Polk County Public Schools

Walter Caldwell Elementary School

2015-16 School Improvement Plan

Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	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 was approved by the Polk County School Board on 9/7/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	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

Caldwell Elementary will provide high levels of effective instruction along with social and emotional learning that enables students to achieve proficiency of state standards.

Provide the school's vision statement

At Caldwell Elementary our students will achieve grade level mastery and be empowered to grow physically, socially and emotionally.

School Environment

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

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

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

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
	1	2	3	4	5	
Attendance below 90 percent	11	12	8	9	9	49
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	12	15

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	3	11	14

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

Interventions:
1.180 minutes of reading (120 TIER I) + (60 TIER ll)
2. Check-in behavior trackers
3. Attendance contracts
4. Mentoring
5. Progress Monitoring Plan (PMP)
6. Smart GOALS - Students will complete goals that are specific, measurable, attainable, relevant and time bound - goals will be established based on student needs
7. Ticket to Celebrate - Monthly PBS Program - expectations can be differentiated based on student behaviors

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/201861.

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

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

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

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Williams, Deron	Principal
Ashmore, Kathryn	Assistant Principal
Sylvester, Christopher	Instructional Coach
Pittman, Sherry	Instructional Coach
Taylor, Nicole	Instructional Technology
Swartz, Kimberly	Instructional Coach

Duties

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

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

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

Based on student achievement data, the administrative team identifies the areas of need and uses Title One Funds to help purchase additional support staff. A Literacy Coach and Math Coach were hired to work with instructional staff to strengthen Language Arts and Math instruction. A Reading Interventionist was hired to strategically work with Tier 2 and Tier 3 students. Three instructional paras have been hired to provide small group tutoring for students in grades K-5. The paras provide tutoring during Language Arts, Math and/or science instruction. The additional instructional staff allows the school to meet the individual needs of the students.
The school board is providing additional instructional programs that allow for differentiated instruction. Student's current academic levels and FAIR data indicate the various programs students participate in.
Administration oversees the effective implementation of the staff and program. The Literacy Coach

and Math Coach will be utilized to work in close proximity with the Interventionist and instructional paras. They will meet bi-monthly to discuss students, interventions and progress. Based on the outcome of the students' progress, programs and interventions will be re-evaluated.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Deron Williams	Principal
Kathryn Ashmore	Education Support Employee
Kimberly Swartz	Education Support Employee
Chad Langford	Business/Community
Katrina Dentel	Teacher
Michele Bolds	Teacher
Debbie Moore	Business/Community
Eric Robinson	Business/Community
Erica Rivera	Parent
Meredith Neimann	Business/Community
Judith Hammerle	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 end of the 14-15 school year the SAC reviewed the school improvement plan and discussed implementation of the strategies and the goals that were met based on data. At the start of the 15-16 school year, the committee will once again review the plan and determine what strategies we will continue to implement and what strategies we will re-evaluated.

Development of this school improvement plan

The SAC will use the 14-15 SIP Plan along with FSA data, EOY Data and FAIR Data to determine what strategies we will continue to implement and what strategies we will re-evaluated. From there, the committee will work trough the 8 step model to identify strategies for that will increase student achievement..

Preparation of the school's annual budget and plan

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

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

There are no school improvement funds.

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

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

Literacy Leadership Team (LLT)

Membership:

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

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Caldwell encourages positive working relationships between teachers, including collaborative planning and instruction. Each grade level has a common planning period in which they are afforded the opportunity to plan collaboratively. Teachers meet every Tuesday during planning time for Language Arts PLCs. Language Arts instruction is planned with the Literacy Coach and administration. On Thursdays, teachers meet with the Math Coach and administration for math planning.
Vertical teams are utilized to analyze student data and to ensure rigorous instruction is be delivered in vertical manner.
Teachers also have a "vertical duo". They are paired up with a teacher, on a different grade level. Once a month they visit each other's classrooms and observe instruction. They discuss what they saw and together reflect on each other's lessons.

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

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

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

New teachers are provided support through New Teacher Meetings. During the meetings, instructional strategies, student engagement, and classroom management strategies are discussed and shared. New teachers are provided the opportunity to observe experienced teachers. They are also afforded the opportunity to have lessons modeled in their classrooms.
New teachers are paired with either the literacy coach or a teacher on the grade level that has been identified as effective/highly effective. The pairing is based on need and availability.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

In order to ensure that our programs are aligned with the Florida State Standards, the teachers begin with unpacking the standards. They look at the standard and determine what students need to be able to master. From the standards, the teachers look at the provided curriculum and resources. They evaluate the resources and pull out what they can use to strengthen the standard and to ensure mastery. From there, they plan their lessons.
When planning for instruction, the teacher utilizes data from weekly assessments to evaluate whether students have mastered the standards. FAIR data is used to provide instructional guidelines for small groups. Ongoing progress monitoring data from FSA Writing Prompts and IBTP are also used for whole group and small group instruction.

Instructional Strategies

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

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

Strategy: Weekend Program

Minutes added to school year: 2,100

FSA Boot Camp is a Saturday Tutoring program that focuses on Reading, Math, Writing and Science. All students in grades 3-5 are invited to attend the tutoring. Camp will run from 8:30-12:00. There will be ten Saturday Sessions starting on January 16th and running through March 20th.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

students a chance to interact as well as an opportunity for the students to visit the kindergarten classrooms. Parents and students also have an opportunity to meet their child's teacher at Orientation before school starts. Weekly newsletters are sent by the teachers for effective parent communication. At the beginning of the year teachers provide a "field trip" to a different area each day. Students are taken to the cafeteria, library, office, music room, art room, PE field, etc. to familiarize students with our school campus. FLKRS screening is conducted by kindergarten teachers and support personnel at the beginning of the school year to all students. The Discovery Assessment is given to all kindergarten students three times a year. These assessments help teachers identify specific strengths and weaknesses.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Use Social and Emotional Learning to build a safe a supportive environment where students are self-aware, can mange themselves, have social awareness, relationship skills and make responsible decisions.

G2.   Teachers will utilize formative assessments to closely monitor students mastery of grade level standards.

G3.   Teachers will plan and deliver highly effective lesson plans so students can reach grade level mastery.

Strategic Goals Detail

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

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Walter Caldwell Elementary School

G1. Use Social and Emotional Learning to build a safe a supportive environment where students are self-aware, can mange themselves, have social awareness, relationship skills and make responsible decisions. `1a`

🔍 G073317

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	90.0
ELA/Reading Gains District Assessment	60.0
Math Gains District Assessment	60.0
Science Achievement District Assessment	50.0
Writing Gains District Assessment	70.0

Resources Available to Support the Goal `2`

- Polk County Professional Development Department

- Positive Behavior Support

- Professional Books and Resources

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and professional development in Social and Emotional Learning.

- Lack of explicit instruction in Social and Emotional Learning.

Plan to Monitor Progress Toward G1. `8`

Discipline Data and Student Survey Data will be used to evaluate the effectiveness of teaching the skills to students.

Person Responsible
Deron Williams

Schedule
Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion
Discipline Data and Student Survey Data

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Walter Caldwell Elementary School

G2. Teachers will utilize formative assessments to closely monitor students mastery of grade level standards. 1a

G073318

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	60.0
ELA/Reading Gains District Assessment	60.0
FCAT 2.0 Science Proficiency	50.0
Writing Gains District Assessment	70.0

Resources Available to Support the Goal 2

- CPALMS
- Florida Standards - Language Arts, Math and Writing
- Reading Wonders
- IBTP
- GoMath
- Professional Development Books
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Lack of professional development on formative assessments - what are formative assessments, how can I use there, where can I access them, how can they help?
- Lack of progress monitoring of formative assessments in relationships to standards

Plan to Monitor Progress Toward G2. 8

Ongoing progress monitoring data

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Formative and Summative assessment data will be inputted in to an excel document - monitored by Administration and Instructional Coaches

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G3. Teachers will plan and deliver highly effective lesson plans so students can reach grade level mastery.
1a

🔑 G073319

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	62.0
Writing Gains District Assessment	70.0

Resources Available to Support the Goal 2

- Reading Wonders Tier 2 Resources
- CPALMS
- FCRR
- Florida State Standars
- Leveled Readers
- Achieve3000
- Collaborative Planning PLCs with Literacy Coach and Adminstration
- 5E Model for Math and Science
- GoMath

Targeted Barriers to Achieving the Goal 3

- Lack of resources for differentiation - for all levels of learners
- Lack of professional development on how to identify/create Webb's Depth of Knowledge Level 2 and Level 3 tasks and questions.
- Lack of effective collaborative planning to increase effectiveness of plans.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible
Deron Williams

Schedule
Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion
Lesson plans and student work samples

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. Use Social and Emotional Learning to build a safe a supportive environment where students are self-aware, can mange themselves, have social awareness, relationship skills and make responsible decisions. 1

🔍 G073317

G1.B1 Lack of understanding and professional development in Social and Emotional Learning. 2

🔍 B191609

G1.B1.S1 Provide professional development to all staff members Social and Emotional Learning. 4

🔍 S203079

Strategy Rationale

Staff cannot provide direct instruction for Social and Emotional Learning to students if they don't know the elements of Social and Emotional Learning.

Action Step 1 5

Professional Development on Social and Emotional Learning - Professional Development will occur during PLCs, Faculty Meetings and Early Release Days.

Person Responsible

Deron Williams

Schedule

Monthly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Sign-In sheets, presentations and handout

Action Step 2 `5`

Social and Emotions Conversations - After initial training provide mini PD sessions on each aspects of the Social Emotional Learning.

Person Responsible

Deron Williams

Schedule

Monthly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Weekly Staff Blast, Handouts, Faculty Meeting Agendas

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

Provide follow up on Social Emotional Learning

Person Responsible

Deron Williams

Schedule

Monthly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Follow up activities in which teachers are applying social and emotional learning.

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

Lesson Plans, Student Work Samples, Conversations with Staff

Person Responsible

Deron Williams

Schedule

Every 3 Weeks, from 10/21/2015 to 6/3/2016

Evidence of Completion

Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding, student work samples, lesson plans

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

Discipline Data, Attendance Data, Student and Staff Surveys

Person Responsible

Deron Williams

Schedule

Monthly, from 10/21/2015 to 6/3/2016

Evidence of Completion

Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding.

G1.B2 Lack of explicit instruction in Social and Emotional Learning. `2`

🔍 B191610

G1.B2.S1 Teachers will provide explicit instruction in the five areas of Social and Emotional Learning: Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Declension Making `4`

🔍 S203080

Strategy Rationale

If teachers provide explicit instruction that students will develop a better understanding of their emotions and make responsible decisions.

Action Step 1 `5`

Lesson Plans and resources will be developed for teachers to provide direct instruction to students on social and emotional learning.

Person Responsible

Deron Williams

Schedule

Every 3 Weeks, from 10/19/2015 to 6/3/2016

Evidence of Completion

Lesson Plan implementation, walk-throughs, student work samples, discipline data

Action Step 2 `5`

Generate list of resources and materials for teachers to use in classrooms

Person Responsible

Deron Williams

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

List of resources and materials

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

Explicit instruction in Social and Emotional Skills

Person Responsible

Deron Williams

Schedule

On 6/3/2016

Evidence of Completion

Lesson Plans, Walk-Through Data, Discipline Data

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

Discipline Data will be used to evaluate effectiveness, as well as students surveys, with the goal that the results will indicate that they feel they can handle their problems and make responsible decisions.

Person Responsible

Deron Williams

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

Discipline Data, Student Survey

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G1.B2.S2 Utilize School's closed circuited morning new show program to reinforce using skills that are taught in real-world situations. 4

S203081

Strategy Rationale

Students need to be able to see where to apply what they have learned from the direct instruction for social and emotional learning.

Action Step 1 5

Use the morning news show to provide mini lessons based on real-world application for students on elements of social and emotional learning.

Person Responsible

Deron Williams

Schedule

Every 3 Weeks, from 11/2/2015 to 6/3/2016

Evidence of Completion

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

Calendar will be established with Network Manager to implement the skills into the new show and provide students with opportunities to respond to the real-world scenario.

Person Responsible

Deron Williams

Schedule

Every 3 Weeks, from 11/2/2015 to 6/3/2016

Evidence of Completion

Student Surveys, Discipline Data

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

Evaluation of social and emotional learning elements of new show and impact on student behavior.

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 11/2/2015 to 6/3/2016

Evidence of Completion

Discipline Data and Student Survey Results

G2. Teachers will utilize formative assessments to closely monitor students mastery of grade level standards. `1`

🔍 G073318

G2.B1 Lack of professional development on formative assessments - what are formative assessments, how can I use there, where can I access them, how can they help? `2`

🔍 B191611

G2.B1.S1 Provide professional development for teachers on formative assessments. `4`

🔍 S203082

Strategy Rationale

If teachers are gong to use formative assessments ti increase students mastery of the standards, they have to know how to use them.

Action Step 1 `5`

Provide professional development to staff on Formative Assessments.

Person Responsible

Deron Williams

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Presentation, handouts, follow up activties

Action Step 2 `5`

Monthly Follow Up Conversations in PLCs - During PLCs we will review progress on use of
formative assessments and student progress.

Person Responsible

Deron Williams

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Agendas, work samples

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

Professional Development calendar will be utilized for scheduling - mini sessions will be provided
during PLCs

Person Responsible

Deron Williams

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

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

Teacher will complete follow up activities related to formative assessments - included but not
limited to providing formative assessments and progress monitoring - teachers will work with
vertical teams to evaluate the complexity of the formative assessment to determine if it aligned
with the standard.

Person Responsible

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Assessment, lesson plans,student work samples

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G2.B2 Lack of progress monitoring of formative assessments in relationships to standards 2

🔍 B191612

G2.B2.S1 Teachers will utilize a formative assessment progress monitoring form that will be posted in Office 365. They will document formative assessment data for Language Arts - Reading and Writing, Math and Science. 4

🔍 S203083

Strategy Rationale

If teachers have a place where they are required to enter progress monitoring data then it will be easier for them to monitor progress.

Action Step 1 5

Establish form in Office 365 for staff to utilize - model using form with staff

Person Responsible

Christopher Sylvester

Schedule

On 9/21/2015

Evidence of Completion

Monitoring data being entered into progress monitoring per grade level.

Action Step 2 5

Benchmark Calendar with Formative Assessments Scheduled

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Benchmark calendars with formative assessments scheduled at the end of standard instruction

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

Use of Progress Monitoring Excel Sheet for Formative Assessments

Person Responsible

Deron Williams

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Excel Sheet

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

Formative assessment data throughout the unit/module will be used for re-teaching so students will be more successful on the summative

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Data analysis

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G2.B2.S2 Next Steps - work with teachers to determine next steps for instruction based on results of data 4

🔑 S203084

Strategy Rationale

If teachers can strategically utilize the continuous improvement model with the results of the formative assessments then student achievement will increase.

Action Step 1 5

Utilize data to determine whether standard needs to be re-taught whole group or small group

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans with tier 2 interventions, reteaching and enrichment

Action Step 2 5

Based on data teacher will group students for intervention, continued practice or enrichment

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Data, Student Work Samples

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

Evaluation of lesson plans, data, student work samples, walk-through data

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Evaluation of lesson plans, data, student work samples, walk-through data

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

Evaluation of lesson plans, data, student work samples, walk-through data

Person Responsible

Deron Williams

Schedule

Evidence of Completion

Lesson plans, data, student work samples, walk-through data

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G3. Teachers will plan and deliver highly effective lesson plans so students can reach grade level mastery. `1`

`G073319`

G3.B1 Lack of resources for differentiation - for all levels of learners `2`

`B191613`

G3.B1.S1 Work with classroom teachers to identify instructional needs of students resources that can be used with all levels of need. `4`

`S203085`

Strategy Rationale

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

Action Step 1 `5`

Identify instructional needs of low, average and high performing students. Use ongoing assessment data to evaluate needs and then gather resources to provide differentiated instruction to meet student needs

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Data analysis, Student work samples, Power Hour Lesson Plans, Tier 2 Math Instruction

Action Step 2 `5`

Provide Tier 2 and Tier 3 Interventions to students who need additional support.

Person Responsible

Deron Williams

Schedule

Daily, from 9/7/2015 to 6/3/2016

Evidence of Completion

Power Hour Lesson Plans, iii Math Lesson Plans, Student Work Samples, Data Analysis and Tiered Intervention Documentation, Formative Assessment Data

Action Step 3 `5`

Utilize Literature Circles for high performing Language Arts Students.

Person Responsible

Sherry Pittman

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Student Work Samples, Data Analysis

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

Lesson Plan Evaluation, Classroom Observations, FAIR and IBTP Data Analysis

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson Plan Review Schedule, Feedback on Lesson Plans, Journey Entries, Walk-Through Notes, FAIR and IBTP Data Analysis, Student Work Samples

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

Classroom walk-throughs will be used to monitor the teachers effectiveness of providing differentiated interventions.

Person Responsible

Deron Williams

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work. Data will be analyzed and reviewed to determine if interventions are working.

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

Evaluate ongoing progress monitoring data to ensure that the differentiation is meeting student needs. Review student work samples and data.

Person Responsible

Deron Williams

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Data from FAIR and IBTP assessments and summary of next steps based on data. Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work. Data will be analyzed and reviewed to determine if interventions are working.

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

Power Hour Lesson Plans and iii Math Lesson Plans

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Evaluate Power Hour Lessons and iii Math Lesson Plans to ensure that the activities are planned meet the instructional needs of the students and are differentiated based on student needs.

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G3.B2 Lack of professional development on how to identify/create Webb's Depth of Knowledge Level 2 and Level 3 tasks and questions. 2

🔑 B191614

G3.B2.S1 Provide professional development to staff on how to identify and create Level 2 and Level 3 tasks and questions based off of Webb's Depth of Knowledge 4

🔑 S203086

Strategy Rationale

Until the teachers are effectively trained in identifying and creating complex text and questions, they will not be able to provide higher order thinking.

Action Step 1 5

Provide professional development on Webb's Depth of Knowledge - provide multiple opportunities for practice, feedback and evaluation.

Person Responsible

Deron Williams

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Presentations, sign-in sheets, handouts and follow up activities

Action Step 2 5

During collaborative planning provide opportunities to create Level 2 and Level 3 questions and tasks.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Student work samples, classroom observations, lesson plans, center activities

Action Step 3 `5`

Work with teachers to be able to identify resources that can be utilize for Level 2 and Level 3
questions and tasks - CPALMS, Test Item Specs, computer based programs

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans, work samples, PLC agendas

Action Step 4 `5`

Administration and Instructional Coaches will model in classroom utilizing higher order thinking
questions and task - teachers will be asked to observe and look for elements of higher order
thinking in the lessons.

Person Responsible

Deron Williams

Schedule

On 6/3/2016

Evidence of Completion

Lesson Plans, student work samples

Action Step 5 `5`

During planning, develop questions/tasks that allow for "accountable talk". Accountable talking
involves showing, telling, explaining, and proving reasoning.

Person Responsible

Deron Williams

Schedule

Weekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Journey observations, non-evaluative walk-through feedback, student work
samples, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Lesson Plan Evaluations

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Teachers will submit lesson plans through server. Administration and Instructional Coaches will review the lesson plans for Level 2 and Level 3 questions and tasks.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Classroom Visits - focusing on higher order thinking questions

Person Responsible

Deron Williams

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Student Work Samples - Sharing Sessions

Person Responsible

Deron Williams

Schedule

Quarterly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Teachers will bring student work samples that reflect a Language Arts Standards or a Math standard in which students performed a task that met the criteria for Level 2 or Level 3 on Webb's Depth of Knowledge.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Teacher walk-through data and lesson plan evaluations will be used to evaluate the effectiveness of the higher order thinking strategies.

Person Responsible

Deron Williams

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

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

G3.B3 Lack of effective collaborative planning to increase effectiveness of plans. `2`

🔑 B191615

G3.B3.S1 Teachers will meet with instructional coaches twice a week to create highly effective lesson plans that meet the instructional needs of the all learners. `4`

🔑 S203087

Strategy Rationale

If teachers are not following effective steps for collaborative planing, they are in turn working harder and not smarter As a result, student achievement will not increase.

Action Step 1 `5`

Teachers will meet with instructional coaches twice a week to plan for Language Arts and Math Instruction.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, student work samples

Action Step 2 `5`

Teachers will complete Pre-Planning activities prior to the planning sessions - pre planning activities include re-evaluating and updating SBIT 2.0 to reflect the intent of the standard and completing a rough draft of lesson plan

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, SBIT 2.0, feedback from instructional coaches

Action Step 3 `5`

Teachers will bring student work samples and data to each PLC to determine if students reach mastery of the standard. At the beginning of each PLC, teachers will reflect on the data and discuss how students did on the formative assessment or summative assessment in relationship to the standard. Additional ideas based on the data will be shared with teachers.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Work samples, progress monitoring excel sheet

Action Step 4 `5`

Bring data to Language Arts and Math PLCs and plan for small group instruction as well as make other instructional adjustments

Person Responsible

Deron Williams

Schedule

Weekly, from 10/20/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans, formative assessment data, formative assessment data excel sheet, small group lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Lesson plans and Progress Monitoring Data

Person Responsible

Deron Williams

Schedule

On 6/3/2016

Evidence of Completion

Agendas/notes from PLCs, Lesson Plans, student work samples, ongoing progress monitoring data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Lesson Plans and Feedback

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, Evaluative Walk-Throughs, Student Work Samples and Ongoing Progress Data

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G3.B3.S2 Utilize the 5E model for planning instruction in math and science. 4

S203088

Strategy Rationale

If teacher plan using the 5 E's model it allows students and teachers to experience common activities, to build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

Action Step 1 5

Provide Professional Development in 5E Model

Person Responsible

Deron Williams

Schedule

On 8/19/2015

Evidence of Completion

Deron Williams, Christopher Sylvester

Action Step 2 5

During collaborative planning, instructional coach will plan with teachers using the 5E Model

Person Responsible

Deron Williams

Schedule

Weekly, from 8/27/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

Action Step 3 `5`

Implement 5E Lesson Plans - Provide Coaching and Modeling for Teachers

Person Responsible

Christopher Sylvester

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans, student work samples, anecdotal notes and feedback

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

Lesson plans developed in collaborative planning and lesson plans modeled in classrooms

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans developed in collaborative planning and lesson plans modeled in classrooms, student work samples, formative assessment data

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

Analysis of lesson plans along with analysis of formative and summative data

Person Responsible

Deron Williams

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans, student work samples, data

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	Professional Development on Social and Emotional Learning - Professional Development will occur during PLCs, Faculty Meetings and Early Release Days.	Williams, Deron	10/14/2015	Sign-In sheets, presentations and handout	6/3/2016 monthly
G1.B2.S1.A1	Lesson Plans and resources will be developed for teachers to provide direct instruction to students on social and emotional learning.	Williams, Deron	10/19/2015	Lesson Plan implementation, walk-throughs, student work samples, discipline data	6/3/2016 every-3-weeks
G1.B2.S2.A1	Use the morning news show to provide mini lessons based on real-world application for students on elements of social and emotional learning.	Williams, Deron	11/2/2015		6/3/2016 every-3-weeks
G2.B1.S1.A1	Provide professional development to staff on Formative Assessments.	Williams, Deron	9/7/2015	Presentation, handouts, follow up activties	6/3/2016 monthly
G2.B2.S1.A1	Establish form in Office 365 for staff to utilize - model using form with staff	Sylvester, Christopher	9/14/2015	Monitoring data being entered into progress monitoring per grade level.	9/21/2015 one-time
G2.B2.S2.A1	Utilize data to determine whether standard needs to be re-taught whole group or small group	Williams, Deron	9/7/2015	Lesson plans with tier 2 interventions, reteaching and enrichment	6/3/2016 weekly
G3.B1.S1.A1	Identify instructional needs of low, average and high performing students. Use ongoing assessment data to evaluate needs and then gather resources to provide differentiated instruction to meet student needs	Williams, Deron	9/7/2015	Data analysis, Student work samples, Power Hour Lesson Plans, Tier 2 Math Instruction	6/3/2016 weekly
G3.B2.S1.A1	Provide professional development on Webb's Depth of Knowledge - provide multiple opportunities for practice, feedback and evaluation.	Williams, Deron	9/7/2015	Presentations, sign-in sheets, handouts and follow up activities	6/3/2016 monthly
G3.B3.S1.A1	Teachers will meet with instructional coaches twice a week to plan for Language Arts and Math Instruction.	Williams, Deron	9/7/2015	Lesson Plans, student work samples	6/3/2016 weekly
G3.B3.S2.A1	Provide Professional Development in 5E Model	Williams, Deron	8/19/2015	Deron Williams, Christopher Sylvester	8/19/2015 one-time
G1.B1.S1.A2	Social and Emotions Conversations - After initial training provide mini PD sessions on each aspects of the Social Emotional Learning.	Williams, Deron	10/14/2015	Weekly Staff Blast, Handouts, Faculty Meeting Agendas	6/3/2016 monthly
G1.B2.S1.A2	Generate list of resources and materials for teachers to use in classrooms	Williams, Deron	9/7/2015	List of resources and materials	6/3/2016 monthly
G2.B1.S1.A2	Monthly Follow Up Conversations in PLCs - During PLCs we will review progress on use of formative assessments and student progress.	Williams, Deron	9/7/2015	Agendas, work samples	6/3/2016 monthly
G2.B2.S1.A2	Benchmark Calendar with Formative Assessments Scheduled	Williams, Deron	9/7/2015	Benchmark calendars with formative assessments scheduled at the end of standard instruction	6/3/2016 weekly
G2.B2.S2.A2	Based on data teacher will group students for intervention, continued practice or enrichment	Williams, Deron	9/7/2015	Lesson Plans, Data, Student Work Samples	6/3/2016 weekly
G3.B1.S1.A2	Provide Tier 2 and Tier 3 Interventions to students who need additional support.	Williams, Deron	9/7/2015	Power Hour Lesson Plans, iii Math Lesson Plans, Student Work Samples, Data Analysis and Tiered Intervention Documentation, Formative Assessment Data	6/3/2016 daily
G3.B2.S1.A2	During collaborative planning provide opportunities to create Level 2 and Level 3 questions and tasks.	Williams, Deron	9/7/2015	Student work samples, classroom observations, lesson plans, center activities	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A2	Teachers will complete Pre-Planning activities prior to the planning sessions - pre planning activities include re-evaluating and updating SBIT 2.0 to reflect the intent of the standard and completing a rough draft of lesson plan	Williams, Deron	9/7/2015	Lesson Plans, SBIT 2.0, feedback from instructional coaches	6/3/2016 weekly
G3.B3.S2.A2	During collaborative planning, instructional coach will plan with teachers using the 5E Model	Williams, Deron	8/27/2015	Lesson Plans	6/3/2016 weekly
G3.B1.S1.A3	Utilize Literature Circles for high performing Language Arts Students.	Pittman, Sherry	9/7/2015	Lesson Plans, Student Work Samples, Data Analysis	6/3/2016 weekly
G3.B2.S1.A3	Work with teachers to be able to identify resources that can be utilize for Level 2 and Level 3 questions and tasks - CPALMS, Test Item Specs, computer based programs	Williams, Deron	9/7/2015	Lesson plans, work samples, PLC agendas	6/3/2016 weekly
G3.B3.S1.A3	Teachers will bring student work samples and data to each PLC to determine if students reach mastery of the standard. At the beginning of each PLC, teachers will reflect on the data and discuss how students did on the formative assessment or summative assessment in relationship to the standard. Additional ideas based on the data will be shared with teachers.	Williams, Deron	9/7/2015	Work samples, progress monitoring excel sheet	6/3/2016 weekly
G3.B3.S2.A3	Implement 5E Lesson Plans - Provide Coaching and Modeling for Teachers	Sylvester, Christopher	9/7/2015	Lesson plans, student work samples, anecdotal notes and feedback	6/3/2016 weekly
G3.B2.S1.A4	Administration and Instructional Coaches will model in classroom utilizing higher order thinking questions and task - teachers will be asked to observe and look for elements of higher order thinking in the lessons.	Williams, Deron	9/7/2015	Lesson Plans, student work samples	6/3/2016 one-time
G3.B3.S1.A4	Bring data to Language Arts and Math PLCs and plan for small group instruction as well as make other instructional adjustments	Williams, Deron	10/20/2015	Student work samples, lesson plans, formative assessment data, formative assessment data excel sheet, small group lesson plans	6/3/2016 weekly
G3.B2.S1.A5	During planning, develop questions/ tasks that allow for "accountable talk". Accountable talking involves showing, telling, explaining, and proving reasoning.	Williams, Deron	10/20/2015	Lesson Plans, Journey observations, non-evaluative walk-through feedback, student work samples, lesson plans	6/3/2016 weekly
G1.MA1	Discipline Data and Student Survey Data will be used to evaluate the effectiveness of teaching the skills to students.	Williams, Deron	11/2/2015	Discipline Data and Student Survey Data	6/3/2016 monthly
G1.B1.S1.MA1	Lesson Plans, Student Work Samples, Conversations with Staff	Williams, Deron	10/21/2015	Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding, student work samples, lesson plans	6/3/2016 every-3-weeks
G1.B1.S1.MA2	Discipline Data, Attendance Data, Student and Staff Surveys	Williams, Deron	10/21/2015	Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding.	6/3/2016 monthly
G1.B1.S1.MA1	Provide follow up on Social Emotional Learning	Williams, Deron	10/14/2015	Follow up activities in which teachers are applying social and emotional learning.	6/3/2016 monthly
G1.B2.S1.MA1	Discipline Data will be used to evaluate effectiveness, as well as students surveys, with the goal that the results	Williams, Deron	11/2/2015	Discipline Data, Student Survey	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	will indicate that they feel they can handle their problems and make responsible decisions.				
G1.B2.S1.MA1	Explicit instruction in Social and Emotional Skills	Williams, Deron	11/2/2015	Lesson Plans, Walk-Through Data, Discipline Data	6/3/2016 one-time
G1.B2.S2.MA1	Evaluation of social and emotional learning elements of new show and impact on student behavior.	Williams, Deron	11/2/2015	Discipline Data and Student Survey Results	6/3/2016 every-6-weeks
G1.B2.S2.MA1	Calendar will be established with Network Manager to implement the skills into the new show and provide students with opportunities to respond to the real-world scenario.	Williams, Deron	11/2/2015	Student Surveys, Discipline Data	6/3/2016 every-3-weeks
G2.MA1	Ongoing progress monitoring data	Williams, Deron	9/7/2015	Formative and Summative assessment data will be inputted in to an excel document - monitored by Administration and Instructional Coaches	6/3/2016 weekly
G2.B1.S1.MA1	Teacher will complete follow up activities related to formative assessments - included but not limited to providing formative assessments and progress monitoring - teachers will work with vertical teams to evaluate the complexity of the formative assessment to determine if it aligned with the standard.		9/7/2015	Assessment, lesson plans, student work samples	6/3/2016 monthly
G2.B1.S1.MA1	Professional Development calendar will be utilized for scheduling - mini sessions will be provided during PLCs	Williams, Deron	9/7/2015		6/3/2016 monthly
G2.B2.S1.MA1	Formative assessment data throughout the unit/module will be used for re-teaching so students will be more successful on the summative	Williams, Deron	9/14/2015	Data analysis	6/3/2016 every-6-weeks
G2.B2.S1.MA1	Use of Progress Monitoring Excel Sheet for Formative Assessments	Williams, Deron	9/14/2015	Progress Monitoring Excel Sheet	6/3/2016 weekly
G2.B2.S2.MA1	Evaluation of lesson plans, data, student work samples, walk-through data	Williams, Deron	6/3/2016	Lesson plans, data, student work samples, walk-through data	one-time
G2.B2.S2.MA1	Evaluation of lesson plans, data, student work samples, walk-through data	Williams, Deron	9/7/2015	Evaluation of lesson plans, data, student work samples, walk-through data	6/3/2016 weekly
G3.MA1	Lesson plans and student work samples will be collected and reviewed through the year to determine progress.	Williams, Deron	9/7/2015	Lesson plans and student work samples	6/3/2016 weekly
G3.B1.S1.MA1	Classroom walk-throughs will be used to monitor the teachers effectiveness of providing differentiated interventions.	Williams, Deron	9/7/2015	Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work. Data will be analyzed and reviewed to determine if interventions are working.	6/3/2016 monthly
G3.B1.S1.MA3	Evaluate ongoing progress monitoring data to ensure that the differentiation is meeting student needs. Review student work samples and data.	Williams, Deron	9/7/2015	Data from FAIR and IBTP assessments and summary of next steps based on data. Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work. Data will be analyzed and reviewed to determine if interventions are working.	6/3/2016 biweekly
G3.B1.S1.MA4	Power Hour Lesson Plans and iii Math Lesson Plans	Williams, Deron	9/7/2015	Evaluate Power Hour Lessons and iii Math Lesson Plans to ensure that the	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				activities are planned meet the instructional needs of the students and are differentiated based on student needs.	
G3.B1.S1.MA1	Lesson Plan Evaluation, Classroom Observations, FAIR and IBTP Data Analysis	Williams, Deron	9/7/2015	Lesson Plan Review Schedule, Feedback on Lesson Plans, Journey Entries, Walk-Through Notes, FAIR and IBTP Data Analysis, Student Work Samples	6/3/2016 weekly
G3.B2.S1.MA1	Teacher walk-through data and lesson plan evaluations will be used to evaluate the effectiveness of the higher order thinking strategies.	Williams, Deron	9/7/2015	Data will be evaluated to see if each group of students is making adequate progress on the Improve LIIS assessments.	6/3/2016 biweekly
G3.B2.S1.MA1	Lesson Plan Evaluations	Williams, Deron	9/7/2015	Teachers will submit lesson plans through server. Administration and Instructional Coaches will review the lesson plans for Level 2 and Level 3 questions and tasks.	6/3/2016 weekly
G3.B2.S1.MA3	Classroom Visits - focusing on higher order thinking questions	Williams, Deron	9/7/2015	Walk through notes and feedback based on instruction and student work.	6/3/2016 biweekly
G3.B2.S1.MA4	Student Work Samples - Sharing Sessions	Williams, Deron	9/7/2015	Teachers will bring student work samples that reflect a Language Arts Standards or a Math standard in which students performed a task that met the criteria for Level 2 or Level 3 on Webb's Depth of Knowledge.	6/3/2016 quarterly
G3.B3.S1.MA1	Lesson Plans and Feedback	Williams, Deron	9/7/2015	Lesson Plans, Evaluative Walk-Throughs, Student Work Samples and Ongoing Progress Data	6/3/2016 weekly
G3.B3.S1.MA1	Lesson plans and Progress Monitoring Data	Williams, Deron	9/7/2015	Agendas/notes from PLCs, Lesson Plans, student work samples, ongoing progress monitoring data	6/3/2016 one-time
G3.B3.S2.MA1	Analysis of lesson plans along with analysis of formative and summative data	Williams, Deron	9/7/2015	Lesson plans, student work samples, data	6/3/2016 weekly
G3.B3.S2.MA1	Lesson plans developed in collaborative planning and lesson plans modeled in classrooms	Williams, Deron	9/7/2015	Lesson plans developed in collaborative planning and lesson plans modeled in classrooms, student work samples, formative assessment data	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Use Social and Emotional Learning to build a safe a supportive environment where students are self-aware, can mange themselves, have social awareness, relationship skills and make responsible decisions.

G1.B1 Lack of understanding and professional development in Social and Emotional Learning.

G1.B1.S1 Provide professional development to all staff members Social and Emotional Learning.

PD Opportunity 1

Professional Development on Social and Emotional Learning - Professional Development will occur during PLCs, Faculty Meetings and Early Release Days.

Facilitator

Jennifer Rouse - Polk County School District

Participants

All staff members

Schedule

Monthly, from 10/14/2015 to 6/3/2016

PD Opportunity 2

Social and Emotions Conversations - After initial training provide mini PD sessions on each aspects of the Social Emotional Learning.

Facilitator

Deron Williams and Katie Ashmore

Participants

All staff members

Schedule

Monthly, from 10/14/2015 to 6/3/2016

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G2. Teachers will utilize formative assessments to closely monitor students mastery of grade level standards.

G2.B1 Lack of professional development on formative assessments - what are formative assessments, how can I use there, where can I access them, how can they help?

G2.B1.S1 Provide professional development for teachers on formative assessments.

PD Opportunity 1

Provide professional development to staff on Formative Assessments.

Facilitator

Deron Williams, Katie Ashmore, Christopher Sylvester, Sherry Pittman

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Monthly, from 9/7/2015 to 6/3/2016

G3. Teachers will plan and deliver highly effective lesson plans so students can reach grade level mastery.

G3.B1 Lack of resources for differentiation - for all levels of learners

G3.B1.S1 Work with classroom teachers to identify instructional needs of students resources that can be used with all levels of need.

PD Opportunity 1

Utilize Literature Circles for high performing Language Arts Students.

Facilitator

Sherry Pittman and Katie Ashmore

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

G3.B2 Lack of professional development on how to identify/create Webb's Depth of Knowledge Level 2 and Level 3 tasks and questions.

G3.B2.S1 Provide professional development to staff on how to identify and create Level 2 and Level 3 tasks and questions based off of Webb's Depth of Knowledge

PD Opportunity 1

Provide professional development on Webb's Depth of Knowledge - provide multiple opportunities for practice, feedback and evaluation.

Facilitator

Deron Williams, Katie Ashmore, Christopher Sylvester and Sherry Pittman

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Monthly, from 9/7/2015 to 6/3/2016

G3.B3 Lack of effective collaborative planning to increase effectiveness of plans.

G3.B3.S2 Utilize the 5E model for planning instruction in math and science.

PD Opportunity 1

Provide Professional Development in 5E Model

Facilitator

Christopher Sylvester

Participants

Classroom Teachers

Schedule

On 8/19/2015

Polk - 0861 - Walter Caldwell Elem. School - 2015-16 SIP

Walter Caldwell Elementary School

Technical Assistance Items

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

G3. Teachers will plan and deliver highly effective lesson plans so students can reach grade level mastery.

G3.B1 Lack of resources for differentiation - for all levels of learners

G3.B1.S1 Work with classroom teachers to identify instructional needs of students resources that can be used with all levels of need.

PD Opportunity 1

Identify instructional needs of low, average and high performing students. Use ongoing assessment data to evaluate needs and then gather resources to provide differentiated instruction to meet student needs

Facilitator

Deron Williams, Katie Ashmore, Sherry Pittman and Christopher Sylvester

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Professional Development on Social and Emotional Learning - Professional Development will occur during PLCs, Faculty Meetings and Early Release Days.**	$0.00
2	G1.B1.S1.A2	**Social and Emotions Conversations - After initial training provide mini PD sessions on each aspects of the Social Emotional Learning.**	$0.00
3	G1.B2.S1.A1	**Lesson Plans and resources will be developed for teachers to provide direct instruction to students on social and emotional learning.**	$0.00
4	G1.B2.S1.A2	**Generate list of resources and materials for teachers to use in classrooms**	$0.00
5	G1.B2.S2.A1	**Use the morning news show to provide mini lessons based on real-world application for students on elements of social and emotional learning.**	$0.00
6	G2.B1.S1.A1	**Provide professional development to staff on Formative Assessments.**	$0.00
7	G2.B1.S1.A2	**Monthly Follow Up Conversations in PLCs - During PLCs we will review progress on use of formative assessments and student progress.**	$0.00
8	G2.B2.S1.A1	**Establish form in Office 365 for staff to utilize - model using form with staff**	$0.00

Budget Data

9	G2.B2.S1.A2	Benchmark Calendar with Formative Assessments Scheduled	$0.00
10	G2.B2.S2.A1	Utilize data to determine whether standard needs to be re-taught whole group or small group	$0.00
11	G2.B2.S2.A2	Based on data teacher will group students for intervention, continued practice or enrichment	$0.00
12	G3.B1.S1.A1	Identify instructional needs of low, average and high performing students. Use ongoing assessment data to evaluate needs and then gather resources to provide differentiated instruction to meet student needs	$0.00
13	G3.B1.S1.A2	Provide Tier 2 and Tier 3 Interventions to students who need additional support.	$0.00
14	G3.B1.S1.A3	Utilize Literature Circles for high performing Language Arts Students.	$0.00
15	G3.B2.S1.A1	Provide professional development on Webb's Depth of Knowledge - provide multiple opportunities for practice, feedback and evaluation.	$0.00
16	G3.B2.S1.A2	During collaborative planning provide opportunities to create Level 2 and Level 3 questions and tasks.	$0.00
17	G3.B2.S1.A3	Work with teachers to be able to identify resources that can be utilize for Level 2 and Level 3 questions and tasks - CPALMS, Test Item Specs, computer based programs	$0.00
18	G3.B2.S1.A4	Administration and Instructional Coaches will model in classroom utilizing higher order thinking questions and task - teachers will be asked to observe and look for elements of higher order thinking in the lessons.	$0.00
19	G3.B2.S1.A5	During planning, develop questions/tasks that allow for "accountable talk". Accountable talking involves showing, telling, explaining, and proving reasoning.	$0.00
20	G3.B3.S1.A1	Teachers will meet with instructional coaches twice a week to plan for Language Arts and Math Instruction.	$0.00
21	G3.B3.S1.A2	Teachers will complete Pre-Planning activities prior to the planning sessions - pre planning activities include re-evaluating and updating SBIT 2.0 to reflect the intent of the standard and completing a rough draft of lesson plan	$0.00
22	G3.B3.S1.A3	Teachers will bring student work samples and data to each PLC to determine if students reach mastery of the standard. At the beginning of each PLC, teachers will reflect on the data and discuss how students did on the formative assessment or summative assessment in relationship to the standard. Additional ideas based on the data will be shared with teachers.	$0.00
23	G3.B3.S1.A4	Bring data to Language Arts and Math PLCs and plan for small group instruction as well as make other instructional adjustments	$0.00
24	G3.B3.S2.A1	Provide Professional Development in 5E Model	$0.00
25	G3.B3.S2.A2	During collaborative planning, instructional coach will plan with teachers using the 5E Model	$0.00
26	G3.B3.S2.A3	Implement 5E Lesson Plans - Provide Coaching and Modeling for Teachers	$0.00
		Total:	$0.00