

Pasco County Schools

# West Zephyrhills Elementary School



2015-16 School Improvement Plan

## West Zephyrhills Elementary School

37900 14TH AVE, Zephyrhills, FL 33542

www.pasco.k12.fl.us

### 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	87%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	39%

### 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*	D	C	B

*\*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 Pasco 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	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Committed...Every Child, Every Day!

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

All stakeholders at WZES embrace learning as our fundamental purpose so that ALL students are prepared for college, career, and life readiness.

#### School Environment

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

###### Leader in Me

WZES is involved in the Leader in Me initiative. This initiative is based on the 7 Habits of Happy Kids and provides teachers with the tools needed to teach leadership skills needed in the 21st Century. For the 2015-2016 school year, teachers, students, and parents will participate in Student Led Conferences where students will share personal and academic goals as well as progress tracking tools. Student's strengths will be highlighted as they take on leadership roles across the school as well as in class. Not only will relationships be built between the classroom teacher and students, but they will be strengthened as they work with the Graduation Enhancement Teacher using lessons based on the 7 Habits. A Leadership Day, in April, will spotlight the work around the 7 Habits using music, art, and public speaking. Attendees will also experience the 7 Habits culture through visiting classrooms, viewing campus displays, and talking with children.

###### Parent Communication

Parent meetings, per grade level, will occur monthly to improve the communication between teachers, students, and parents about what is happening at WZES to strengthen the Home-School Connection. During these meetings, teams will offer curriculum support, parent information, or other items based on data and determined needs. Daily announcements are available on Youtube.com through the WZES Facebook page. This allows parents to have access to student recognition, school events, and information. It provides a window for parents to see what is happening at our school. The open lines of communication allows for parents, students, and teachers to communicate and work together to create a cohesive environment for students.

###### Mission

Committed...Every Child, Every Day! All stakeholders are committed to knowing the whole child and celebrating and fostering the unique strengths of each individual student.

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

###### Procedures

Systems are in place to ensure the safety of WZES students throughout the day. Arrival and dismissal, lunch, hallway, and classroom procedures are detailed and shared with stakeholders. Emergency responses are identified in the Crisis Plan and drills are scheduled to provide practice for students, teachers, and staff. 4th graders during the 2013-2014 school year created the Code of Cooperation (School-Wide Rules) to promote safety, citizenship, and independence. 5th grade students take part in Safety Patrol and are stationed around the campus during arrival and dismissal to act as role models and assist with the compliance of the Codes of Cooperation. Duty personnel are



stationed throughout the campus to ensure the safety of students.

#### 7 Habits

The 7 Habits promote student independence, success, problem-solving, and synergy. Students are taught leadership skills and are active members of the Student Lighthouse Team, which assist in determining school initiatives. The leadership skills carry over into the community and empower students to incorporate their strengths into various parts of the school experience.

#### Student Feedback

Suggestions and ideas for school improvement are taken into consideration through the use of student surveys. Teachers use student feedback to engage the 21st Century Learner by providing digital technology, cooperative learning structures, and critical thinking/problem-solving/inquiry opportunities.

#### School-Wide Recognition

WZES offers a wide range of recognition opportunities for students. We feel that students should be recognized for accomplishments, both academic and social. Leadership Tickets are given to students who go above and beyond expectations. 7 students are chosen from the Leadership Tickets to be highlighted monthly on the Leaders of the Month Board and school news. Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn Around Students. Student Leadership Notebooks are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind. An expectation at WZES is that all classrooms will produce one piece of published Writing to be displayed in the courtyard area.

**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 Behavioral Team created a Behavior Matrix outlining expected behaviors across campus and on the bus. The behaviors are directly linked to the Code of Cooperation and 7 Habits. Teachers were provided explanation of how to determine if student behavior is classroom managed or office managed based on the Behavior Flow Chart. Tiered systems of support were also defined and resources were provided for each tier. As a Tier 1 expectation, teachers are expected to use the Leader in Me 8-Week Start-Up Guide and then transition into using the Second Step Program twice weekly for at least 10 minutes. Students will also attend Guidance Lessons/Presentations and Leadership Lessons with the Graduation Enhancement Teacher monthly. Before a child receives a referral for a classroom managed behavior, teachers should document chronic behaviors or incidents on the WZES Incident Form. This document will assist with problem-solving and determining interventions. Tier II/III supports include BEP, individual counseling, small-group counseling, and FBA.

**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**

The instructional design at WZES allows for cooperative learning. Through the 7 Habits integration, students are given tools to be successful with social interactions, and personal management. At WZES, we support our tiered systems of behavior/emotional interventions with counseling services, mentoring programs, Hospice grief counseling, and anger management programs. The book study, Mindset in the Classroom, provides teachers with strategies to engage impoverished students in the growth mindset.

#### 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**

According to PascoStar's EWS for attendance, 17.4% of students are Off-Track, 38.71% are At-Risk, and 43.88% are On-Track.

According to PascoStar's EWS for behavior, 6.68% of students are Off-Track, .38% of students are At-Risk, and 92.94% are On-Track. In addition, 61 incidences resulted in OSS in the 2014-2015 school year.

According to PascoStar's EWS for academics, 14.75% of students are Off-Track, 44.64% are At-Risk, and 40.61% are On-Track. Furthermore, 45 students had a yearly grade of a U in the areas of ELA and Math.

**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	43	27	22	16	26	18	152
One or more suspensions	4	2	3	1	3	12	25
Course failure in ELA or Math	28	21	13	6	16	3	87
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	4	3	3	6	4	20

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

At WZES, we will plan for Tier I instruction in Reading/Writing, Math, and Science using resources from adopted core programs. Teachers will also utilize the units on the district canvas site focusing on best practices and resources that have been planned out for the 21st Century Learner. Teachers will design their instructional day that entails many opportunities for students to apply skills that have been delivered in a precise and cohesive manner.

For the Integrated Humanities Block, our goal this year is to work on an instructional framework that allows multiple opportunities for students to apply reading skills to authentic texts/tasks. Using the Evidence Guide for the Integrated Humanities Block provided by the district, teachers will incorporate the following components in their Humanities Block: Setting the Stage, Foundational Skill Mini-Lesson, Comprehension Skill Mini-Lesson, Independent Reading & Conferencing, Practice Through Rigorous Tasks, and Writing Process. Teachers will plan around standards and ensure that students are assessed on these standards in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. Each team has scheduled W.I.N. (What I Need) time to allow for intervention and enrichment for all students.

For the Math/STEM block, we have planned for students to receive many opportunities to use accountable talk through problem-based learning opportunities and to practice math skills that. Our Math block will consist of the following components: Four Corners, which allows for students to practice one review item, one preview item, and two current math items, Number Talks/Number of the Day Routines, Unlocking the Problem, Mini-Lesson, Math Centers, and guided Math groups. Teachers will also plan around standards and ensure that students are assessed in a timely manner.

Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. Each team has scheduled W.I.N. time to support individual needs in Math. Science will be integrated during the Integrated Humanities Block and during the STEM block. All students will have access to grade level science standards. Students will participate in "minds-on, hands-on" scientific investigations weekly. Students will be involved in science vocabulary instruction as well as school-based contests to boost deeper understanding. Teachers will assess accordingly and provide intervention and enrichment as needed based on the bodies of knowledge. Intermediate students will participate in weekly science lab with the science resource teacher. Primary students will receive bi-weekly push-in lessons with the science resource teacher.

## 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/179177>.

#### **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**

#### School-Wide Recognition

Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn-Around Students. Student Leadership Notebooks are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind. An expectation at WZES is that all classrooms will produce one piece of published Writing to be displayed in the courtyard area.

#### School Advisory Council

Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and student achievement. With Title 1 dollars, WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and students.

#### Leader In Me

At WZES, we have a Fundraising Committee that seeks to secure funding from community partners to assist with our initiatives. In return, we provide advertisement in our newsletter, on our website, and around campus to show our appreciation to businesses. Funds generated from partners are used to provide student materials and motivators.

## 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
Lane, Wendy	Principal
Tidd, Charlene	Assistant Principal
Graham, Shawn	Instructional Coach
Carroll, Jill	Instructional Coach
Buckler, Emily	Teacher, K-12
Hanlon, Tamara	Teacher, K-12
Burke, Robin	Teacher, K-12
Kessler, Katherine	Teacher, K-12
Madagan, Georgianna	Teacher, K-12
Barrentine, Jamie	Teacher, K-12
McCoy, Amanda	Teacher, K-12
Hines, Rebecca	Other
Daughtery, Shannon	Teacher, K-12
Prather, Susan	Teacher, K-12
John, LeAnne	Teacher, K-12
Ritter, Courtney	Teacher, K-12

**Duties**

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

**Responsibilities of Admin**

Administrators ensure PLCs meet and use the DuFour Model to plan instruction. They are responsible for scheduling and providing training and turning theory into practice by conducting walk-throughs and providing feedback. Walk-throughs are also conducted by admin to monitor the Absolutes. With PLC Facilitators, administrators collaboratively make school-wide decisions. Input from business partners is gathered to ensure that the community is aware of school-wide initiatives and to solicit support with our efforts. Administrators provide tiered support as part of the school based problem solving team and work closely with the Guiding Coalition to monitor school-wide goals and initiatives.

**PLC Facilitators**

PLC Facilitators work closely with admin and teachers to build common knowledge and make data driven decisions at the team level to support school-wide goals and initiatives. They also facilitate conversations around DuFour's 5 questions and guide the team in planning for effective instruction and student engagement.

**Lighthouse Team**

The Lighthouse Team supports the Leader in Me initiative by ensuring that work is conducted at school. This includes curriculum integration and behavioral supports. The goal of WZES is to achieve Lighthouse Status by meeting the 9 Criteria in the Evidence Binder.

**Graduation Enhancement**

The Graduation Enhancement Teacher provides Tier I Behavior support by instructing classes on leadership skills based around the 7 Habits and Second Step. Assistance with classroom behavior systems is another responsibility of the Graduation Enhancement Teacher as well as the BEP and

small group behavior interventions. In order to ensure transfer of instruction, the Graduation Enhancement Teacher meets with students for check-in/check-out.

#### Primary Resource Intervention

The Primary Resource Intervention Teacher provides tiered levels of support for IRLA, MTSS, and PLCs by working collaboratively with teams and teachers. The PRIT gathers resources based on teacher need, gathers data, assists teachers with disaggregating data, assists with action planning, and progress monitoring.

#### ICT

The ICT is responsible for contributing to the integration of technology in the instructional program and students' development of ICT literacy skills through modeling, coaching, and collaboration. This includes collaborating with teachers, curriculum leaders, and administrators to implement defined strategies of the ICT literacy program and monitor efforts to ensure effective implementation to best support the District and school vision, mission, and goals.

***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***

#### Data Driven Decisions-Academic

Person(s) Responsible: All instructional staff, PLC Facilitators, Administration

Progress Monitoring: Formatives: every 5-7 days, Summatives: every 4-6 weeks, Discovery

Education: BOY/EOY, IRLA-Ongoing

\*At weekly PLCs and TBIT, teachers will problem solve around data and action plan at a Tier I level. At WZES, all decisions are based upon a variety of data sources. In regards to academics, we look at formatives and summatives based on standards contained in units that are planned for during PLCs. We also look closely at FCAT data and analyze the big ideas/strands that are tested. Discovery Education assessments and IRLA results were also closely monitored and Tier 1 data was discussed and action plans based around team problem solving were developed to ensure that student needs were being met. From all of this data, our Leadership Team, staff, and members of the SAC felt that we needed to acquire and primary intervention teacher to provide coaching and modeling in the primary grades to assist teachers with core instruction and to assist with tiered support. Monies were set aside to purchase our primary intervention teacher. At WZES, professional development opportunities were developed and book study resources were purchased based around data concerns. Also, a plan for Eastside regional support has been developed to maximize the support at WZES for teachers, staff, and students. Another decision made from looking at academic data was iReady. Our teachers and students needed a sound intervention and enrichment program to assist with providing practice with CCSS skills. This program individualizes a scope and sequence per intermediate student to ensure differentiation for all.

#### Data Driven Decisions-Engagement

Person(s) Responsible: Kelli Henson (Psychologist), Jill Carroll (Interventionist), Susan Larkin (Guidance Counselor), Leadership Team/PLC Facilitators

Progress Monitoring: Monthly discipline and attendance checks

\*Each month, problem solving/action planning meeting will take place to analyze data, to identify students who are at risk or off track in behavior and attendance, and to make a plan for improving performance.

A priority identified from looking closely at attendance and behavioral data was the need for support in the area of ensuring student engagement. If students are not at school or if they are unfocused due to behavioral issues, then learning is not taking place. We needed someone to support students in this area. This guidance counselor will support our students with the Leader in Me initiative which focuses on building leaders. She will also provide individual and group support to students based upon needs. Susan will monitor discipline and attendance data monthly to monitor the progress.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Karen Winner-Holmes	Education Support Employee
Wendy Lane	Principal
Kathy Knox	Teacher
Kym Corkum	Parent
Alexa Stinnette	Business/Community
Kevin Dunsmore	Parent
Kim Allegood	Parent
John Harrell	Parent
Ana Hinrichs	Education Support Employee
Charlene Tidd	Principal
Kim Sanders	Business/Community
Karen Winner-Holmes	Education Support Employee

**Duties**

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

*Evaluation of last year's school improvement plan*

As a SAC Committee, we analyzed and discussed beginning, middle and end of the year data. We gathered input from stakeholders on SAC regarding our progress thus far. We also look at team action plans and discussed formative and summative data. We discussed our progress toward our 2014-2015 SIP goals. We talked about our Title 1 expenditures and discussed whether they aligned to the progress made. If progress wasn't made, then we problem solved ways to possibly increase student achievement.

*Development of this school improvement plan*

During the 2014-2015 school year, the SAC members participated in data analysis, brainstorming, and problem solving connected to the 2015-2016 plan. This year, we plan to share goals, action planning, and gather input on the that has been completed so far by our Leadership Team.

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

Lottery dollars

This year, we will discuss our projected lottery funds with our SAC. They will brainstorm a list of ways that we could use the monies to enhance school-wide motivators, resources, and/or personnel hours.

Title 1 expenditures

SAC members were given the opportunity to make suggestions regarding how Title I dollars could be allocated, based upon data, to increase student achievement. Suggestions were considered when making Title I purchases at the LEA Conference.

Fee collection

Fee money collections will be shared with SAC members and we will also share how much each teacher receives for classroom resources.

Business Partners

We will discuss ways that business partners can synergize with WZES to offset costs for initiatives for school/classrooms.

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

Lottery Dollars were used for the following:

We purchased the planners for this year at a cost of \$4536.00, bought 10 new radios for \$1800.00 & purchased secretarial summer hours for Joanie at \$1141.34.

***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
Barrentine, Jamie	Teacher, K-12
Buckler, Emily	Teacher, K-12
Burke, Robin	Teacher, K-12
Carroll, Jill	Instructional Coach
Graham, Shawn	Instructional Coach
Hanlon, Tamara	Teacher, K-12
Hines, Rebecca	Other
Kessler, Katherine	Teacher, K-12
Lane, Wendy	Principal
Tidd, Charlene	Assistant Principal
Madagan, Georgianna	Teacher, K-12
McCoy, Amanda	Teacher, K-12
John, LeAnne	Teacher, K-12
Daughtery, Shannon	Teacher, K-12
Prather, Susan	Teacher, K-12
Ritter, Courtney	Teacher, K-12

**Duties**

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

Celebrations

The Literacy Leadership Team plans reading celebrations throughout the year to recognize students who have made progress toward meeting Reading Goals. IRLA logs (K-3) and reading logs (4-5) will be used to monitor progress and determine celebrations. Students that improve on IRLA/District Benchmark/Classroom Assessments will be celebrated as well. This team is also responsible for setting and tracking the school-wide Reading Goals (number of books read, IRLA level, District Benchmark gains, etc.).

### Reading Support

This year, with the new curriculum resources provided through Pearson ReadyGEN, IRLA, and Canvas materials, the Literacy Leadership Team will plan quarterly teacher sharing sessions to discuss what's working and areas of need. Based on the information gained from these meetings, professional development will be planned and team/individual support will be organized.

### Reading events

Various reading events will be planned to get students excited about reading. Those events may include author's visits, pajama reading days, caps off to reading, and Read Across America.

## 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**

Pasco County has developed a multi-tiered system of supports integrated framework and included in that framework is Professional Learning Communities (PLC). The elements of a PLC are a focus on learning, collaborative culture, and results driven. At WZES, members of the instructional staff are a part of a PLC. Grade levels/teams meet weekly to lesson plan/problem-solve around DuFour's four questions-

What is it we expect our students to learn?

How will we know when they have learned it?

How will we respond when some students do not learn?

How will we respond when some students already know it?

To ensure that teams have the time to meet, we have created a master schedule conducive to teachers coming together to collaboratively plan for instruction.

Also at WZES, each team is scheduled to conduct one parent event during the school year to build rapport with families and to strengthen partnerships amongst team members. The topic for each of these events will relate to grade level initiatives and focus areas. Parents will acquire key skills to help their children at home which in turn will increase their success at school.

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

#### Mentors

At WZES, we assign mentors to brand new teachers in order to support them with various procedural items and with specific content needs. We also recommend that new instructional staff seek out school based and district offered professional development. We allow time for new teachers to visit model classrooms and to participate in coaching opportunities.

#### PLCs

We have created a Master Schedule where teams of teachers have time to meet and to support one another with planning and with analyzing data to make instructional decisions. This alone is the greatest support for new and seasoned teachers.

#### 7 Habits of Highly Effective People/Leader in Me

Our school is a Leader in Me school. The goal of this initiative is to build leaders and to infuse the 7 Habits of Happy Kids into our daily lessons and activities. The training that is offered to all staff members is relevant to the lives of all stakeholders and the application of these habits into day to day routines will increase one's effectiveness.

#### Behavior/Academic Support

A system is in place for dealing with discipline issues. Also, we have documented on a visual the steps of how to provide tiered-supports and how to document/progress monitor both behavior and academic issues. Each team has been given this resource to assist with planning for learning and with supporting all learners. We have provided a liaison for each team to assist with the MTSS process to ensure that students are provided tiered supports that are relevant to individual needs.

#### Professional Development



All teachers have the opportunity to participate in professional development that is relevant to growth needs. Coaching cycles are available to all with our Learning Design Coach and Math Coach. Moreover, the Eastside Regional team is available to support school/individual needs.

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

Mentors are assigned to new teachers and to teachers who are struggling with pedagogical issues or other job related activities/assignments. When pairing up staff members, we try to pair like content areas or grade level assignments. We also assign mentors that have had positive/successful mentoring experiences. At WZES, we have allotted time in the Master Schedule for Mentor/Mentee pairings to work together and have always provided the time needed to ensure a successful mentoring experience.

## **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***

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment based on those assessments. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

Administration will monitor the delivery of standards and student application of standards through observing lesson plans and conducting walk-throughs. Also, administration will be a part of data chats and Tier I problem solving efforts. At these data chats, teams will analyze formative and summative data that will also include research and inquiry projects.

#### **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***

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

During PLC planning, teachers plan for formative and summative assessments. As they begin to discuss results from these assessments, they plan for Tier II and Tier III support. Interventions and enrichment are intentionally planned for learners and WIN (What I Need) time has been set aside in the Master Schedule to allow for teachers to meet the needs of each student. WIN time is for ALL students and Tier II and Tier III groups are flexible in order to meet the ever changing needs of our students.

This year, the work of PLC Facilitators entails taking a close look at various subgroups and action planning/problem solving around their data and implementing an intensive plan to increase performance. For example, students with disabilities will have a specific plan to support their needs. We will meet twice a month to talk about their progress and to discuss the plan created to ensure

their success. We will do this for the lowest quartile of students on FCAT 2.0. and we will gather Discovery Ed data/IRLA data and make a plan for students who made minimal growth during the 2014-2015 school year. Extended School Day will also be available for these students to continue working on individual goals and growth.

***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: Extended School Day**

**Minutes added to school year: 3,600**

We will support core instruction during Extended School Day (ESD) by having primary students working on IRLA goals and teachers monitoring progress by conferencing with students. Teachers will group primary students in the ESD program by goals and teachers can provide intensive small groups instruction around reading goals/skills. For grades 3-5, students will work on IRLA goals and teachers will provide intensive instruction around reading goals/skills. Also, students will apply skills from core instruction to iReady work in the areas of Reading and Math. iReady is an individualized program that allow students to work on skills at their current level. Teachers can also assign skills that are currently being taught during the day for Tier I instruction.

**Strategy Rationale**

The IRLA is a formative assessment framework that supports students, teachers, parents, and administrators as they make the Common Core the academic road map for their everyday work. The IRLA maps the reading process from a pre-reading stage to college and career readiness as each student works in a variety of meaningful contexts, the IRLA helps teachers use the lens of Common Core to give immediate, appropriate, ad targeted feedback to each student, and to determine and suggest the next learning goal and learning actions which should provide clear direction for that student's literacy direction.

iReady is a technology based intervention program. iReady is a diagnostic tool that we will use to screen all intermediate students and pinpoint their needs down to the sub-skill level. This aids instruction for students by finding where their specific needs are and how we can provide a plan of action of our instruction. The next component of iReady is instructional delivering an automated individualized instructional plan for each student. The final component of the program is a computerized toll that monitors progress for each student, class, grade, school, and district. This computerized tool that monitors progress because it will be used to make instructional decisions to ensure that students are making adequate growth toward mandated benchmarks. Student in ESD will spend equal time on Math and Reading using the iReady program and teachers will use the PDFs from iReady for small group intervention/instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Tidd, Charlene , chartidd@pasco.k12.fl.us

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

IRLA reports/School Pace will be used to monitor teacher conferencing and student progress. ESD teachers will meet with Admin weekly to discuss data and to make plans for continued support with instruction and with student goal setting.

iReady reports will be used to monitor iReady goals per child and to assist with small group intensive intervention and with student goal setting. ESD teachers will meet weekly with Admin to analyze reports, to discuss student progress, and to problem solve/action plan to ensure student growth.

**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***

Pre-K to K visits

Each year, we schedule times throughout the year to allow Pre-K students to go and visit Kindergarten classes.

Teachers work together to plan for activities to assist with preparing Pre-K for the transition in to Kindergarten.

K Round-up

One day of the year is scheduled for families to register Kindergarten students and to participate in a school tour.

At this round-up, parents can ask questions and visit classrooms and students can blend with other Kindergarteners to see what their day will entail as a new K student at WZES.

5th grade to Middle School/Middle School Orientation & Infinity Program

Each year, the middle schools in the our feeder pattern allow for 5th graders to visit their middle school campuses. At these visits, students get to tour the campus and sit through a presentation of various groups and/or clubs on campus. The Assistant Principal and Guidance Counselor also comes over to provide information about becoming a 6th grader and scheduling. They also provide tips for a successful transition and discuss the the Infinity Program.

**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***

School Advisory Council/Parent Involvement/GATI

Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and to support student achievement. They also make decisions regarding how we are preparing our students for college, career, and life readiness. With Title 1 dollars, WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and the students. Also our Parent Involvement Coordinator works closely with our Great American Teach-In (GATI) liaison to ensure that we are allowing presentations from our diverse stakeholders and various community businesses to take place during our GATI week activities.

7 Habits of Highly Effective People/Leader in Me

Our school is a Leader in Me school. The goal of this initiative is to build leaders and to infuse the 7 Habits of Happy Kids into our daily lessons and activities. The training that is offered to all staff members is relevant to the lives of all stakeholders and the application of these habits into day to day routines will increase one's effectiveness. As a part of this initiative, we are going to have students start thinking about their future. We are going to conduct a "When I Grow Up" survey and chart the career choices of our students. Our plan is to ensure that we have representation at our GATI presentations that reflect our students' interests.

***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:

#### 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.** If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction)
- G2.** If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions)
- G3.** If we increase staff and student engagement, then student achievement will increase (Collaborative Culture).

## 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.** If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction) **1a**

G072966

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

Indicator	Annual Target
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	63.0

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

- Canvas resources/materials
- Common Core Standards
- LDC/Math Coach
- Intervention personnel
- Core materials
- Marzano framework
- Math evidence guide/balanced math block
- Balanced reading block

**Targeted Barriers to Achieving the Goal** **3**

- Lack of understanding of the standards and what rigor truly means

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

PLC data protocols that indicate student progress will be monitored electronically.

**Person Responsible**

Charlene Tidd

**Schedule**

On 6/10/2016

**Evidence of Completion**

Training protocols, sign-in sheets, walk-through document, coaching logs, PLC data protocols, lesson plans

**G2. If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions) 1a**

G072967

**Targets Supported 1b**

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0

**Resources Available to Support the Goal 2**

- Expertise of psychologist and interventionists
- Support of regional MTSS personnel
- Protocols for data-driven decisions
- Triage support
- District formative tools and benchmark assessments

**Targeted Barriers to Achieving the Goal 3**

- Lack of clear and decisive MTSS systems of support

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

Common formative assessments  
 Common summative assessments  
 TBIT/SBIT notes  
 Intervention documentation  
 District assessments  
 Early Warning System  
 PLC data protocols

**Person Responsible**

Charlene Tidd

**Schedule**

Every 6 Weeks, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation



**G3.** If we increase staff and student engagement, then student achievement will increase (Collaborative Culture). 1a

G072968

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	63.0
Math Achievement District Assessment	70.0

**Resources Available to Support the Goal** 2

- Gallup results
- Input from surveys/data carousels
- Rejuvenation committee plans/actions
- Master calendar of celebration events

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of Marzano's research-based engagement strategies

**Plan to Monitor Progress Toward G3.** 8

Monitoring Engagement:

District Assessment BOY and EOY data

IRLA ongoing level checks and School Pace class level documentation/data

Math Fluency Checks (December and May)

Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals.

Formatives

Summative

Gallup data student/teachers

Parent feedback

Students surveys/conversations

**Person Responsible**

**Schedule**

Every 6 Weeks, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

Data Chat Problem Solving/Action Plans (Tier I)

## 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.** If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction) **1**

 G072966

**G1.B1** Lack of understanding of the standards and what rigor truly means **2**

 B190517

**G1.B1.S1** We will build knowledge in the area of rigor/high-impact instruction with a focus on high-yield strategies and Marzano's DQ3 and DQ4. **4**

 S201941

### Strategy Rationale

Research indicates the Marzano Framework, if implemented properly, has greatly increased the knowledge and performance of students. Students gain a deeper conceptual understanding when working in DQ3 and DQ4 across all content areas.

Professional Learning Communities (PLC)- An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

### Action Step 1 **5**

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.

#### Person Responsible

Charlene Tidd

#### Schedule

On 6/10/2016

#### Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

### Action Step 2 5

Within PLCs, teams will be assigned a triage person from the Leadership Team whom will meet with them weekly to assist in disaggregating data and creating an action plan.

#### **Person Responsible**

Charlene Tidd

#### **Schedule**

On 6/10/2016

#### ***Evidence of Completion***

Twice monthly triage team meeting, disaggregated data, action plans, teacher survey data

### Action Step 3 5

A professional development schedule will be created to plan strategically for the needs of the school.

#### **Person Responsible**

Charlene Tidd

#### **Schedule**

On 6/10/2016

#### ***Evidence of Completion***

Professional development schedule

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

We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.

#### **Person Responsible**

Charlene Tidd

#### **Schedule**

Weekly, from 9/1/2015 to 5/27/2016

#### ***Evidence of Completion***

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

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

We will conduct walk-throughs, monitor growth based on fluency and IRLA checks

**Person Responsible**

Charlene Tidd

**Schedule**

Monthly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

walk-through documentation, IRLA check data, and math fluency data

**G1.B1.S2 We will build understanding/proficiency of planning around the components of the Balanced Math Block. 4**

 S201942

**Strategy Rationale**

Fluency affects every aspect of learning and understanding the mathematical processes. Therefore, Number Talks will provide students with the foundation of number sense along with numerous strategies to solve complex problems. The Balanced Math Block is essential in order to ensure that students are exposed to rigorous activities that work within the brain to transfer from short-term to long-term memory.

**Action Step 1 5**

Teachers will receive professional development on the Balanced Math Block, focusing on Number Talks to increase fluency.

**Person Responsible**

Charlene Tidd

**Schedule**

On 6/10/2016

**Evidence of Completion**

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

**Action Step 2** 5

The Math Coach will go through the coaching cycle with teachers as it relates to the Balanced Math Block components.

**Person Responsible**

Amanda McCoy

**Schedule**

On 6/10/2016

***Evidence of Completion***

Coaching log, fluency check data, teacher reflections, teacher survey data

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

PLC minutes will indicate this has occurred

**Person Responsible**

Charlene Tidd

**Schedule**

Weekly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Minutes

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

Walkthroughs

**Person Responsible**

Charlene Tidd

**Schedule**

Biweekly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Walkthrough data will demonstrate the existence of components of balanced math block

**G1.B1.S3** We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations. 4

 S201943

### Strategy Rationale

#### Action Step 1 5

Teachers will engage in Core Connections professional development with an emphasis on alignment to the Florida State Standards.

#### **Person Responsible**

Shawn Graham

#### **Schedule**

On 6/10/2016

#### ***Evidence of Completion***

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

#### Action Step 2 5

Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.

#### **Person Responsible**

Shawn Graham

#### **Schedule**

On 6/10/2016

#### ***Evidence of Completion***

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

**Action Step 3** 5

Teachers will engage in the coaching cycle based on their focus area.

**Person Responsible**

Shawn Graham

**Schedule**

On 6/10/2016

***Evidence of Completion***

Coaching log, teacher observations, walk throughs, teacher reflections, teacher survey data

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

PLC minutes

**Person Responsible**

Shawn Graham

**Schedule**

Weekly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Evidence of higher ordering questioning and authentic tasks will be in minutes

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

Walkthroughs

**Person Responsible**

Charlene Tidd

**Schedule**

Biweekly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Walkthrough data will demonstrate higher ordering questioning and authentic tasks are occurring in classrooms.

**G2.** If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions) **1**

G072967

**G2.B1** Lack of clear and decisive MTSS systems of support **2**

B190522

**G2.B1.S1** Provide support and resources for the MTSS process **4**

S201945

### **Strategy Rationale**

It is essential that teachers plan effective interventions for Tier 2 and Tier 3 students. Those students need to be progress-monitored based on their progress toward strategic academic goals in order to close the learning gap.

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

Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring

#### **Person Responsible**

Charlene Tidd

#### **Schedule**

Weekly, from 8/31/2015 to 6/10/2016

#### **Evidence of Completion**

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data

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

Teachers will engage in professional development on the uses of iRead/iReady data.

#### **Person Responsible**

Shawn Graham

#### **Schedule**

Weekly, from 8/31/2015 to 6/10/2016

#### **Evidence of Completion**

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data



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

Strategy 1: Training protocols, respond to learning tools, triage data, WIN calendar, Data chat data, progress monitoring tools, PascoStar data.

**Person Responsible**

Charlene Tidd

**Schedule**

Monthly, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

Formative/Summative data, TBIT notes

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

Strategy 2: Calendar of assessments, team by team tracking system, individual student tiered support services

**Person Responsible**

Charlene Tidd

**Schedule**

Monthly, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

Formative/Summative Data, PLC data protocol/action plan

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

Individual student progress monitoring will be looked at using common formative/summative assessments, Early Warning System, IRLA. Tiered support action plans will be monitored.

**Person Responsible**

Charlene Tidd

**Schedule**

On 5/27/2016

**Evidence of Completion**

SBIT/TBIT notes, tier 1-3 action plans, decision protocols, PLC notes

**G2.B1.S2** Create a system for tracking individual student progress, for identifying Tier 1-3 themes across grade levels, and for assigning tiered supports per child. 4

S201946

### Strategy Rationale

Students learn differently and at their own pace. It is vital to monitor the progress of each student compared to the grade-level expectations. If a struggling student is identified early, the chances of closing the learning gap are much higher. Furthermore, students can focus on a specific skill or strategy based on their individual needs.

When teachers meet to discuss data, patterns may begin to show across the grade level. It is important for all teachers to conclude that the pattern is a Tier 1 issue and address the issue accordingly.

### Action Step 1 5

We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.

#### Person Responsible

Charlene Tidd

#### Schedule

Biweekly, from 9/1/2015 to 5/27/2016

#### Evidence of Completion

### Action Step 2 5

We will create a school-wide assessment calendar on Google Drive.

#### Person Responsible

Charlene Tidd

#### Schedule

On 5/27/2016

#### Evidence of Completion

calendar of assessments, team by team tracking system, individual student tiered support services documentation

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

PLCs will conduct SBIT/TBIT and complete decision making protocols based on tiered supports.

**Person Responsible**

Charlene Tidd

**Schedule**

Weekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

SBIT/TBIT Notes, progress monitoring data, IRLA data, PLC protocols, EWS student data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Common formative/summative assessments will take place within grade-level teams

**Person Responsible**

Charlene Tidd

**Schedule**

Weekly, from 9/1/2015 to 5/27/2016

**Evidence of Completion**

PLC assessment protocol, decision making protocol, action plans based on tiered supports, lesson plans

**G3.** If we increase staff and student engagement, then student achievement will increase (Collaborative Culture). 1

G072968

**G3.B1** Lack of understanding of Marzano's research-based engagement strategies 2

B190525

**G3.B1.S1** Intentionally plan for cooperation and collaboration celebrations/recognition for teachers and staff. 4

S201948

### Strategy Rationale

Marzano's research indicates that reinforcing effort and providing recognition yields a 29% gain in student achievement. This is the same for staff members. When staff members are recognized and celebrated, they become even more committed to the purpose.

### Action Step 1 5

Create a calendar of events/celebrations

#### Person Responsible

Charlene Tidd

#### Schedule

Quarterly, from 8/31/2015 to 6/10/2016

#### Evidence of Completion

Calendar, Gallup Survey

### Action Step 2 5

Gallup Carousel

#### Person Responsible

Charlene Tidd

#### Schedule

Quarterly, from 8/31/2015 to 6/10/2016

#### Evidence of Completion

Teacher input on carousel

**Action Step 3** 5

Leader In Me Refresher

**Person Responsible**

Charlene Tidd

**Schedule**

On 6/10/2016

***Evidence of Completion***

sign in sheet, teacher survey data

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The events calendar will be updated and monitored

**Person Responsible**

Charlene Tidd

**Schedule**

Weekly, from 8/31/2015 to 6/10/2016

***Evidence of Completion***

Calendar, teacher survey data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

The gallup results will be monitored

**Person Responsible**

Charlene Tidd

**Schedule**

Annually, from 8/31/2015 to 6/10/2016

***Evidence of Completion***

Gallup survey results, teacher survey data

**G3.B1.S2** Intentionally plan for cooperation and collaboration celebrations/recognition for students. 4

S201949

**Strategy Rationale**

Marzano's research indicates that reinforcing effort and providing recognition yields a 29% gain in student achievement.

When students of poverty are engaged, the learning increases exponentially.

**Action Step 1** 5

Students will be recognized in various ways, including: high 5 club, turn around students, reading, math, science, leadership, individual student goal progress.

**Person Responsible**

**Schedule**

Biweekly, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

calendar, teacher survey data

**Action Step 2** 5

Students will be celebrated on various displays around the campus (school news, writing board, media displays, hallway displays)

**Person Responsible**

**Schedule**

On 6/10/2016

**Evidence of Completion**

teacher survey data

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

Students and teachers will engage in surveys (including Gallup), PLCs will complete and engagement rubric

**Person Responsible**

**Schedule**

Semiannually, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

student/teacher surveys, health of the school, attendance, EWS student data, SIP reflections

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Student/teacher surveys will be monitored and student engagement activities will be monitored

**Person Responsible**

Charlene Tidd

**Schedule**

Monthly, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

Survey data, lesson plans, PLC protocols

**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	Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.	Tidd, Charlene	8/24/2015	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	6/10/2016 one-time
G1.B1.S2.A1	Teachers will receive professional development on the Balanced Math Block, focusing on Number Talks to increase fluency.	Tidd, Charlene	8/31/2015	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	6/10/2016 one-time
G1.B1.S3.A1	Teachers will engage in Core Connections professional development with an emphasis on alignment to the Florida State Standards.	Graham, Shawn	8/31/2015	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based	6/10/2016 one-time

**Pasco - 0091 - West Zephyrhills Elem. School - 2015-16 SIP**  
*West Zephyrhills Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				assessment results, quarterly assessment data, teacher survey data	
G2.B1.S1.A1	Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring	Tidd, Charlene	8/31/2015	Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data	6/10/2016 weekly
G2.B1.S2.A1	We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.	Tidd, Charlene	9/1/2015		5/27/2016 biweekly
G3.B1.S1.A1	Create a calendar of events/celebrations	Tidd, Charlene	8/31/2015	Calendar, Gallup Survey	6/10/2016 quarterly
G3.B1.S2.A1	Students will be recognized in various ways, including: high 5 club, turn around students, reading, math, science, leadership, individual student goal progress.		8/31/2015	calendar, teacher survey data	6/10/2016 biweekly
G1.B1.S1.A2	Within PLCs, teams will be assigned a triage person from the Leadership Team whom will meet with them weekly to assist in disaggregating data and creating an action plan.	Tidd, Charlene	8/24/2015	Twice monthly triage team meeting, disaggregated data, action plans, teacher survey data	6/10/2016 one-time
G1.B1.S2.A2	The Math Coach will go through the coaching cycle with teachers as it relates to the Balanced Math Block components.	McCoy, Amanda	8/31/2015	Coaching log, fluency check data, teacher reflections, teacher survey data	6/10/2016 one-time
G1.B1.S3.A2	Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.	Graham, Shawn	8/31/2015	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	6/10/2016 one-time
G2.B1.S1.A2	Teachers will engage in professional development on the uses of iRead/iReady data.	Graham, Shawn	8/31/2015	Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data	6/10/2016 weekly
G2.B1.S2.A2	We will create a school-wide assessment calendar on Google Drive.	Tidd, Charlene	9/1/2015	calendar of assessments, team by team tracking system, individual student tiered support services documentation	5/27/2016 one-time
G3.B1.S1.A2	Gallup Carousel	Tidd, Charlene	8/31/2015	Teacher input on carousel	6/10/2016 quarterly
G3.B1.S2.A2	Students will be celebrated on various displays around the campus (school news, writing board, media displays, hallway displays)		8/31/2015	teacher survey data	6/10/2016 one-time
G1.B1.S1.A3	A professional development schedule will be created to plan strategically for the needs of the school.	Tidd, Charlene	8/31/2015	Professional development schedule	6/10/2016 one-time
G1.B1.S3.A3	Teachers will engage in the coaching cycle based on their focus area.	Graham, Shawn	8/31/2015	Coaching log, teacher observations, walk throughs, teacher reflections, teacher survey data	6/10/2016 one-time
G3.B1.S1.A3	Leader In Me Refresher	Tidd, Charlene	8/31/2015	sign in sheet, teacher survey data	6/10/2016 one-time
G1.MA1	PLC data protocols that indicate student progress will be monitored electronically.	Tidd, Charlene	8/31/2015	Training protocols, sign-in sheets, walk-through document, coaching logs, PLC data protocols, lesson plans	6/10/2016 one-time



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	We will conduct walk-throughs, monitor growth based on fluency and IRLA checks	Tidd, Charlene	9/1/2015	walk-through documentation, IRLA check data, and math fluency data	5/27/2016 monthly
G1.B1.S1.MA1	We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.	Tidd, Charlene	9/1/2015	walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans	5/27/2016 weekly
G1.B1.S2.MA1	Walkthroughs	Tidd, Charlene	9/1/2015	Walkthrough data will demonstrate the existence of components of balanced math block	6/8/2016 biweekly
G1.B1.S2.MA1	PLC minutes will indicate this has occurred	Tidd, Charlene	9/1/2015	Minutes	6/8/2016 weekly
G1.B1.S3.MA1	Walkthroughs	Tidd, Charlene	9/1/2015	Walkthrough data will demonstrate higher ordering questioning and authentic tasks are occurring in classrooms.	6/8/2016 biweekly
G1.B1.S3.MA1	PLC minutes	Graham, Shawn	9/1/2015	Evidence of higher ordering questioning and authentic tasks will be in minutes	6/8/2016 weekly
G2.MA1	Common formative assessments Common summative assessments TBIT/SBIT notes Intervention documentation District assessments Early Warning System PLC data protocols	Tidd, Charlene	8/31/2015	Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation	6/10/2016 every-6-weeks
G2.B1.S1.MA1	Individual student progress monitoring will be looked at using common formative/summative assessments, Early Warning System, IRLA. Tiered support action plans will be monitored.	Tidd, Charlene	9/1/2015	SBIT/TBIT notes, tier 1-3 action plans, decision protocols, PLC notes	5/27/2016 one-time
G2.B1.S1.MA1	Strategy 1: Training protocols, respond to learning tools, triage data, WIN calendar, Data chat data, progress monitoring tools, PascoStar data.	Tidd, Charlene	8/31/2015	Formative/Summative data, TBIT notes	6/10/2016 monthly
G2.B1.S1.MA3	Strategy 2: Calendar of assessments, team by team tracking system, individual student tiered support services	Tidd, Charlene	8/31/2015	Formative/Summative Data, PLC data protocol/action plan	6/10/2016 monthly
G2.B1.S2.MA1	Common formative/summative assessments will take place within grade-level teams	Tidd, Charlene	9/1/2015	PLC assessment protocol, decision making protocol, action plans based on tiered supports, lesson plans	5/27/2016 weekly
G2.B1.S2.MA1	PLCs will conduct SBIT/TBIT and complete decision making protocols based on tiered supports.	Tidd, Charlene	9/1/2015	SBIT/TBIT Notes, progress monitoring data, IRLA data, PLC protocols, EWS student data	5/27/2016 weekly
G3.MA1	Monitoring Engagement: District Assessment BOY and EOY data IRLA ongoing level checks and School Pace class level documentation/data Math Fluency Checks (December and May) Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals. Formatives Summative Gallup data student/ teachers Parent feedback Students surveys/conversations		8/31/2015	Data Chat Problem Solving/Action Plans (Tier I)	6/10/2016 every-6-weeks
G3.B1.S1.MA1	The gallup results will be monitored	Tidd, Charlene	8/31/2015	Gallup survey results, teacher survey data	6/10/2016 annually
G3.B1.S1.MA1	The events calendar will be updated and monitored	Tidd, Charlene	8/31/2015	Calendar, teacher survey data	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Student/teacher surveys will be monitored and student engagement activities will be monitored	Tidd, Charlene	8/31/2015	Survey data, lesson plans, PLC protocols	6/10/2016 monthly
G3.B1.S2.MA1	Students and teachers will engage in surveys (including Gallup), PLCs will complete and engagement rubric		8/31/2015	student/teacher surveys, health of the school, attendance, EWS student data, SIP reflections	6/10/2016 semiannually

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction)

**G1.B1** Lack of understanding of the standards and what rigor truly means

**G1.B1.S1** We will build knowledge in the area of rigor/high-impact instruction with a focus on high-yield strategies and Marzano's DQ3 and DQ4.

### PD Opportunity 1

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.

#### Facilitator

Leadership Team

#### Participants

K-5 Teachers

#### Schedule

On 6/10/2016

**G1.B1.S2** We will build understanding/proficiency of planning around the components of the Balanced Math Block.

### PD Opportunity 1

Teachers will receive professional development on the Balanced Math Block, focusing on Number Talks to increase fluency.

#### Facilitator

Amanda McCoy/Math ITC

#### Participants

K-5 Teachers

#### Schedule

On 6/10/2016

**G1.B1.S3** We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

### **PD Opportunity 1**

Teachers will engage in Core Connections professional development with an emphasis on alignment to the Florida State Standards.

#### **Facilitator**

Core Connections Associates

#### **Participants**

K-5 Teachers

#### **Schedule**

On 6/10/2016

### **PD Opportunity 2**

Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.

#### **Facilitator**

Shawn Graham/LDC

#### **Participants**

K-5 Teachers

#### **Schedule**

On 6/10/2016

**G2.** If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions)

**G2.B1** Lack of clear and decisive MTSS systems of support

**G2.B1.S1** Provide support and resources for the MTSS process

**PD Opportunity 1**

Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring

**Facilitator**

Jill Carroll/Kelli Hinson

**Participants**

Instructional Staff

**Schedule**

Weekly, from 8/31/2015 to 6/10/2016

**PD Opportunity 2**

Teachers will engage in professional development on the uses of iRead/iReady data.

**Facilitator**

Shawn Graham, PLC Facilitators

**Participants**

Instructional Staff

**Schedule**

Weekly, from 8/31/2015 to 6/10/2016

**G3.** If we increase staff and student engagement, then student achievement will increase (Collaborative Culture).

**G3.B1** Lack of understanding of Marzano's research-based engagement strategies

**G3.B1.S1** Intentionally plan for cooperation and collaboration celebrations/recognition for teachers and staff.

**PD Opportunity 1**

Leader In Me Refresher

**Facilitator**

Emily Buckler/Tammy Hanlon

**Participants**

All faculty/staff

**Schedule**

On 6/10/2016

## 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	Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.	\$0.00
2	G1.B1.S1.A2	Within PLCs, teams will be assigned a triage person from the Leadership Team whom will meet with them weekly to assist in disaggregating data and creating an action plan.	\$0.00
3	G1.B1.S1.A3	A professional development schedule will be created to plan strategically for the needs of the school.	\$0.00
4	G1.B1.S2.A1	Teachers will receive professional development on the Balanced Math Block, focusing on Number Talks to increase fluency.	\$0.00
5	G1.B1.S2.A2	The Math Coach will go through the coaching cycle with teachers as it relates to the Balanced Math Block components.	\$0.00
6	G1.B1.S3.A1	Teachers will engage in Core Connections professional development with an emphasis on alignment to the Florida State Standards.	\$0.00
7	G1.B1.S3.A2	Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.	\$0.00
8	G1.B1.S3.A3	Teachers will engage in the coaching cycle based on their focus area.	\$0.00
9	G2.B1.S1.A1	Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring	\$0.00
10	G2.B1.S1.A2	Teachers will engage in professional development on the uses of iRead/iReady data.	\$0.00
11	G2.B1.S2.A1	We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.	\$0.00
12	G2.B1.S2.A2	We will create a school-wide assessment calendar on Google Drive.	\$0.00
13	G3.B1.S1.A1	Create a calendar of events/celebrations	\$0.00
14	G3.B1.S1.A2	Gallup Carousel	\$0.00
15	G3.B1.S1.A3	Leader In Me Refresher	\$0.00
16	G3.B1.S2.A1	Students will be recognized in various ways, including: high 5 club, turn around students, reading, math, science, leadership, individual student goal progress.	\$0.00
17	G3.B1.S2.A2	Students will be celebrated on various displays around the campus (school news, writing board, media displays, hallway displays)	\$0.00
<b>Total:</b>			<b>\$0.00</b>