1.S1.A1	The administrative team will train staff on CPALMS and the variety of resources available to meet the rigor the standards.				\$0.00
5	G2.B1.S1.A2	Teachers will implement lessons incorporating rigorous activities.				\$0.00
6	G2.B1.S1.A3	Teachers will share their reflections on the results of incorporating rigorous activities during grade-level PLCs.				\$0.00
7	G2.B2.S1.A1	The Learning Science Institute (LSI) team will implement lesson study using Learning Sciences Institute (LSI) resources on providing student feedback.				\$0.00
8	G2.B2.S1.A2	Coaches will provide teachers PD with small group differentiated instruction and providing effective feedback.				\$0.00
9	G2.B2.S2.A1					\$0.00
10	G2.B3.S1.A1	The administrative team will provide teachers with training for the programs they are utilizing such as I-Ready, Voyager, Imagine Learning and training on how to obtain and analyze data in order to help drive their instruction.				\$17,765.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1051 - Waterbridge Elementary	General Fund		\$17,765.00
			<i>Notes: i Ready Curriculum</i>			
11	G2.B3.S1.A2	Grade level coaches will provide coaching and support in writing common formative and summative assessments.				\$0.00
12	G2.B3.S1.A3	Teachers will utilize assessments that have been created through collaboration and discuss results during grade-level PLCs.				\$0.00
13	G2.B3.S1.A4	Grade level coaches will provide coaching and support in writing common formative and summative assessments.				\$0.00
					<b>Total:</b>	<b>\$17,765.00</b>