

Wendell Watson Elementary School

6800 WALT WILLIAMS RD, Lakeland, FL 33809

<http://schools.polk-fl.net/ww>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	57%

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

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

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

Wendell Watson Elementary school in partnership with family and community will provide rigorous instruction for ALL students as we prepare them for a successful future.

Provide the school's vision statement

Students will become life long learners through rigorous learning experiences at Wendell Watson Elementary.

School Environment

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

Students' cultures are shared and celebrated within the instructional context of the day. Our school wide Positive Behavior Support focuses on building relationships with students. A school wide mentoring program is in place so that identified students have the classroom teacher and a additional staff member as a support system promoting academic and personal successes.

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

At Wendell Watson Elementary, a school wide Positive Behavior Support plan is implemented. Students are taught at the beginning of the school year 5 school-wide expectations. Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety, and Engaged in Learning: PRIDE. School wide expectations are visible and posted throughout the campus. PRIDE expectations are modeled and reviewed utilizing our daily news show. Teachers assist with teaching the expectations throughout the school year.

Adult supervision of students is in place securing a safe environment both before, during and after school. Students are encouraged to report any behaviors that are not in line with our school wide expectations. District expectations of student access during the school day are in place including arrival, access during the school day and dismissal.

Both administration and the school counselor are involved in working with students to ensure behaviors are a mirror of our school wide expectations. Safety of students before, during and after school is a top priority.

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

At Wendell Watson Elementary, a school-wide Positive Behavior Support plan is implemented. Students are taught 5 school-wide expectations: Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety Engage in Learning: PRIDE. These expectations are enforced throughout the school day and students are acknowledged for meeting these expectations by earning a Wing-Bling. School-wide monthly rewards are planned to acknowledge students who meet the goal. Teachers are expected to follow a flow-chart of identified behavioral consequences. There is also a defined list of teacher managed vs. office managed behaviors. The school-wide PBS team meets

monthly to review data, discuss implementation and any changes that need to be made to the system.

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

Nurturing students' social-emotional needs is a top priority for the staff at Wendell Watson Elementary. Students are held to the high expectations of our school-wide behavior system which encourages them to demonstrate PRIDE not only in their academic achievements, but in their social experiences with others. Adult mentors are provided to selected students who need an another adult in their life. Wendell Watson Elementary Guidance Counselor is available for classroom guidance lessons, small groups focused on student needs and one on one check in/check out time for goal setting and follow up.

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

At Wendell Watson Elementary several indicators are used for an Early Warning System: Attendance below 90% when compared to days enrolled, one or more suspensions, a level 1 score in Reading and/or Math on a statewide assessment and previous retention.

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	0	23	13	16	9	15	76
One or more suspensions	0	2	2	1	2	4	11
Course failure in ELA or Math	0	0	3	3	2	2	10
Level 1 on statewide assessment	0	0	0	7	4	22	33
Previously Retained	8	15	7	22	19	21	92

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

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

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

Student identified as needing additional academic supports are provided intervention through differentiated instruction; as well as, Tier 2 and Tier 3 supports. Progress is frequently monitored, reviewed and adjustments made to intervention supports as needed. Weekly meetings are held to discuss students in need of additional behavioral supports. Student needs are matched to interventions such as mentoring and check-in/check-out. Progress is monitored and intervention support is adjusted as needed. Collaborative planning and Professional Learning

Community meetings review grade level trend data and provide opportunity for students to develop small group intervention plans to address student concerns.

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

At Wendell Watson Elementary several activities, committees and opportunities present themselves for parent involvement. These include SAC, PTA and volunteering. Throughout the school year, family involvement activities are planned that include movie nights, show choir nights, art and music showcase, etc. In the fall, Open house occurs. This school year we will have coffee with the principal throughout the year. Grade levels also plan parent nights and teach/review content, standards and expectations.

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

Our school PTA actively recruits and maintains positive relationships with community stakeholders. Spirit nights are held at local community businesses. Thank you letters are sent when contributions are made. We are currently looking to expand our Business Partners.

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
Riley, Katherine	Principal
Poe-Liburd, Tanya	Assistant Principal
Hanneken, Rissa	Teacher, K-12
Williamson, Mallory	Teacher, K-12
Olszewski, Marlene	Teacher, K-12

Duties

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

The role of the school Academic Leadership Team is to review all school data including state assessment scores, attendance, behavior and progress monitoring data (FAIR, district assessments). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5. The team will also discuss the progress of implementation of collaborative planning school wide.

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

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations. School budget funds are set aside to support professional learning through collaboration with General Education and ESE teachers. Teacher collaboration is set on a weekly basis within teams and with administration. Kathy Riley and Tanya Poe-Liburd coordinate all Professional Learning Community Meetings, and arrange all school leadership team meetings. Tier 2 meetings are supported by Amy Vance, School Psychologist and Brooke Burkholder, Guidance Counselor. Teams meet to discuss on-going progress monitoring data and effective strategies.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Jennifer Rouse	Education Support Employee
Tanya Poe-Liburd	Principal
Elaine Moore	Parent
Mariza Abdalla	Teacher
Laura Starnier	Business/Community
Jackie Graves	Parent
Kristin Walker	Parent
Kenny Nestor	Parent
Shauna Bergwall	Teacher

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

Last year's school improvement plan was reviewed and adjusted according to the FCAT test results. While strategies from the school improvement plan were reviewed by all stakeholders continually throughout the 2013-2014 school year, assessment data did show increase in student achievement.

Development of this school improvement plan

The collaborative effort in the development of this school improvement plan included analyzing all state assesment data, collaboration from district personnel, school personnel and School Advisory Council membership.

Preparation of the school's annual budget and plan

With district guidelines, our school's budget plan was developed to included opportunities for professional development and data assessment needs.

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

Lottery funds (\$4,000.00) were voted as to be utilized for student tutoring.

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
Riley, Katherine	Principal
Williamson, Mallory	Teacher, K-12
Hanneken, Rissa	Teacher, K-12
Rodriguez, Connie	Instructional Media
Poe-Liburd, Tanya	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

We use our school daily news show to promote our Accelerated Reading Program, we provide tickets to students "Caught Reading" outside of the classroom setting, we implement Book Clubs, While visiting the Media Center, Our specialist discusses series, authors and types of texts. We promote Literacy through our classroom and school newsletters, family events such as Orientation, Family Nights and grade level curriculum nights.

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

All grade levels plan collaboratively with their respective grade level teams. In addition, vertical teaming occurs with a content area focus. Our school works with the district reading, math and science coaches to assit with planning and effective instructional delivery. Also, early release days are used for collaborative planning.

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

Administration follows district hiring procedures within the RHS system. School based professional development opportunities occur throughout the school year. Ongoing feedback is used to assist new staff with effective implementation of standards and high yield strategies.

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

Model classrooms are identified at Wendell Watson Elementary. New teachers are paired with an experienced highly effective teacher. Teachers plan and collaborate focusing on the school's instructional focus and areas of growth as identified by administration.

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 follow the LAFS and MAFS provided by the state. Administrative walkthroughs and observations are used to ensure standards based instruction is occurring. Lesson plans are reviewed to ensure standards are embedded in all content areas. School's Literacy Coach provides on-going feedback to teachers. Collaborative planning sessions are facilitated by coach and/or administration.

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

School data is reviewed to determine the lowest and highest performing students. This information allows teachers to create targeted groups based upon instructional needs. Assessments and progress monitoring data are analyzed to determine any necessary differentiation. A Multi Tiered System of Support is utilized to ensure student success at all levels. Specific Tier 2 progress monitoring data is analyzed with grade levels to determine outliers and additional supports needed.

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

Strategy: After School Program

Minutes added to school year: 900

After school tutoring will be provided for targeted students who are identified as being in the school's bottom 25% quartile.

Strategy Rationale

After school program will provide additional time for students to effectively work through core one instruction with added supports.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Riley, Katherine, katherine.riley@polk-fl.net

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

On-going progress monitoring results, weekly/ module assessments will be analyzed for areas of growth. Instruction will be tailored to meet the need of students in program. Florida Standards Assessment results will be analyzed when received by state.

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

The ESE Pre-K teacher works with Kindergarten to provide a transition for students prior to the start of their Kindergarten school year. Most Pre-K students transition into an inclusion classroom and varied levels of support are provided. The middle schools representatives provide 5th grade students an overview of class scheduling and learning opportunities. This transition activity happens in the spring of each school year. 5th graders can visit the middle school or that information is provided to them at Wendell Watson Elementary. Middle school elective class groups such as band, chorus, etc. give a performance to 5th graders and provide information for students interested in those programs.

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

NA

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

NA

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. 1a

G074510

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- LAFS & MAFS
- Reading Wonders
- CPALMS
- Literacy Coach
- On-Going Assessments
- Coaching notes/conversations including feedback
- Learning Maps for all content areas

Targeted Barriers to Achieving the Goal 3

- Lack of Rigor within Core Instruction
- Lack of reflective practice for teachers

Plan to Monitor Progress Toward G1. 8

FAIR, IBTP

Person Responsible

Katherine Riley

Schedule

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

Evidence of Completion

FAIR reports indicating PLS of .70 or higher, IBTP results with 70% or higher

Plan to Monitor Progress Toward G1. 8

Tier 2 results

Person Responsible

Katherine Riley

Schedule

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

Evidence of Completion

Tier 2 progress monitoring data (collected in school's electronic database) to include fluency, comprehension, weekly ELA test results

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. **1**

 G074510

G1.B3 Lack of Rigor within Core Instruction **2**

 B194592

G1.B3.S1 Develop core instruction that is rigorous meeting the full intent of the standard. **4**

 S206142

Strategy Rationale

Increase student achievement for all students

Action Step 1 **5**

Professional Development to increase the rigor with full intent of the standard including checks for understanding.

Person Responsible

Katherine Riley

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD

Action Step 2 5

Administrative coaching with teachers

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Coaching schedule and notes with teachers including feedback

Action Step 3 5

Feedback from school's Literacy Coach

Person Responsible

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Follow up action form

Action Step 4 5

Collaborative Planning

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

student samples, data, agendas

Action Step 5 5

Increase Accountable Talk

Person Responsible

Katherine Riley

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Evidence of Completion

Collaborative planning lesson plans, sign in sheets, walk through observations, progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration and/or Coach participate in collaborative planning.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, reflection notes, student data/work samples, agenda notes, journey documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Ongoing Progress monitoring data will show increase in student learning with each assessment

Person Responsible

Katherine Riley

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

School data base including all progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom observations with feedback

Person Responsible

Katherine Riley

Schedule


Evidence of Completion

Coaching notes, Journey observations

G1.B4 Lack of reflective practice for teachers 2

 B194593

G1.B4.S1 Administrative and coach feedback 4

 S206146

Strategy Rationale

Specific feedback to teachers increases knowledge of strategies to be included within effective instruction.

Action Step 1 5

Admin and Coach feedback will provide teachers with specific feedback to improve instruction.

Person Responsible

Katherine Riley

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Evidence will include coaching notes, set face to face meetings, coaching team during collaborative planning.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom walk through observations will be used to monitor fidelity.

Person Responsible

Katherine Riley

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observation notes, Journey feedback/data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Weekly coaching cycles with targeted teachers, weekly feedback from walk-through observations and Journey feedback/data

Person Responsible

Katherine Riley

Schedule

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

Evidence of Completion

Coaching notes, observation notes, Journey feedback/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.B3.S1.A1	Professional Development to increase the rigor with full intent of the standard including checks for understanding.	Riley, Katherine	8/24/2015	Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD	6/9/2016 monthly
G1.B4.S1.A1	Admin and Coach feedback will provide teachers with specific feedback to improve instruction.	Riley, Katherine	8/24/2015	Evidence will include coaching notes, set face to face meetings, coaching team during collaborative planning.	6/9/2016 weekly
G1.B3.S1.A2	Administrative coaching with teachers	Riley, Katherine	8/24/2015	Coaching schedule and notes with teachers including feedback	6/9/2016 weekly
G1.B3.S1.A3	Feedback from school's Literacy Coach		8/24/2015	Follow up action form	6/9/2016 monthly
G1.B3.S1.A4	Collaborative Planning	Riley, Katherine	8/24/2015	student samples, data, agendas	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A5	Increase Accountable Talk	Riley, Katherine	9/28/2015	Collaborative planning lesson plans, sign in sheets, walk through observations, progress monitoring data	6/9/2016 monthly
G1.MA1	FAIR, IBTP	Riley, Katherine	9/1/2015	FAIR reports indicating PLS of .70 or higher, IBTP results with 70% or higher	6/9/2016 quarterly
G1.MA2	Tier 2 results	Riley, Katherine	9/1/2015	Tier 2 progress monitoring data (collected in school's electronic database) to include fluency, comprehension, weekly ELA test results	6/9/2016 biweekly
G1.B3.S1.MA1	Ongoing Progress monitoring data will show increase in student learning with each assessment	Riley, Katherine	8/25/2014	School data base including all progress monitoring data	6/4/2015 monthly
G1.B3.S1.MA3	Classroom observations with feedback	Riley, Katherine	6/9/2016	Coaching notes, Journey observations	one-time
G1.B3.S1.MA1	Administration and/or Coach participate in collaborative planning.	Riley, Katherine	8/24/2015	Lesson plans, reflection notes, student data/work samples, agenda notes, journey documentation	6/10/2016 weekly
G1.B4.S1.MA1	Weekly coaching cycles with targeted teachers, weekly feedback from walk-through observations and Journey feedback/data	Riley, Katherine	9/1/2015	Coaching notes, observation notes, Journey feedback/data	6/9/2016 weekly
G1.B4.S1.MA1	Classroom walk through observations will be used to monitor fidelity.	Riley, Katherine	8/24/2015	Observation notes, Journey feedback/data	6/9/2016 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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

G1.B3 Lack of Rigor within Core Instruction

G1.B3.S1 Develop core instruction that is rigorous meeting the full intent of the standard.

PD Opportunity 1

Professional Development to increase the rigor with full intent of the standard including checks for understanding.

Facilitator

Administration, School based Literacy Coach, and District Coaches

Participants

all instructional staff

Schedule

Monthly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Collaborative Planning

Facilitator

administration

Participants

all instructional staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

PD Opportunity 3

Increase Accountable Talk

Facilitator

Shauna Bergwall-Literacy Coach, Katherine Riley-Principal

Participants

All Instructional Staff

Schedule

Monthly, from 9/28/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B3.S1.A1	Professional Development to increase the rigor with full intent of the standard including checks for understanding.	\$0.00
2	G1.B3.S1.A2	Administrative coaching with teachers	\$0.00
3	G1.B3.S1.A3	Feedback from school's Literacy Coach	\$0.00
4	G1.B3.S1.A4	Collaborative Planning	\$0.00
5	G1.B3.S1.A5	Increase Accountable Talk	\$0.00
6	G1.B4.S1.A1	Admin and Coach feedback will provide teachers with specific feedback to improve instruction.	\$0.00
			Total: \$0.00