

Orange County Public Schools

Waterford Elementary



2015-16 School Improvement Plan

Waterford Elementary

12950 LAKE UNDERHILL RD, Orlando, FL 32828

www.ocps.net/lc/east/ewt

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	48%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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	Ella Thompson
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

Waterford's teachers and staff promote and sustain healthy and positive relationships with students by communicating appropriate levels of concern and cooperation within the classroom as a true community of learning and through communicating appropriate levels of guidance and control to support the learning process.

The following strategies are utilized to establish and maintain effective relationships with students:

Knowing something about each student

Engaging in behaviors that indicate affection for each student

Bringing student interest into the content and personalizing learning activities

Engaging in physical behaviors that communicate interest in students

Using humor when appropriate

Consistently enforcing positive and negative consequences

Projecting a sense of emotional objectivity

Maintaining a cool exterior

Students need to experience a gradual release of responsibility from the teacher toward them.

Initially, teachers establish clearly articulated and implemented rules and procedures and maintain emotional objectivity. Gradually the teachers make the students more responsible for monitoring and regulating their own behavior and learning.

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

Waterford's campus has been decorated to emphasize a "Wildcat" sense of pride and purpose. The use of historical photographs, student artwork and positive messages have been displayed throughout the campus. In addition to the visual representations of a safe and positive learning and working environment, each morning the students are greeted by staff at the car line, building entrances, and classrooms with a smile and warm welcome to a new day of learning.

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

Waterford Elementary has implemented a positive behavior system approach to aid in minimizing distractions for students and keep them engaged during instructional time. A behavior matrix was developed outlining expectations for behavior in common areas throughout the school, including the classroom, cafeteria, hallways, and outdoors where physical education classes meet. Instructional

personnel teach and reinforce these expectations with the students and those students and classrooms making positive choices are rewarded throughout the year.

In an effort to increase consistency at Waterford, a behavior flow chart was developed to assist teachers with steps to take to correct common misbehavior. A distinction was made between what should be handled by the classroom teachers and administration. Teachers also received professional development during pre-planning on behavior expectations for students. The presentation included a segment facilitated by the school counselor with included strategies to use to keep students calm and positive. Teachers also learned about strategies that keep students engaged in classroom learning in order to limit behavior concerns.

A point system using Class Dojo was implemented in the cafeteria this year. Classes earn points by following the ROAR rules of the Wildcat Cafe during lunch.

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

A Comprehensive Guidance Program helps all of Waterford's students successfully work towards meeting the goals of the student development standards. These standards focus on helping students build skills in three areas: personal/social, academic, and career. A Comprehensive Guidance Program encourages services for all students; therefore, school-wide programs, classroom guidance and student support small groups make sure that students are taught the student development curriculum.

Our Comprehensive Guidance Program will ensure that our students receive multifaceted support in their personal/social growth, academic achievement, and development of workplace skills. Our school counselor works closely with students, teachers, parents, and counselors to help promote student growth and development. A comprehensive program means that many people work together to facilitate activities to help students be successful. Some of the activities/programs facilitated in our school are classroom guidance, school wide character education/bully prevention, student support small groups, and helping families that need extra support connecting with community resources. Waterford Elementary school also provides resources to our families in need through our food, clothes, and school supply pantry. The pantry is maintained by the school counselor through donations from the community.

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

Early warning indicators are tracked and monitored by members of the Leadership Team.

The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension is an early warning indicator. Attendance trends are monitored by the Registrar and the Guidance Counselor on a regular basis. When a student has reached ten days of excused and/or unexcused absences, an attendance meeting is scheduled with the student and the parent.
- One or more suspensions, whether in school or out of school Discipline data is monitored on a monthly basis by the Assistant Principal and Guidance Counselor. Decisions regarding the data are made by the MTSS team and based upon an individual basis.
- Course failure in English Language Arts or Mathematics is another indicator. Students who are not performing on grade level are monitored by teachers and the Leadership Team. They are placed in the proper intervention group, offered tutoring opportunities and monitored closely for growth.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics is an early warning indicator as well. Students who have scored a Level 1 are escalated

in the MTSS process, provided priority status for additional support both during and after the school day and their progress is closely monitored by teachers and the Leadership Team.

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	11	8	13	6	3	6	47
One or more suspensions	1	2	3	2	1	1	10
Course failure in ELA or Math	17	27	31	28	18	29	150
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	3	5	
Students exhibiting two or more indicators	5	4	5	1	1	16

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

The students who are identified by the early warning system are provided interventions in order to aid in improving their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates and the parent and student, if applicable, sign a contract agreeing to these strategies. Students who are not performing at grade level as indicated by ELA and Mathematics state/school assessments received tiered interventions by the classroom teacher or the ESE teachers in small pull-out groups. These students are also offered tutoring opportunities to provide additional assistance. Students that have more than one suspension may be placed on an individualized behavior plan that addresses the concern and data is monitored for improvement.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Waterford Elementary moved back into the community after being at a temporary location a year ago. Our goal is to continue increasing parent involvement and community support. We are doing this by keeping our school website and Facebook page updated. We are also keeping our parents informed

through Connect Orange and newsletters. Teachers use Class Dojo and other forms of communication that keep parents involved in student progress both academically and behaviorally.

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

Waterford utilizes the Partners in Education Program to engage the support and resources of the community. Mrs. Struble and Mrs. Ebert-Jones are our PIE contacts. The PIE contacts will train staff through a needs assessment survey and provide an orientation and overview to businesses within the community. During the 2013-2014 school year we earned the Five Star school recognition for our community participation and support.

To increase community engagement, each year Waterford participates in the East Orlando Chamber of Commerce education Celebration Day and Teach-In. Both of these events bring the community and students together and highlight the support and success of each.

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
Petersen, Kathy	Principal
Marshall, Deborah	Instructional Coach
Blackwell, Robin	Other
Alden, Stephanie	Guidance Counselor
Flynn, Molly	Instructional Media
Ebert-Jones, Jennifer	Teacher, K-12
Henderson, Farah	Assistant Principal

Duties

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

Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; guarantees implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Reading Resource: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; detects systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school

screening programs that provide early intervening services for children to be considered "at risk"; aids in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Staffing Specialist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team meets regularly to sustain a culturally embedded problem-solving environment to promote an intense focus on student achievement.

The team meets once a week to engage in the following activities: review data and guide instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding standards, at moderate risk or at high risk for not meeting expectations.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation and practice new processes and skills. The team will also facilitate the process of building collaboration while making decisions about instruction.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christina Cush	Parent
Kathy Petersen	Principal
Debbie Marshall	Teacher
Robin Blackwell	Teacher
Edna Toledo	Education Support Employee
Amy Noegel	Teacher
Emily Holtzapple	Parent
Laura Wilson	Parent
Virginia King	Parent
Teresa Rodriguez	Parent
Madeline Sanchez	Parent
Aleksandra Londono	Parent
Marcy Frederico	Parent
Margaret Wallace	Parent
Nabil Muhaisen	Parent
Ernan Serrano	Parent

Duties

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

Evaluation of last year's school improvement plan

At the second School Advisory Council (SAC) meeting in October, the School Improvement Plan (SIP) and student achievement data are reviewed. A mid-year review of the school improvement plan was conducted in January. The SAC evaluated the progress towards successfully achieving the goals set in the school improvement plan and determined next steps to support the completion of the goals. In the spring of 2015, SAC revisited and discussed successes and continuous improvement toward next year's goals while utilizing input from the Learning Environment Survey completed by the community stakeholders.

Development of this school improvement plan

The SAC contributes to the development of the SIP by helping to set the vision and priorities for the school. The SAC meetings will focus on the action steps of the SIP and the members involved to achieve the goals. The SAC will conduct a mid-year review of the school improvement plan in January. The SAC will evaluate the progress towards successfully achieving the goals set in the school improvement plan and determine next steps to support the completion of the goals. The SAC will again review the SIP in the spring of 2016 to discuss successes and continuous improvement toward next year's goals. The SAC will develop, conduct and review 'Learning Environment Survey' completed by the community stakeholders.

Preparation of the school's annual budget and plan

In order to prepare the school's annual budget, the principal provides education for the SAC members regarding state statutes, discretionary and categorical funds, allocations and curriculum needs, plus any significant anticipated changes for the upcoming school year.

In addition, the school leaders discuss the relationship between the school's budget and the school

improvement goals. The SAC members also discuss new programs, district initiatives and areas of community interest.

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

The School Advisory Council is partnered with the Principal to determine the needs and use of School Improvement Funds. During the 2014-2015 school year, \$3,000.00 was used for teachers' Professional Development in the area of high yield instructional strategies.

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
Flynn, Molly	Instructional Media
Marshall, Deborah	Instructional Coach
Ebert-Jones, Jennifer	Teacher, K-12
Petersen, Kathy	Principal
Henderson, Farah	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Our Literacy Leadership Team's major focus is to provide instructional support for Florida State Standards and the adopted reading core curriculum, Journeys. The LLT will provide ongoing professional development at the school level while informing and encouraging the instructional staff to participate in opportunities available at the district level. Teachers will be given opportunities to participate in Instructional Rounds to enhance their teaching and student achievement. We will continue to provide support for the alignment of the Florida State Standards through the utilization of IMS, MTP's and the Lesson Plan Facilitation Guide with emphasis on UDL and SIOP strategies.

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

Teachers will continue to participate in Professional Learning Communities and will engage in professional development activities to foster a collaborative environment daily during their scheduled PLC time.

In addition, teachers will continue to have opportunities to lead professional development activities focusing on the Marzano, SIOP, and UDL Strategies to use more frequently to produce more rigor and depth of processing on the part of students and provide differentiation.

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

OCPS E-Recruiting System is used to seek out highly qualified applicants. All instructional applicant resumes are reviewed to determine if the applicant is highly qualified. Verbal references are obtained to determine if the candidate is of high quality. Once hired, the teacher will be provided staff and professional development through PLCs on school procedures, Rtl and Common Core.

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

Mentor pairings are placed together based on teacher background and experiences; as well as student achievement data. The pairs either work on the same grade level or share qualities that should make the pairing successful. Mentor pairings meet biweekly and as much as necessary as the year progresses. Events like meet the teacher, progress reports, report cards, testing, curriculum, the Marzano teacher evaluation system, etc., are all expected topics of conversation and occur as needed and as it becomes relevant.

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 utilize the district's Instructional Management System to obtain detailed information on scope, sequence, essential standards, and measurement topic plans. Lesson plans are checked regularly and posted on the school's SharePoint site.

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

Each grade level has a uniform data spreadsheet that is used to monitor and analyze the effectiveness of instruction. The spreadsheets hold the class' data for all reading and math assessments. Teachers also monitor and review their students' growth in writing by keeping track of each student's monthly writing prompt score. These spreadsheets include baseline, mid-year and ending data from: Measures of Academic Performance (MAP); DRA (K-2 grade); Lexile Reading Levels (SRI); Common Assessments and Previous Florida Comprehensive Assessment Test (FCAT 4th & 5th grade) if applicable.

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: Before School Program

Minutes added to school year: 4,860

Students are provided with enrichment opportunities such as: Kiwanis Kids, Modern Woodsmen School Speech Contest, Family Math Night, Miracle of Science Night, and Book-fair events. Teachers receive before and after school support through collaborative planning sessions and professional development. Teachers receive professional development from 2:00pm - 3:00pm every other Wednesday. Instructional teams also meet after school on the 'off' Wednesdays from 2:00pm - 3:00pm for collaborative planning sessions. The leadership team provides support through ongoing instructional feedback, weekly lesson plan review, data desegregation and instructional materials.

Strategy Rationale

Opportunities for enhancing the learning experiences will give the students the ability to spend additional time involved in the learning process and produce greater gains.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Henderson, Farah, farah.henderson@ocps.net

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

The number of students participating in enrichment activities is collected. FSA performance data as well as common assessment data is reviewed. Growth on Deliberate Practice and Instructional Practice scores will be used to monitor Teachers' Professional Development and instructional improvement.

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

Students who attended Waterford's VE Pre-K are supported by their Pre-K teacher while the transition from Pre-K to Kindergarten is made. New students are welcomed during Kindergarten Round-Up. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by the screening data. Social skills instruction will occur daily and will be reinforced through the use of a common language, re-teaching, modeling and positive reinforcement of appropriate social behavior. The person(s) responsible for this strategy will be the Kindergarten Teachers.

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

We will have a display in the Media Center using the Crayons to College vocabulary. The information on the display is designed to help students focus on skills they need to sharpen as they journey from Crayons (Elementary School) to College. This will be updated monthly and there will be a display of career related books in the Media Center.

The School Counselor will provide Goal Setting Classroom Guidance Lessons to intermediate grades.

Our school has an early warning system for identifying students having academic/behavior difficulty to ensure early interventions. Students are assessed regularly to determine academic progress and to identify those struggling students. Those students are provided with small group and individual support to improve their skills. The School Counselor has provided teachers with referral criteria and procedures for students having social emotional difficulties. Those students are also provided with small group and individual support.

For those students who are excelling, they are provided with several opportunities for enrichment through the Common Core Curriculum and through our Gifted Resource programs.

Fifth Graders will engage in activities in the spring to prepare them for Middle School Transition. Students and parents will receive information on programs/courses that will best meet the needs of the student.

Teachers help students focus on planning and getting organized by using planners/agendas, checking work for accuracy, having students track their progress, and teaching the importance of getting work done on time. Teachers provide students with feedback and encourage students to listen to directions and ask clarifying questions.

The staff and students support college awareness every Friday by wearing college shirts. Teachers also display their college alma mater on their classroom door sign.

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

Teach-In/Career Week: Community members will come in to the school to speak with students about their careers, what subjects are important for their careers, and what interests/strengths relate to their careers. During this week in November, we will celebrate preparing for the future. Teachers will engage students in college and career related activities. They will complete career interest inventories, learn about careers and determine how their strengths/interests are related to careers they choose.

College Day Fridays: Each Teacher will complete a profile about where they went to college, what they had to do to prepare for college, what subjects are important, what hobbies/interests they have as well as information about their college. Every Friday on morning announcements, we will feature the Teacher college profiles for all of the students.

STEM Science activities will be provided for students throughout the year in the newly created STEM Lab. This year Project Lead the Way is being implemented in fifth grade. There is a Miracle of Science Night planned in the fall for students and parents to help students learn the relevance of science in their lives.

The Common Core Curriculum allows for students to use their imaginations and to practice/interact with new knowledge in a more hands on way so that they can apply what they learn to real life experiences.

Waterford Elementary School provides third through fifth Graders with opportunities to actively build a classroom community of learners to ensure they grow into productive members of the school community. These opportunities should focus on how to share, work together and make appropriate choices. Some ways for this to be done are through weekly class meetings and by providing extracurricular activities for students such as art club, chorus, Safety Patrols, Student Council and K-Kids. Also, groups of 4th and 5th graders will be responsible for sharing information to all students about Character and Bully Prevention. Students will share their messages weekly on our morning announcements.

Students have classroom/school jobs (i.e. line leader, line monitor, paper collector) to learn about responsibility, dependability and reliability. These skills are necessary for all jobs.

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

Teach-In/Career Week: Community members will come in to the school to speak with students about their careers, what subjects are important for their careers and interests/strengths which are related to their careers. During this week in November, we will celebrate preparing for the future. Teachers will engage students in college and career related activities. They will complete career interest inventories, learn about careers, and determine how their strengths/interests are related to careers they choose.

College Day Fridays: Every Friday staff and students are encouraged to wear their favorite college shirts. Each teacher will complete a profile about: where they went to college, what they had to do to prepare for college along with which subjects are important, what hobbies/interests they have, and information about their college. Every Friday on morning announcements, we will feature the teachers' college profiles for all of the students.

The school will help parents and families learn how to locate resources and to navigate the school system so they can be advocates for their children; (i.e. Progressbook, NOSCA website, PTA Newsletter, Waterford school website, OCPS website).

School and community events for parents and families to learn how to help their children develop a positive engagement in school and build high aspirations; (i.e. Boosterthon Fun Run, Math Night, Miracle of Science Night, Report Card Conference Night, Chorus Shows).

Teachers and Administration collaborate to create a safe environment that fosters skills that our children need to be successful. Examples are listed below.

*Character Education activities include: posters of the monthly character trait hanging in media center, cafeteria, and main office. Teachers are provided curriculum to use in their classrooms each month based on the character trait of the month. Each week we share information to all students on the character trait of the month on morning announcements. Students are recognized monthly as Terrific Kids for demonstrating the characteristics of the monthly trait. A special celebration with their parents is held in the cafeteria each month.

*Bully Prevention activities include: classroom visits to share information about bullying, how to handle it, and time to practice. Weekly messages on the morning announcements on how to prevent bullying.

*Students have classroom jobs (i.e. paper collector, pencil sharpener, line leader, door holder, line monitor) to learn about responsibility, dependability and reliability.

*Students are involved in extracurricular activities (i.e. chorus, art club, K-Kids, news crew, student council) to build leadership, social capital, community service, and communication/interpersonal skills.

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

Waterford Elementary School offers tutoring in reading and math which supports one of the indicators for the High School Feedback Report.

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.** Stakeholders will collaborate and reflect through Professional Learning Communities, to plan for and implement lessons, that fully address the intent of the grade level Florida Standards, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance)

- G2.** Waterford Elementary School will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness)

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. Stakeholders will collaborate and reflect through Professional Learning Communities, to plan for and implement lessons, that fully address the intent of the grade level Florida Standards, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance) 1a

G073256

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	77.0
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- PLC Meetings
- Small group instruction
- SIOP strategies
- UDL Strategies

Targeted Barriers to Achieving the Goal 3

- Differentiated support to close gaps in student achievement

Plan to Monitor Progress Toward G1. 8

Student data from common assessments will be collected throughout the year in all grade levels.

Person Responsible

Kathy Petersen

Schedule

Biweekly, from 9/30/2015 to 6/8/2016

Evidence of Completion

Data from assessments

G2. Waterford Elementary School will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness) 1a

G073257

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	77.0
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Marzano Map
- Instructional coaches/CRT
- District resources on IMS

Targeted Barriers to Achieving the Goal 3

- Instructional strategies not aligned to full extent of the standard.

Plan to Monitor Progress Toward G2. 8

Classroom observations and lesson plan reviews

Person Responsible

Kathy Petersen

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

iObservation feedback, lesson plan feedback

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. Stakeholders will collaborate and reflect through Professional Learning Communities, to plan for and implement lessons, that fully address the intent of the grade level Florida Standards, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance) **1**

 G073256

G1.B2 Differentiated support to close gaps in student achievement **2**

 B191390

G1.B2.S2 PD, resources, and support on SIOP and UDL strategies **4**

 S202854

Strategy Rationale

Teachers learn, are trained, and receive support on how to use SIOP and UDL strategies to meet the needs of differentiated group of students

Action Step 1 **5**

Teachers receive SIOP and UDL resource flip book to refer to strategies.

Person Responsible

Kathy Petersen

Schedule

On 8/24/2015

Evidence of Completion

Sign-in sheet and presentation from pre-planning session where flip books were received by teachers.

Action Step 2 5

Teachers receive continuous PD on SIOP (Sheltered Instruction Observation Protocol) and UDL (Universal Design for Learning) strategies.

Person Responsible

Robin Blackwell

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

sign-in sheets and presentation file

Action Step 3 5

Teachers receive support with students and student groups from ESOL and ESE Paraprofessionals, Reading Resource teachers, and Instructional Dean.

Person Responsible

Robin Blackwell

Schedule

Daily, from 9/8/2015 to 6/8/2016

Evidence of Completion

Schedules for support teachers, student rosters, academic resources list, and student data

Action Step 4 5

Utilize Imagine Learning, received from ESOL grant, in classrooms to support teachers in ESOL students' language acquisition skills.

Person Responsible

Robin Blackwell

Schedule

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

Evidence of Completion

Imagine Learning reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The use of SIOP, UDL, and other strategies will be monitored with classroom observations/visits by members of the leadership team for differentiation.

Person Responsible

Kathy Petersen

Schedule

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

Evidence of Completion

iObservation notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review of lesson plans for differentiation strategies

Person Responsible

Kathy Petersen

Schedule

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

Evidence of Completion

Grade level lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Student data will be collected to gauge effectiveness of implemented strategies through data meetings.

Person Responsible

Kathy Petersen

Schedule

Monthly, from 10/5/2015 to 5/30/2016

Evidence of Completion

Student data from common assessments and teacher formative assessments.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student data will be monitored for academic success based on differentiation provided by teachers to all students as evidenced by classroom observations.

Person Responsible

Kathy Petersen

Schedule

Monthly, from 9/30/2015 to 6/8/2016

Evidence of Completion

student assessment data and iObservation data

G2. Waterford Elementary School will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness) 1

 G073257

G2.B2 Instructional strategies not aligned to full extent of the standard. 2

 B191392

G2.B2.S1 Deconstruct Florida Standards 4

 S202855

Strategy Rationale

When standards are deconstructed, the full intent of the standard is understood

Action Step 1 5

Teachers use Florida Standards, DOK and Hess map, and IMS resources to deconstruct standards and Plan lessons.

Person Responsible

Kathy Petersen

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Completed lesson plans

Action Step 2 5

Teachers will receive professional development in Marzano strategies.

Person Responsible

Kathy Petersen

Schedule

Monthly, from 9/30/2015 to 5/25/2016

Evidence of Completion

Classroom observations

Action Step 3 5

Teachers who are in need, will receive coaching from the Instructional Dean and Curriculum Resource Teacher.

Person Responsible

Jennifer Ebert-Jones

Schedule

Every 6 Weeks, from 9/30/2015 to 5/25/2016

Evidence of Completion

Observation of strategy being used successfully and iObservation data

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

Review of lesson plans for planned use of strategies

Person Responsible

Kathy Petersen

Schedule

Biweekly, from 9/30/2015 to 5/25/2016

Evidence of Completion

grade level lesson plans

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

Classroom walk throughs and observations

Person Responsible

Kathy Petersen

Schedule

Daily, from 9/30/2015 to 6/8/2016

Evidence of Completion

iObservation data

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

Review lesson plans for proper activities that align to the full extent of the standard.

Person Responsible

Kathy Petersen

Schedule

Biweekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

lesson plan

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

Marzano Observations

Person Responsible

Kathy Petersen

Schedule

Every 3 Weeks, from 9/21/2015 to 6/8/2016

Evidence of Completion

iObservation data

Appendix 1: Implementation Timeline

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

Orange - 1091 - Waterford Elementary - 2015-16 SIP
Waterford Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.A1	Teachers receive SIOP and UDL resource flip book to refer to strategies.	Petersen, Kathy	8/24/2015	Sign-in sheet and presentation from pre-planning session where flip books were received by teachers.	8/24/2015 one-time
G2.B2.S1.A1	Teachers use Florida Standards, DOK and Hess map, and IMS resources to deconstruct standards and Plan lessons.	Petersen, Kathy	8/24/2015	Completed lesson plans	6/8/2016 monthly
G1.B2.S2.A2	Teachers receive continuous PD on SIOP (Sheltered Instruction Observation Protocol) and UDL (Universal Design for Learning) strategies.	Blackwell, Robin	9/30/2015	sign-in sheets and presentation file	6/1/2016 quarterly
G2.B2.S1.A2	Teachers will receive professional development in Marzano strategies.	Petersen, Kathy	9/30/2015	Classroom observations	5/25/2016 monthly
G1.B2.S2.A3	Teachers receive support with students and student groups from ESOL and ESE Paraprofessionals, Reading Resource teachers, and Instructional Dean.	Blackwell, Robin	9/8/2015	Schedules for support teachers, student rosters, academic resources list, and student data	6/8/2016 daily
G2.B2.S1.A3	Teachers who are in need, will receive coaching from the Instructional Dean and Curriculum Resource Teacher.	Ebert-Jones, Jennifer	9/30/2015	Observation of strategy being used successfully and iObservation data	5/25/2016 every-6-weeks
G1.B2.S2.A4	Utilize Imagine Learning, received from ESOL grant, in classrooms to support teachers in ESOL students' language acquisition skills.	Blackwell, Robin	9/9/2015	Imagine Learning reports	6/8/2016 weekly
G1.MA1	Student data from common assessments will be collected throughout the year in all grade levels.	Petersen, Kathy	9/30/2015	Data from assessments	6/8/2016 biweekly
G1.B2.S2.MA1	Student data will be monitored for academic success based on differentiation provided by teachers to all students as evidenced by classroom observations.	Petersen, Kathy	9/30/2015	student assessment data and iObservation data	6/8/2016 monthly
G1.B2.S2.MA1	The use of SIOP, UDL, and other strategies will be monitored with classroom observations/visits by members of the leadership team for differentiation.	Petersen, Kathy	9/8/2015	iObservation notes	6/8/2016 weekly
G1.B2.S2.MA2	Review of lesson plans for differentiation strategies	Petersen, Kathy	9/8/2015	Grade level lesson plans	6/8/2016 weekly
G1.B2.S2.MA3	Student data will be collected to gauge effectiveness of implemented strategies through data meetings.	Petersen, Kathy	10/5/2015	Student data from common assessments and teacher formative assessments.	5/30/2016 monthly
G2.MA1	Classroom observations and lesson plan reviews	Petersen, Kathy	9/1/2014	iObservation feedback, lesson plan feedback	5/29/2015 weekly
G2.B2.S1.MA1	Review lesson plans for proper activities that align to the full extent of the standard.	Petersen, Kathy	9/21/2015	lesson plan	6/8/2016 biweekly
G2.B2.S1.MA4	Marzano Observations	Petersen, Kathy	9/21/2015	iObservation data	6/8/2016 every-3-weeks
G2.B2.S1.MA1	Review of lesson plans for planned use of strategies	Petersen, Kathy	9/30/2015	grade level lesson plans	5/25/2016 biweekly
G2.B2.S1.MA2	Classroom walk throughs and observations	Petersen, Kathy	9/30/2015	iObservation data	6/8/2016 daily

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. Stakeholders will collaborate and reflect through Professional Learning Communities, to plan for and implement lessons, that fully address the intent of the grade level Florida Standards, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance)

G1.B2 Differentiated support to close gaps in student achievement

G1.B2.S2 PD, resources, and support on SIOP and UDL strategies

PD Opportunity 1

Teachers receive continuous PD on SIOP (Sheltered Instruction Observation Protocol) and UDL (Universal Design for Learning) strategies.

Facilitator

Various facilitators

Participants

Teachers and paraprofessionals

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

PD Opportunity 2

Teachers receive support with students and student groups from ESOL and ESE Paraprofessionals, Reading Resource teachers, and Instructional Dean.

Facilitator

Robin Blackwell

Participants

Teachers

Schedule

Daily, from 9/8/2015 to 6/8/2016

PD Opportunity 3

Utilize Imagine Learning, received from ESOL grant, in classrooms to support teachers in ESOL students' language acquisition skills.

Facilitator

Dana Greenburg

Participants

15 classroom teachers

Schedule

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

G2. Waterford Elementary School will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness)

G2.B2 Instructional strategies not aligned to full extent of the standard.

G2.B2.S1 Deconstruct Florida Standards

PD Opportunity 1

Teachers will receive professional development in Marzano strategies.

Facilitator

Leadership/Resource teams and teacher leaders

Participants

teachers

Schedule

Monthly, from 9/30/2015 to 5/25/2016

PD Opportunity 2

Teachers who are in need, will receive coaching from the Instructional Dean and Curriculum Resource Teacher.

Facilitator

Instructional Dean and Curriculum Resource Teacher

Participants

Teachers in need

Schedule

Every 6 Weeks, from 9/30/2015 to 5/25/2016

Technical Assistance Items

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

G1. Stakeholders will collaborate and reflect through Professional Learning Communities, to plan for and implement lessons, that fully address the intent of the grade level Florida Standards, resulting in an increase in student achievement. (Division Priority: Accelerate Student Performance)

G1.B2 Differentiated support to close gaps in student achievement

G1.B2.S2 PD, resources, and support on SIOB and UDL strategies

PD Opportunity 1

Teachers receive SIOB and UDL resource flip book to refer to strategies.

Facilitator

Kathy Petersen

Participants

Teachers

Schedule

On 8/24/2015

G2. Waterford Elementary School will increase the use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Ensure College and Career Readiness)

G2.B2 Instructional strategies not aligned to full extent of the standard.

G2.B2.S1 Deconstruct Florida Standards

PD Opportunity 1

Teachers use Florida Standards, DOK and Hess map, and IMS resources to deconstruct standards and Plan lessons.

Facilitator

Leadership and Resource teams

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Budget

Budget Data

Budget Data						
1	G1.B2.S2.A1	Teachers receive SIOP and UDL resource flip book to refer to strategies.				\$313.05
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1091 - Waterford Elementary			\$313.05
<i>Notes: Flip book resources for teachers on SIOP strategies</i>						
2	G1.B2.S2.A2	Teachers receive continuous PD on SIOP (Sheltered Instruction Observation Protocol) and UDL (Universal Design for Learning) strategies.				\$0.00
3	G1.B2.S2.A3	Teachers receive support with students and student groups from ESOL and ESE Paraprofessionals, Reading Resource teachers, and Instructional Dean.				\$0.00
4	G1.B2.S2.A4	Utilize Imagine Learning, received from ESOL grant, in classrooms to support teachers in ESOL students' language acquisition skills.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1091 - Waterford Elementary			\$750.00
<i>Notes: substitute teachers to cover for teachers during training</i>						
5	G2.B2.S1.A1	Teachers use Florida Standards, DOK and Hess map, and IMS resources to deconstruct standards and Plan lessons.				\$0.00
6	G2.B2.S1.A2	Teachers will receive professional development in Marzano strategies.				\$0.00
7	G2.B2.S1.A3	Teachers who are in need, will receive coaching from the Instructional Dean and Curriculum Resource Teacher.				\$0.00
					Total:	\$1,063.05