

Polk County Public Schools

R. Bruce Wagner Elementary School



2015-16 School Improvement Plan

R. Bruce Wagner Elementary School

5500 YATES RD, Lakeland, FL 33811

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

**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	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
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

We will ensure learning takes place for all through high expectations, family involvement, and instruction rich in communication & technology.

Provide the school's vision statement

Students, families, and staff work hand in hand to develop responsible, respectful, reliable, lifelong learners . . . every child, every family, every day.

School Environment

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

Teachers employ a variety of strategies and activities at the beginning of the year to learn important information about students' backgrounds and cultures, often through class- or team-building exercises. School-based events provide opportunities for parents to visit the campus and learn about the educational goals for their children (orientation, parent information night in early fall, grade level specific parent education nights, student portfolio night). Parent conferences are held with as many parents as possible in the first 2-3 months of the school year. All of these events focused on the parents provide a window for the teachers and school into the background and cultures of the students, and when teachers and parents have a positive, informed relationship, students respond positively to learning.

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

Our school utilizes a Positive Behavior Support System which has its foundations in identifying expected, appropriate behaviors, teaching these behaviors to students at the beginning of the year, reteaching as needed throughout the year, and reinforcing those positive choices. This system provides the parameters for students to know the boundaries, expectations, and safety procedures within the classrooms, across the campus, and on the bus traveling to and from school. During the 2014-15 year, teachers will also be incorporating Skillstreaming lessons, unique to the needs of their classes, to include role playing situations for students to practice the behaviors that create a safe and respectful climate with others.

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

The Positive Behavior Support system focuses on the appropriate behaviors that create a learning-focused environment (see item b above). Within the system, there are also consequences for negative behaviors, such as in-school refocusing and teaching opportunities, parent communication, and office intervention. All instructional and non-instructional staff participate in annual training to ensure procedures are fairly and consistently enforced in all areas of the campus. Major and minor behavioral infractions are identified, with consequences matched to the level of 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

Skillstreaming lessons are utilized by teachers when a class need or small group need is identified within the class or grade level. The guidance counselor supports the affective needs of students through whole class guidance lessons each year, small group meetings, and some individual counseling support. A mentoring program is in place that matches adults (parents or community members) with individual students or small groups of students for support that is focused more on social-emotional rather than academic help. The school personnel works in tandem with itinerant personnel (social worker, mental health counselor, psychologist) to share pertinent information related to student emotional health. Monthly grade level MTSS meetings address academic and behavioral interventions for each teacher's class.

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

The district's automated attendance system tracks students' attendance and our school's terminal operator generates the attendance report weekly for review with the school social worker. The system tracks students with excessive absences or tardies who are missing instructional time. Data related to out of school suspensions or poor academic achievement (failing grades in ELA or Math) are reviewed by the administration at least each nine weeks. Suspension data is also reviewed by the school-wide Positive Behavior Support Team. Administration and the current year teachers review the names and scores of students on the prior year state assessment in order to determine students in the lowest quartile of achievement. The school-based Interventionists are also involved in this process in order to develop the most appropriate interventions.

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	7	18	15	8	7	9	64
One or more suspensions	0	1	3	0	0	1	5
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	15	26	47

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

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

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

Students are provided intervention support through classroom based Immediate Intensive Intervention (iii) or academic support through ESE teachers or paras, ESOL para support, or in small groups with the school-based Interventionists. Letters are mailed to the parents of students at the first

signs of attendance or tardy issues, and letters continue to be mailed if absences or tardies increase. If EWS indicators reflect a problem for an ESE student, the parents, the ESE Facilitator, ESE teacher(s), and/or the classroom teacher meet to review the IEP if the issue is with academics, or develop a Behavior Intervention Plan and Functional Behavior Assessment if the issue is with behavioral concerns for the student. The school's leadership team for MTSS (principal, assistant principal, guidance counselor, ESE facilitator, and the two Interventionists) meet with each grade level and teacher individually each month to review overall class data on progress monitoring assessments (FAIR, etc.) and consider students with EWS indicators carefully within the context of progress and achievement.

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/193670>.

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

The school has a strong partnership with the Parent and Teacher Association, local churches, business partners who sponsor school spirit nights, and other community organizations that support school initiatives, such as Keep Polk County Beautiful, City of Lakeland, Books are Fun, Kiwanis, and Rotary Club. Many organizations and businesses provide direct resources to the school, while others are in partnership providing opportunities for the school to invest in their organization and in turn the organization returns support to the school.

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
	Other
Eckman, Rebekah	Assistant Principal
Brett, Linda	Other
Mayes, Kim	Other
Allen, Marieka	Instructional Coach
Foster, Ryan	Principal

Duties

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

Ryan Foster- Principal, Lead meetings and monitor all school data
 Rebekah Eckman- Asst. Principal, Assist in gathering school assessment data and monitoring MTSS
 Maria Guerrero- Guidance Counselor, Lead PST meetings and work with teachers to gather data for students
 Kim Mayes- Math Interventionist, Monitor and analyze data, especially in math; support teachers with interventions
 Marieka Allen- Math Coach, Monitor and analyze data, especially in reading; support teachers with interventions
 Linda Brett- ESE Facilitator, Monitor and analyze data; support teachers with interventions
 School Psychologist (TBD)- Monitor and analyze data; support teachers with interventions.

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

The Leadership Team meets once a week to formally to ensure the alignment of personnel, material resources, and teacher & student needs for support. Following each series of progress monitoring data collection (9 week assessments, FAIR, class assessment), Leadership Team members assist teachers with data disaggregation. Monthly meetings related to MTSS are also held, with the Leadership Team members each being matched with a teacher from the grade level, in order to ensure proper focus is given to coordinating support. All funding received through federal, state, or local funds will be utilized as stipulated from the originating agency or organization in order to support student learning, address academic deficits, meet basic student needs (i.e. nutrition programs), parent involvement programs and initiatives, and providing for support personnel or materials that will support student learning.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ryan Foster	Principal
Kim Mayes	Education Support Employee
Brian Negron	Parent
Scott Johnson	Parent
Bonnie Benard	Parent
Eloisa Crespo	Parent
Bob Rogers	Parent
William Roll	Parent
Pam Fletcher	Parent
Peter Adkins	Parent
Ann Mitchell	Parent
Carie Aguilar	Parent
Blanca Medina	Parent
Shanna Lucas	Business/Community
Leonette Weeks	Teacher
Blanca Pabon	Education Support Employee
Natasha Chancey	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

The School Improvement Plan will be reviewed over the course of 2-3 meetings with the SAC in 15-16. When the SAC convenes in 15-16, data from the previous school year will be reviewed to evaluate the success of the strategies implemented and discuss the Goals and Strategies for the 2015-16 plan.

Development of this school improvement plan

The SAC reviews the goals and strategies proposed in the SIP, provides input regarding the academic and non-academic focus areas. SAC and PTA representatives will participate in a review of the SIP during its development.

Preparation of the school's annual budget and plan

SAC members participated in multiple conversations related to the expenditures and effective uses of the school budget as it related to Parent Involvement activities. Considerable input was provided to questions and areas of focus for the annual Parent Involvement Plan, which is a component of the SIP. The SAC also contributed to discussions related to proposed expenses with Technology Funds and voted to support the proposal.

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

No funds available at this time.

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
Foster, Ryan	Principal
Eckman, Rebekah	Assistant Principal
Mayes, Kim	Instructional Coach
Brett, Linda	Other
Allen, Marieka	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Professional Development and training related to FAIR administration and data interpretation.

STAR and Accelerated Reader - effective monitoring of student involvement and progress

Lesson Plan development focused on rigor, text complexity, text support for student responses, and learning scales, utilizing the Reading Wonders series and other resources, including the incorporation of reading strategies in math, science, and social studies.

Effective implementation of Reading iii strategies, focusing on fidelity, proven processes and materials, with accurate progress monitoring.

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, K-5, have common planning time daily for a 50 minute period. Teams have 5-9 members. Collaborative planning sessions will be to discuss plans, learning goals based on standards, and review assessments occur weekly, review student work, plan lessons and observations. Teams will plan on Monday's for Reading and Tuesday's for Math. If a Monday is not available, Reading will take place on Tuesday.

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

Utilize the district resources when hiring new, Highly Qualified teachers, and select candidates with strong potential to be successful in the classroom.

Utilize members of the Leadership Team to meet with new teachers on a regular basis to provide support within the classroom.

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

First year teachers will be paired with an experienced peer and participate in monthly meetings to review how classroom instruction and management issues are being addressed.
All new teachers to R. Bruce Wagner will participate in a bi-monthly meeting with the coaches to review expectations at this school

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

Core instructional materials in ELA and Math have a strong correlation to the Florida Standards, and the district's curriculum maps correlate the standards to each module of learning. However, the teachers at each grade level focus on learning the depth and requirements for learning of each standard, and are striving to align and match student learning and assessment to each standard. This often requires adding to the core curriculum resources, locating more appropriate resources, or developing unique assessment resources to ensure the tasks accurately match the scope of the standards.

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

Data is maintained on achievement on standardized tests and various progress monitoring assessments on each student by teachers and administration, providing a method of reviewing each student's achievement and growth throughout the year. When deficiencies are noted for individuals or small groups of students, teachers adjust whole group and small group instruction for reading and math. When appropriate, coordination with Interventionists, ESE teachers, or other support personnel is ensured to match student needs to appropriate interventions.

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

Strategy: Before School Program

Minutes added to school year: 1,500

"Extras for ESOL" is a before school program, 15 minutes each day, providing support and encouragement to ELL students in reading library books and taking Accelerated Reader tests.

Strategy Rationale

ELL students can struggle to acquire English language skills, need consistent practice to improve those skills, and often can "word call" but struggle with comprehension of reading material, so support and encouragement is needed. Families of ELL students are often unable to provide the needed support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mayes, Kim, kimberlee.mayes@polk-fl.net

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

Accelerated Reader participation and achievement data
STAR data throughout the year to note growth for individual students

Strategy: After School Program

Minutes added to school year: 2,400

After School ESOL tutoring support

Strategy Rationale

ELL students can benefit from additional time focused on reading, math, and practice with the English language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Eckman, Rebekah, rebekah.eckman@polk-fl.net

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

STAR and AR reading progress monitoring data, FAIR (if available), and progress with use of the online academic program provided by the ESOL department, progress with Rosetta Stone.

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

Beginning with Kindergarten Round Up in the spring, incoming kindergarten students are screened for basic identification of letters, numbers, shapes, and knowledge. The screening information is provided to the classroom teacher to assist in initial planning for instruction. Kindergarten teachers will utilize other screening tools within the first weeks of the school year to individually assess students knowledge of multiple pre-reading related skills and knowledge. FAIR will be utilized three times a year to monitor students' growth towards grade level expectations. For students exiting our school for the middle school setting, collaboration with 6th grade teachers occurs in the spring, and the middle school teachers visit our campus to meet with, and do learning activities with the students.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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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 deliver instruction that will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards 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 deliver instruction that will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas. 1a

G074724

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	61.0
CELLA Writing Proficiency	

Resources Available to Support the Goal 2

- Student texts & teacher resources that support CCSS: Reading Wonders, Go Math CCSS, Science texts, McGraw Hill Social Studies; Writing resources, rubrics connected to Florida Standards & expectations
- Florida Standards
- Collaborative Planning Structure & Protocol
- Progress Monitoring data-FAIR, STAR, Weekly ELA Assessments, ELA Unit Assessments, Math Module Assessments
- Common planning time for grade levels
- Instructional Coach in ELA and Math
- Learning Maps in ELA, Math, and Science

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of Grade Level Standards (FS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

Plan to Monitor Progress Toward G1. 8

Data from student achievement measures, teacher observations, lesson plans, and collaborative planning will be collected and reviewed by administration for correlations to the frequency and depth of the effective strategies noted during Collaborative Planning meetings. (FAIR, 9 week assessments in math & science, AR, STAR).

Person Responsible

Rebekah Eckman

Schedule

Quarterly, from 8/19/2015 to 6/6/2016

Evidence of Completion

Increased student achievement results in all content areas.

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 deliver instruction that will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas. 1

G074724

G1.B3 Lack of teacher knowledge of Grade Level Standards (FS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments. 2

B195125

G1.B3.S2 Increase teachers' knowledge of planning for and delivery of the Florida Standards, performance task learning activities, and assessments through collaborative planning and monitoring/coaching. (Monday is Reading; Tuesday is Math--Tuesday is Reading if a four day week.) Teachers will plan for 50 minutes during their specials time. 4

S206743

Strategy Rationale

Teachers' knowledge of Florida Standards is still in its infancy, and ensuring the appropriate depth of knowledge is addressed in the instruction and assessments is critical to student learning.

Action Step 1 5

(Preplanning)--Teachers will prepare to collaboratively plan and discuss the Florida Standards by:

- *Reviewing the learning maps (check for misconceptions on map)
- *Review and understand the standards
- *Review curriculum resources
- *Review previous classroom data (formal or informal)
- *Review Assessments
- *Review Test Item Specs (3rd-5th grade)
- *Review Questions

-By Friday of every week, teachers will be prepared for Monday (Reading) and Tuesday (Math) planning.

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/17/2015 to 6/6/2016

Evidence of Completion

Collaborative planning tool (SBIT) and notes on the discussion of the planning conversation. Teachers will bring item specs, data, learning maps, and student work samples.

Action Step 2 5

(Planning)-Teachers will plan collaboratively as a grade level with the following expectations:

- *Use the district core reading program (Reading Wonders)
 - *Effective lesson planning includes:
 - Learning goals that drive standards based task & assessments
 - Ensuring tasks & assessments are meaningful not just engaging (minds on, not just hand-on)
 - Planning for when, what, and how questions will be asked based the complexity of standard.
 - *Use highly-effective instructional model
 - *Bring appropriate resources
 - *Equal participation on topic
 - *Teachers will review student work samples from a previous standard.
 - *Reading and Math Coach will facilitate planning with the assistance of the Principal.
(Monday for Reading; Tuesday for Math--four day weeks will have reading planning on Tuesday).
- Planning will be during the 50 minute specials time for each grade level.

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/19/2015 to 6/6/2016

Evidence of Completion

Completed Lesson Plans, lesson planning notes

Action Step 3 5

Academic Leadership team will facilitate the monitoring and coaching cycle based on areas that need to be improved with in the learning environment. The Principal will develop a monitoring schedule based on the week's observations by all members of the leadership team.

Person Responsible

Ryan Foster

Schedule

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

Evidence of Completion

Walk Through Calendar, agenda for leadership team, LT discussion notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Leadership team will monitor the collaborative planning process by reviewing evidence such as sign in sheets, lesson plans, and planning notes.

Person Responsible

Ryan Foster

Schedule

Quarterly, from 8/19/2015 to 6/6/2016

Evidence of Completion

Observations reflecting fidelity to instructional time allocated for each content area and consistency with standards-based instruction & assessments within the lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Leadership Team will discuss the progress and observe the possible change needed based on the lesson planning and delivery.

Person Responsible

Ryan Foster

Schedule

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

Evidence of Completion

Agenda, Notes, Observation Notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Common Assessment results will be discussed by grade level and leadership team. (FAIR, STAR, Weekly ELA Assessments, Unit ELA Assessments, Math Module Assessments)

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/19/2015 to 6/6/2016

Evidence of Completion

Improvements in common assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will follow up with individual teacher through observation to look for higher-yielding instructional practices.

Person Responsible

Ryan Foster


Schedule

Weekly, from 8/19/2015 to 6/10/2016

Evidence of Completion

Observation notes, lesson plans, student work samples

G1.B3.S3 Teachers will use accountable talk to increase student discussion in all subjects, while decreasing "teacher talk". 4

 S206744

Strategy Rationale

Students discussion about the learning is a powerful way to increase retention of the skill at hand.

Action Step 1 5

Introduce teachers to the Accountable Talk strategy. The Principal will explain and model the strategy as well as answer any preliminary questions on the quality of the strategy. An Action Plan and Implementation Rubric will be presented.

Person Responsible

Schedule

On 10/14/2015

Evidence of Completion

Teacher Sign In Sheets, PowerPoint, Implementation Plan and Rubric

Action Step 2 5

Provide teachers with a guided practice, feedback, and coaching time-period. Coaches and Admin aid teachers in developing the craft of using accountable talk in delivery of instruction. Feedback on the rubric will be provided after observations of accountable talk in action. During weekly planning, coaches and admin will review the progress. Coaches and Admin will model the use of accountable talk, as well, as peer modeling.

Person Responsible

Ryan Foster

Schedule

On 11/6/2015

Evidence of Completion

monitoring schedules, notes, rubrics, modeling schedules

Action Step 3 5

Teachers will have two weeks of independent practice. Coaches and Admin will observe and provide feedback as needed.

Person Responsible

Ryan Foster

Schedule

Weekly, from 11/9/2015 to 11/30/2015

Evidence of Completion

Rubric notes, monitoring schedules, notes

Action Step 4 5

Admin will monitor for pervasive implementation with high quality.

Person Responsible

Ryan Foster

Schedule

Weekly, from 11/30/2015 to 6/10/2016

Evidence of Completion

monitoring schedule and notes

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Admin and Coaches will review the presentation and delivery of the accountable talk strategy.

Person Responsible

Ryan Foster

Schedule

Weekly, from 10/12/2015 to 11/30/2015

Evidence of Completion

Review notes of the powerpoint, monitoring notes, coaching notes, modeling notes, etc.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Admin and teachers will review the STAR and FAIR data results.

Person Responsible

Ryan Foster

Schedule

On 1/15/2016

Evidence of Completion

FAIR and STAR data results-including possible learning gains.

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.S2.A1	(Preplanning)--Teachers will prepare to collaboratively plan and discuss the Florida Standards by: *Reviewing the learning maps (check for misconceptions on map) *Review and understand the standards *Review curriculum resources *Review previous classroom data (formal or informal) *Review Assessments *Review Test Item Specs (3rd-5th grade) *Review Questions -By Friday of every week,teachers will be prepared for Monday (Reading) and Tuesday (Math) planning.	Foster, Ryan	8/17/2015	Collaborative planning tool (SBIT) and notes on the discussion of the planning conversation. Teachers will bring item specs, data, learning maps, and student work samples.	6/6/2016 weekly
G1.B3.S3.A1	Introduce teachers to the Accountable Talk strategy. The Principal will explain and model the strategy as well as answer any preliminary questions on		10/14/2015	Teacher Sign In Sheets, PowerPoint, Implementation Plan and Rubric	10/14/2015 one-time

Polk - 0191 - R. Bruce Wagner Elementary School - 2015-16 SIP
R. Bruce Wagner Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the quality of the strategy. An Action Plan and Implementation Rubric will be presented.				
G1.B3.S2.A2	(Planning)-Teachers will plan collaboratively as a grade level with the following expectations: *Use the district core reading program (Reading Wonders) *Effective lesson planning includes: -Learning goals that drive standards based task & assessments - Ensuring tasks & assessments are meaningful not just engaging (minds on, not just hand-on) -Planning for when, what, and how questions will be asked based the complexity of standard. *Use highly-effective instructional model *Bring appropriate resources *Equal participation on topic *Teachers will review student work samples from a previous standard. *Reading and Math Coach will facilitate planning with the assistance of the Principal. (Monday for Reading; Tuesday for Math--four day weeks will have reading planning on Tuesday). Planning will be during the 50 minute specials time for each grade level.	Foster, Ryan	8/19/2015	Completed Lesson Plans, lesson planning notes	6/6/2016 weekly
G1.B3.S3.A2	Provide teachers with a guided practice, feedback, and coaching time-period. Coaches and Admin aid teachers in developing the craft of using accountable talk in delivery of instruction. Feedback on the rubric will be provided after observations of accountable talk in action. During weekly planning, coaches and admin will review the progress. Coaches and Admin will model the use of accountable talk, as well, as peer modeling.	Foster, Ryan	10/19/2015	monitoring schedules, notes, rubrics, modeling schedules	11/6/2015 one-time
G1.B3.S2.A3	Academic Leadership team will facilitate the monitoring and coaching cycle based on areas that need to be improved with in the learning environment. The Principal will develop a monitoring schedule based on the week's observations by all members of the leadership team.	Foster, Ryan	8/24/2015	Walk Through Calendar, agenda for leadership team, LT discussion notes	6/6/2016 weekly
G1.B3.S3.A3	Teachers will have two weeks of independent practice. Coaches and Admin will observe and provide feedback as needed.	Foster, Ryan	11/9/2015	Rubric notes, monitoring schedules, notes	11/30/2015 weekly
G1.B3.S3.A4	Admin will monitor for pervasive implementation with high quality.	Foster, Ryan	11/30/2015	monitoring schedule and notes	6/10/2016 weekly
G1.MA1	Data from student achievement measures, teacher observations, lesson plans, and collaborative planning will be collected and reviewed by administration for correlations to the frequency and depth of the effective strategies noted during Collaborative Planning meetings. (FAIR, 9 week assessments in math & science, AR, STAR).	Eckman, Rebekah	8/19/2015	Increased student achievement results in all content areas.	6/6/2016 quarterly
G1.B3.S2.MA1	Common Assessment results will be discussed by grade level and leadership	Foster, Ryan	8/19/2015	Improvements in common assessment results.	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	team. (FAIR, STAR, Weekly ELA Assessments, Unit ELA Assessments, Math Module Assessments)				
G1.B3.S2.MA4	Administration will follow up with individual teacher through observation to look for higher-yielding instructional practices.	Foster, Ryan	8/19/2015	Observation notes, lesson plans, student work samples	6/10/2016 weekly
G1.B3.S2.MA1	Leadership team will monitor the collaborative planning process by reviewing evidence such as sign in sheets, lesson plans, and planning notes.	Foster, Ryan	8/19/2015	Observations reflecting fidelity to instructional time allocated for each content area and consistency with standards-based instruction & assessments within the lesson plans	6/6/2016 quarterly
G1.B3.S2.MA3	Leadership Team will discuss the progress and observe the possible change needed based on the lesson planning and delivery.	Foster, Ryan	8/24/2015	Agenda, Notes, Observation Notes	6/6/2016 weekly
G1.B3.S3.MA1	Admin and teachers will review the STAR and FAIR data results.	Foster, Ryan	1/11/2016	FAIR and STAR data results-including possible learning gains.	1/15/2016 one-time
G1.B3.S3.MA1	Admin and Coaches will review the presentation and delivery of the accountable talk strategy.	Foster, Ryan	10/12/2015	Review notes of the powerpoint, monitoring notes, coaching notes, modeling notes, etc.	11/30/2015 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. Teachers will deliver instruction that will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas.

G1.B3 Lack of teacher knowledge of Grade Level Standards (FS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

G1.B3.S3 Teachers will use accountable talk to increase student discussion in all subjects, while decreasing "teacher talk".

PD Opportunity 1

Introduce teachers to the Accountable Talk strategy. The Principal will explain and model the strategy as well as answer any preliminary questions on the quality of the strategy. An Action Plan and Implementation Rubric will be presented.

Facilitator

Ryan Foster, Principal

Participants

All K-5 and Special Area/ESE Teachers

Schedule

On 10/14/2015

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.S2.A1	(Preplanning)--Teachers will prepare to collaboratively plan and discuss the Florida Standards by: *Reviewing the learning maps (check for misconceptions on map) *Review and understand the standards *Review curriculum resources *Review previous classroom data (formal or informal) *Review Assessments *Review Test Item Specs (3rd-5th grade) *Review Questions -By Friday of every week,teachers will be prepared for Monday (Reading) and Tuesday (Math) planning.				\$0.00
2	G1.B3.S2.A2	(Planning)-Teachers will plan collaboratively as a grade level with the following expectations: *Use the district core reading program (Reading Wonders) *Effective lesson planning includes: -Learning goals that drive standards based task & assessments -Ensuring tasks & assessments are meaningful not just engaging (minds on, not just hand-on) -Planning for when, what, and how questions will be asked based the complexity of standard. *Use highly-effective instructional model *Bring appropriate resources *Equal participation on topic *Teachers will review student work samples from a previous standard. *Reading and Math Coach will facilitate planning with the assistance of the Principal. (Monday for Reading; Tuesday for Math--four day weeks will have reading planning on Tuesday). Planning will be during the 50 minute specials time for each grade level.				\$120,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0191 - R. Bruce Wagner Elementary School			\$60,000.00
			<i>Notes: Math Coach-Title I</i>			
	5000	130-Other Certified Instructional Personnel	0191 - R. Bruce Wagner Elementary School	Title I Part D (N&D)		\$60,000.00
			<i>Notes: Reading Coach-Title I</i>			
3	G1.B3.S2.A3	Academic Leadership team will facilitate the monitoring and coaching cycle based on areas that need to be improved with in the learning environment. The Principal will develop a monitoring schedule based on the week's observations by all members of the leadership team.				\$0.00
4	G1.B3.S3.A1	Introduce teachers to the Accountable Talk strategy. The Principal will explain and model the strategy as well as answer any preliminary questions on the quality of the strategy. An Action Plan and Implementation Rubric will be presented.				\$0.00
5	G1.B3.S3.A2	Provide teachers with a guided practice, feedback, and coaching time-period. Coaches and Admin aid teachers in developing the craft of using accountable talk in delivery of instruction. Feedback on the rubric will be provided after observations of accountable talk in action. During weekly planning, coaches and admin will review the progress. Coaches and Admin will model the use of accountable talk, as well, as peer modeling.				\$0.00

Budget Data

6	G1.B3.S3.A3	Teachers will have two weeks of independent practice. Coaches and Admin will observe and provide feedback as needed.	\$0.00
7	G1.B3.S3.A4	Admin will monitor for pervasive implementation with high quality.	\$0.00
Total:			\$120,000.00