

Bay District Schools

Waller Elementary School



2016-17 Schoolwide Improvement Plan

Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	5%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	

**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 Bay 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Waller Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission Statement:

Through a variety of curriculum and instructional approaches, which incorporate high expectations within a safe environment, our mission is to actively engage each student in the learning process in order to promote confident, self-directed, lifelong learners, and responsible leaders. This mission is achievable through the nurturing network among students, parents, faculty, staff, and the community.

b. Provide the school's vision statement.

Vision of Waller Elementary:

The vision of Waller Elementary School is to ensure sustainable growth in individual student achievement that will inspire continued success throughout each student's educational career.

2. School Environment

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

- * Parents are required to register online and they have access to student information and grades through the Parent Portal.
- * Send newsletters home.
- * IRIS alerts to inform parents.
- * Orientation at beginning of school year.
- * Open house
- * Parent/Teacher/Student conferences (student-led)
- * School wide leadership/celebration activities
- * Remind
- * Facebook Page (maintained by the Leadership Team)
- * Class Dojo
- * SAC meetings coordinated with extracurricular activities

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

Waller Elementary is a Leader in Me school that promotes the 7 Habits of Highly Effective People (Steven Covey) as well as a Positive Behavior Support school. Many school wide events are student-led, encouraging safe behaviors and personal responsibility for actions and consequences. School performs 10 emergency drills throughout the year.

In the mornings and afternoons, Waller has only two entrances opened for student arrival/dismissal and staff members are assigned at each of those areas and strategic locations around the campus. Several staff members are in the bus loading zone to ensure a safe environment as students are departing their buses. Similarly, a Bay County Sheriff's deputy is present in front of the school during morning arrival. At the car rider area, a teacher is assigned at the gate in the parent loop area as well. In addition, Waller has a Student Leadership Team (SLT) and a Safety Patrol along the sidewalks on the interior of the campus during morning arrival to remind students of rules, procedures, and

routines. Likewise, staff members are assigned to supervise the SLT and Safety Patrol.

Throughout the day, the campus is secure and all exterior doors and gates remain locked at all times. All visitors are required to come through the office to sign in, provide appropriate identification, and to be cleared by the Raptor system. All visitors are assigned badges, supervised by staff members, and required to sign in and out at the front office.

As required by the State of Florida and Bay District Schools, Waller Elementary School has an extensive safety plan that is reviewed and updated annually. The school safety plan contains detailed rules and procedures for a variety of emergency situations/scenarios.

c. 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.

Waller Elementary is a Leader in Me school that promotes the 7 Habits of Highly Effective People (Steven Covey) as well as a Positive Behavior Support school. The 7 Habits are integrated into the students' daily lives at school. Many schoolwide events are student-led, encouraging student leadership and responsibility. PBS strategies are also taught and incorporated daily. The MTSS process is used for students who need extra behavioral and academic support.

Waller utilizes a Positive Behavior Support (PBS) Program to create an overall positive school climate, decrease inappropriate behaviors, and to create a safe learning environment through a consistent discipline program. We have integrated PBS with Stephen Covey's 7-Habits of Highly Effective People...also known as The Leader in Me. Students collect data to help track progress and identify areas to target for change. The data is kept in student's Leadership Notebooks for parents to see. The school-wide expectations and leadership traits are taught at the beginning of each day and integrated throughout everything we do at Waller Elementary School. In addition, the 7-Habits of Highly Effective People are posted throughout the school as a reminder.

The school considers itself a community of leaders and learners following the principles of The Leader in Me. The students demonstrate their leadership skills through collaborative groups, clubs, and campaigns. All students take ownership of their learning and demonstrate responsibility by keeping a data notebook that they share with their families during student-led parent conferences. The school's faculty and staff act as facilitators who support, encourage, and promote shared decision-making with each student.

A reward system is used to encourage and model appropriate behavior. Rewards may include but are not limited to, participation in special events, field trips, nomination for Student of the Week, tickets for the school store, opportunities to be Book Buddies, serve on ITV or Safety Patrol, and various other privileges.

Effective consequences have been developed and used to discourage inappropriate behavior. Consequences for inappropriate behavior include loss of privileges, parent notification, detention, in-school suspension, out of school suspension, or other consequences determined by administration. Waller Elementary School administrators strictly adhere to the Bay Districts Schools' Discipline Policy

and the Bay District Schools Elementary Discipline Matrix is always consulted when making disciplinary decisions.

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

A school based guidance counselor and half-time social worker are on hand to provide counseling as needed to all students. In addition, community sponsors provide food, clothing, shoes, school supplies, teacher supplies, and mentoring. Furthermore, peer tutoring/mentoring is utilized with students.

The guidance department at Waller Elementary School is served by highly qualified and certified counselor.. The main duties of the counselor are to coordinate student services and testing activities; facilitate the PBS/LIM programs, assist the Positive Behavior Intervention School Team, provide emergency counseling services, and assist with the MTSS (multi-tiered system of support). The counselor also serves as an active member of the School Leadership Team and Test Assessment Coordinator. In addition, the counselor assists teachers and parents when there is a question regarding a student's academic success. The counselor can also assist parents in accessing services for their child.

Bay District Schools also assigns a social worker to work closely with guidance and to monitor attendance of students. The social worker helps meet the social-emotional needs of students through group therapy sessions, home visits regarding attendance and behavior, and working closely with teachers to provide necessary services.

3. Early Warning Systems

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

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

The FOCUS database is used to pull our EWS reports. The Leadership Team, as well as weekly grade level PLCs, review the current student data monthly for EWS. These reports include:

- * Attendance below 90 percent, regardless of whether absence is excused, unexcused, or a result of out-of-school suspension.
- * One or more suspensions, whether in school or out of school.
- * Course failure in English, Language Arts, or Mathematics.
- * A Level 1 score on the statewide (FSA), standardized assessments in English, Language Arts, or Mathematics.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	25	15	22	21	11	0	0	0	0	0	0	0	126
One or more suspensions	1	0	7	8	2	2	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	2	4	15	6	2	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	22	23	7	0	0	0	0	0	0	0	52

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	4	19	14	4	0	0	0	0	0	0	0	42

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

We follow the MTSS protocol. There is one intervention teacher, as well as fourteen paraprofessionals, who are dedicated to providing intervention services and support for all identified students. Staff training specialists have been assigned by the district as a resource for professional development for teachers. We also conduct child study team meetings with teachers, parents, administration, and guidance. RTI-B behavioral database is monitored closely to ensure all indicators are dealt with immediately.

The MTSS process in its entirety is built with several players within the process. Teachers, paraprofessionals, an intervention teacher, and the guidance counselor all play a specific role. The process begins with Tier , in which the teacher is the main player. This level of the process is where the core instruction is given with differentiation within the curriculum guidelines and standards for each grade level. The teacher is responsible for the standards and curriculum being taught. Tier 1 is also supported with paraprofessionals to support instruction with differentiation strategies in English/ language arts and Math, primarily with small groups. Strategies that could involve the use of CPALMS or skill specific activities that are in the students instructional level range.

As student needs determine, similarly, Tier II is also a combination of both the teacher and paraprofessional. The paraprofessionals that are used to help teachers deliver Tier II services have been trained on specific skills such as assessing students through the use of reading inventories, delivering Tier II lessons within Wonders Intervention components, and working with small groups in math specific skills. Paras are placed as an important component of English/language arts and Math blocks. Every teacher K-5 has paraprofessional support through most of their small group or guided portion of both English/language arts and Math blocks. Support is also given to the Inclusion teachers as well to assist with their students who may be below grade level but are not labeled or diagnosed under the ESE matrix/continuum.

Finally, the Tier III process for English/Language Arts and Math are delivered by the intervention teacher and three highly-trained intervention paraprofessionals. These paraprofessionals have been trained in SRA, Connect To Comprehension, and Mathematic Skill Intervention. The paraprofessionals are overseen by the intervention teacher. Lessons and materials are prepared by both the intervention teacher and the intervention paraprofessionals for the Tier III groups. The intervention teacher services small groups of students who, at the time of assessment, appear to have the most intensive needs and academic concerns, and those students who are already under the ESE continuum but are requiring additional support or labels to be added to their current IEP. Tier III behavior support is given through the guidance counselor and a school social worker.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

The Title I Resource Teacher and the Parent Liaison will coordinate with the administration/faculty/staff as well as community volunteers to offer opportunities for parents to learn how to help their child be successful in academics and goal setting. A Parent Involvement Plan is developed yearly with all stakeholders to ensure positive relationships occur. The vision and mission statements are clearly visible throughout our campus, school website, and newsletters. Parents have

2. 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 leadership team and parent liaison are instrumental in securing community support. Our parent liaison sends out emails to our partners advocating our needs. Our partners ensure that our needs are met. Some teachers apply for grants to support student achievement. These grants are used to purchase equipment that enable students to have a kinesthetic learning environment.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Beard, Chris	Principal
Crowley, T.J.	Teacher, K-12
Schmidt, Jane	Teacher, K-12
Ramsey, Amanda`	School Counselor
Comerford, Claudia	Assistant Principal
Sexton, Tracy	Teacher, K-12
Odom, Karla	Teacher, K-12
Broaddus, Bertie	Teacher, K-12
Grubb, Debbie	Teacher, K-12
Womble, Richard	Teacher, K-12

b. Duties

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

The school-based Leadership Team meets once a month (or more if needed). The members will share any new school/district/state information with their respective grade groups/PLCs. Current instructional strategies and student data will be discussed and reviewed to determine strengths and

deficiencies. The Leadership Team will work to develop ideas for teacher support as necessary and monitor professional development needs. Progress toward the school improvement goals will be discussed and reviewed as well to make sure the strategies are being implemented with fidelity.

2. 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 team members use research and best practices in identifying and aligning resources. During monthly meetings, thorough analysis of data from multiple sources, allows the team to identify and monitor areas of strengths and deficiencies. Once deficient areas are identified, team members will review the resources and allocate the available resources as needed.

Title I, Part A

Waller Elementary is able to offer at-risk students remedial strategies from a highly qualified/certified intervention teacher. The intervention teacher has fourteen paraprofessionals to work with the at-risk students as well. Their responsibilities are to support classroom instruction and assist teachers in meeting the individual instructional needs of students with the goal of attaining grade-level proficiency. The Intervention teacher will coordinate with the grade level teachers to determine appropriate interventions to increase student learning gains and achievement. Waller Elementary School will also provide professional development opportunities to the teacher and paraprofessionals. Our instructional staff for Students with Disabilities will receive support through the Florida Inclusion Network as well as Title I allocations.

Title I, Part C- Migrant

Migrant services and support are provided by our district and by Panhandle Area Educational Consortium (PAEC). These services and support are provided as needed to our community families.

Title I, Part D

Waller Elementary will work hand-in-hand with Bay District School's plan for meeting the educational needs of neglected, delinquent, and at-risk children and youth.

Title II

The Title II funds we receive will be used to purchase professional reading/study materials for book studies to affect teacher quality as well as target specific needs found through teacher self-assessments. Our district coordinators with Title II are also offering professional development opportunities as well as subject specific resource materials for teachers.

Title III

Bay District will provide educational materials and ELL support services to ensure that the educational needs of our English Language Learners are met. Waller Elementary is working closely with the District coordinator for ELL to obtain on-site training as well as on-line training for teachers who haven't received/completed the ESOL endorsement.

Title X- Homeless

Bay District provides a Social Worker for students identified as homeless. The Social Worker coordinates resources (clothing, school supplies, and social services referrals). Waller's Title I resource teacher and Guidance Counselors will also work closely together to provide needed resources and support. Waller's teachers will have an opportunity to hear/receive advice/strategies from the District Coordinator in order to better understand the needs of the homeless.

Supplemental Academic Instruction (SAI)

If SAI funds are available, they will be coordinated with Title I funds to provide tutoring sessions for students making Level 1 in reading and math. SAI funds will be used to expand the tutoring program so that all Level 2 students will also receive remedial support.

Violence Prevention Programs

The school offers a non-violence program through the Positive Behavior Support (PBS) Model addressing behavioral needs. Waller Elementary will continue to offer explicit, appropriate and consistent strategies in all common areas as well as classrooms. Teachers will be able to design their classroom rules around the school-wide expectations.

Nutrition Programs

Chartwell's is working to ensure that all students are receiving the most nutritious meals available.

Head Start

Waller Elementary proudly supports the Voluntary Pre-Kindergarten program by providing facilities for two full classes. These children are experiencing the use of the many services provided to all students on the Waller Elementary campus. The two instructional providers have been a part of the Waller community for several years and are excellent in teaching their students skills that have them well prepared for starting Kindergarten.

Adult Education

Through our Title I program, Waller will communicate and partner with the District's Technical/Vocational school to offer computer access to our students' parents for on-line learning (ie. GED, College Coursework) while visiting our on-site Parent Center.

Career and Technical Education

Career field representatives are invited to provide a 30-minute session to explain the education and training required for their job. All students are able to attend three sessions of their choice. This activity will be in its fourth year with representatives from the armed forces, medical fields, forestry, fire department, law enforcement, animal handlers, TV personalities, government officials, and lawyers to name a few.

Job Training

Students in fourth and fifth grades have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Safety Patrol (civic responsibility and city police), and Student Council (civic responsibility and city government).

As early as Pre-Kindergarten, Waller's students are given many opportunities to learn the responsibilities of being a leader.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chris Beard	Principal
James Fath	Business/Community
Evon Beard	Education Support Employee
Kim Cicero	Parent
April Walker	Parent
Jessica Boyd	Parent
Sabrina Miller	Parent
Joshua Beard	Parent
Brandy Murray	Parent
Richard Cockrell	Parent
Tiffany Armstrong	Parent
Brandy Glass	Parent
Amy Douglas	Parent
Jessica Webb	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

In the initial meeting, the Waller Advisory Council (WAC) will be provided with last year's data for evaluation. Member input will be used in developing this year's plan.

b. Development of this school improvement plan

The purpose of Waller Advisory Council (WAC) is to assist in the preparation and evaluation of the School Improvement Plan (SIP) and to assist the principal with the annual school budget. The WAC meets monthly to discuss the current status of the student achievement data and any needs found through the evaluation process. At Mid-year, the student achievement data is analyzed to present changes needed for improvement and that analysis is forwarded to the Florida Department of Education.

c. Preparation of the school's annual budget and plan

The school's annual budget is developed by the administration with input from the faculty and staff. The budget is then presented to the WAC for approval. The School Improvement Plan is prepared in the same manner using the Leadership Team. The plan is then presented to the WAC for approval.

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

Waller School Advisory received \$2,500 in School Improvement Funds in May 2016. The WAC voted to support the School Improvement Plan by acknowledging student achievement by purchasing trophies for the end of the year academic awards ceremony. The remaining funds will be budgeted for projects for the current school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Beard, Chris	Principal
Crowley, T.J.	Teacher, K-12
Schmidt, Jane	Other
Comerford, Claudia	Assistant Principal
Ramsey, Amanda`	School Counselor
Sexton, Tracy	Teacher, K-12
Broaddus, Bertie	Teacher, K-12
Womble, Richard	Teacher, K-12
Grubb, Debbie	Teacher, K-12
Odom, Karla	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative of the LLT will be to monitor data, and ensure the effective implementation of Professional Learning Communities (PLC) at Waller. The PLCs will discuss student data and incorporate differentiated instruction strategies. The instructional coach will provide on-going professional development throughout the year.

D. Public and Collaborative Teaching

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

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

During faculty meetings, Waller participates in the school wide initiative The Leader In Me. This program encourages collaborative working relationships, a risk free environment for innovation, as well as a family type atmosphere. Time will be allotted for weekly PLC's where teachers will collaboratively work together to improve student achievement.

In addition, teachers will have the opportunity to participate in various team-building activities during inservice. This will enable teachers to get to know each other personally and professionally, which should strengthen the schoolwide implementation of PLCs.

Similarly, all grade levels will have common planning and will work collaboratively one day per week with the Leadership Team representative and other members of respective PLCs to review student data, plan common assessments, and set short and long-term goals.

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

1. Work with District Human Resource staff to ensure vacancies are filled with highly qualified teachers. (Principal and Human Resource Director)
2. Partner new teachers with staff training specialist/job coach. (Principal and Staff Development Director)
3. Have regularly scheduled monthly meetings with new teachers to discuss teacher needs, student data, and professional development opportunities. (Principal and Staff Training Specialist)
4. Provide appropriate and meaningful staff development opportunities for seasoned teachers. (Principal, Asst. Administrator, Title I Resource Teachers, Staff Training Specialist)
5. Provide leadership opportunities to all teachers. (Principal and Asst. Administrator)

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

The Leadership Team, Literacy Coach, Math Coach, and the District staff training specialist/job coach will work collaboratively to ensure both new teachers and seasoned teachers are properly trained and adequately prepared for the demands of teaching. This team also assists in empowering the school to sustain and continually improve its leadership model based on The Leader in Me program. This includes mentoring teachers, organizing school activities, decorating common areas, leadership roles for students, parental involvement, service learning projects, and mentoring new teachers to Waller Elementary School.

Along with meetings with the administration, representatives from Bay District Schools provide a staff training specialist/job coach to assist new and experienced teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Core instructional programs are research-based, evaluated/approved by the District, and utilized within the school. In addition, teachers routinely attend professional development opportunities to guarantee successful implementation of the curriculum and Florida Standards.

Kindergarten:

The Kindergarten Team members utilize Bay District School's Curriculum and Pacing Guides during instructional planning and delivery. They also align all instructional practices with Bay District Schools approved resources (digital and textbook) to improve students' academic skills. All lesson planning is aligned to the Florida Standards. The goal is to have at least 80% of Kindergarten students demonstrate learning gains in all subject areas.

1st Grade:

The first grade team has taken it upon themselves to align their personal/team Deliberate Practice goals with the School Improvement Plan goal by focusing on the Florida Reading Standards and enhancing their reading instruction (phonemic awareness, phonics, vocabulary, and comprehension). Their individual goals are for the lowest performing students to show growth in grade level common assessments, classroom grades, and first grade standards by completion of the Spring MAP test. Throughout the year, the teachers will enhance their professional knowledge in the use of common assessment data item analysis to track student progress towards mastery of the first grade Florida ELA standards. They will also collaborate during common planning and PLC meetings to generate appropriate strategies for differentiating instruction in the classrooms. In addition, the first grade team has enhanced their knowledge and understanding of MAP assessment data used to diagnose needs

and to enhance the academic achievement of all first grade students. BDS Curriculum Guides are also closely monitored and used to ensure all Florida Standards are being taught with precision and accountability.

2nd Grade:

The second grade team has high expectations for their students and have challenged themselves with a goal to have at least 75% of second grade students to show a minimum of 65% mastery of second-grade ELA standards for comprehension as measured by the MAP (Measures of Academic Progress) and classroom grades. Their strategies include the effective use of the BDS Reading Frameworks daily during the English/Language Art (ELA) blocks. Teachers will also differentiate instruction in small groups according to the level of the students, as indicated by common formative assessment data and the MAP. This data will be utilized to guide instruction for individual students and allow teachers to differentiate instruction, while planning lessons that are aligned with the Florida Standards. Further testing data analysis from the results of SM9 (SuccessMaker) will be used to guide intensive instruction for areas of difficulty.

3rd Grade:

The 3rd grade team has improved the Professional Learning Community (PLC) process and Deliberate Practice procedures to ensure enhanced support for students' academic performance. This is achieved through collaborative problem solving to utilize strategies that will allow teachers to improve the effectiveness and differentiation of classroom instruction. Standards based/aligned lesson-planning, proficiency in Measures of Academic Progress (MAP) data analysis, and effectively utilizing ESE teachers/MTSS paraprofessionals to address differentiated/individualized needs of students ensure academic achievement.

4th Grade:

Fourth Grade uses the Bay District Schools (BDS) Curriculum Guide for math to help pace instruction and ensure all of the Florida Standards are being addressed. In addition, the teacher strategically plan each 9 weeks based upon specific learning goals for each core subject. Similarly, the teachers utilized common formative assessment, within the given time frame, and use the data to diagnose deficiencies and to guide small group/individualized instruction. Finally, Go Math and CPALMS, as well as outside research based strategies and resources, are used in core instruction of the standards.

5th Grade:

The fifth grade teachers follow the BDS Curriculum Pacing Guide for mathematics for each unit to ensure all of the Florida Standards are being taught. Bay District Schools reading curriculum guide and the Wonders reading program are utilized to ensure the Florida Standards in Reading are appropriate addressed as well. Fifth grade teachers have also identified and selected specific stories from varying genres and Lexile levels to enhance the reading instruction for all of the 5th grade students. MAP and common formative assessment data is utilized to guide classroom instruction and to ensure students are learning the Florida Standards for the fifth grade.

b. Instructional Strategies

1. 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.

We continuously analyze data in our weekly PLC's and monitor Tier 1 instruction in the classroom to ensure that all the needs of each student are met. Students who continue to struggle will be referred for TierII/Tier III MTSS services.

The school-based MTSS Team meets once a month (or more if needed). The Intervention teacher shares any new District MTSS information with the team, who in turn, provide current information to their respective grade groups/PLCs. Current interventions are evaluated and reviewed to determine their strengths and/or deficiencies. Progress Monitoring materials are reviewed and analyzed to make sure they are being implemented with fidelity. The MTSS team also reviews current MTSS students, their interventions, and their individual progress monitoring achievement data to guide classroom instruction.

The school-based MTSS team works closely with the School Improvement Team to make sure that all aspects of the School Improvement Plan are being implement to ensure student academic progress and appropriate interventions are being utilized. The members of the MTSS Leadership Team will meet with the faculty, the School Improvement Team, and the School Advisory Council (SAC) to evaluate/monitor the SIP throughout the year. The team will provide data on the targeted students in Tier II and Tier III, define clear expectations for instruction, and ensure the interventions coincide with the SIP goals.

2. 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: 30

Students are able to stay after school to participate in activities using robotics elements to design robots and program their capabilities. In addition, several teachers offer tutoring sessions for students in need of remediation or enhancement.

Strategy Rationale

To promote interest, motivation, and higher achievement in English/Language Arts, science, technology, math, and engineering.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Beard, Chris, beardac@bay.k12.fl.us

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

Data is collected at the beginning, the middle, and at the end of each school year to determine the effectiveness of the program. The data is derived from the Measures of Academic Progress (MAP), classroom assessments, and a robotics demonstration/competition at the end.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Waller Elementary has two Voluntary Pre-Kindergarten classes on campus that have full access to the amenities of the school. We also coordinate with Early Education and Care, Inc., (Head Start) for tours, use of our facilities, and special events. We also have planned a day to visit the community offering information for Pre-Kindergarten students not registered in an educational program. This effort will be coordinated through our Title I Parent Liaison, our local volunteer Fire Department and our business partners that support our students, community, and school.

In addition, a "Kindergarten Round-Up" was held during the summer in an attempt to recruit and register upcoming kindergarten students.

As a feeder school of Merritt Brown Middle School, all 5th grade students are invited to attend middle school orientation to assist in the transition from elementary to middle school.

b. College and Career Readiness

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

Waller Elementary School is a Leader In Me school. Students are taught the 7-Habits of Highly Effective People (Steven Covey) through an age-appropriate, structured character education program to encourage responsibility for their own academics, attendance, and behavior. Each child maintains a personal Leadership Notebook which may include outlining their individual attendance, behavioral, and academic goals. Teachers at each grade level train students to host conferences with their parents about their individual goals and achievements. Students in fourth and fifth grades have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Safety Patrol (civic responsibility and city police), and Student Leadership Council (civic responsibility and city government).

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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.

N/A

C. Strategic Goals

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.** Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels. 1a

G082986

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Gains	65.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Attendance - absences, tardies, checking out of school early, and parent's lack of transportation
- Parental involvement and support at home
- Students' low expectations for academic achievement, lack of self-responsibility/accountability in regards to goal setting/attainment, and deficient leadership awareness skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- One intervention teacher and fourteen paraprofessionals work with Tier II and Tier III MTSS students to improve academic achievement.
- The school Leadership Team meets once a month to review data and discuss curricular coordination. The members and responsibilities are: * Chris Beard, Principal - Leadership Team, SAC, SIP Team, Attendance Team/PLC * Claudia Comerford, Assistant Administrator - Leadership Team, SAC, SIP Team, Attendance Team/PLC * Amanda Ramsey, Guidance Counselor - Leadership Team, Attendance Team/PLC, Assessment Coordinator, Lighthouse Team * Tracy Sexton, Kindergarten Teacher - Leadership Team Representative, PLC Chair, Lighthouse Team * Karla Odom, 1st Grade Teacher - Leadership Team Representative, PLC Chair, Lighthouse Team * Bertie Broaddus, 2nd Grade Teacher - Leadership Team Representative, PLC Chair, SIP Team, BCRA Representative, STEM, Lighthouse Team * Rick Womble, 3rd Grade Teacher - Leadership Team Representative, PLC Chair, SIP Team, After-School Tutoring, Lighthouse Team * T.J. Crowley, 4th Grade Teacher - Leadership Team Representative, PLC Chair, School Calendar Coordinator, Lighthouse Team * Debbie Grubb, 5th Grade Teacher - Leadership Team Representative, PLC Chair, Lighthouse Team * Jane Schmidt, Media Specialist - Leadership Team Representative, PLC Chair, Leader In Me Coordinator, Lighthouse Team, ITV/Communications Coordinator.
- FOCUS/RTI-B databases will be used to gather student data, track attendance, and behavior for analysis.
- Staff training specialists (reading, writing, math, MTSS, ESE) provided by the District.
- Special area/resource teachers will collaborate with classroom teachers to incorporate learning strategies to support classroom instruction.

Plan to Monitor Progress Toward G1. 8

Teachers will analyze student data in their weekly PLCs and modify Tier 1 instruction as needed. In addition, the PLC will analyze data trends from multiple sources to guide classroom instruction to meet individual needs of students.

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

PLC minutes.

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. Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels. **1**

 **G082986**

G1.B1 Attendance - absences, tardies, checking out of school early, and parent's lack of transportation **2**

 **B220003**

G1.B1.S1 Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided. **4**

 **S232272**

Strategy Rationale

To motivate students to be at school and on time, provide recognition on ITV, and to encourage personal ownership of attendance, behavior, and academics.

Action Step 1 **5**

Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided.

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 8/18/2017

Evidence of Completion

Attendance logs/calendar dates/activities.

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

Documentation of rewarded students/FOCUS report

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

A list of winners will be maintained by school receptionist.

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

FOCUS attendance reports will be analyzed by Leadership Team.

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Copy of FOCUS attendance reports.

G1.B1.S2 Each month students with perfect attendance (no tardies or check outs either) are given a treat at lunch and get to eat with administration. 4

 S232273

Strategy Rationale

To improve attendance and academic achievement.

Action Step 1 5

Monthly FOCUS attendance reports will be reviewed by the parent liaison to determine the students who have met the criteria to attend.

Person Responsible

Claudia Comerford

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

List of students who received attendance incentives at lunch.

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

A list of students will be printed from FOCUS and names will be checked off as they attend the lunch.

Person Responsible

Claudia Comerford

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

FOCUS print out with checked off names will be maintained in the fidelity notebook.

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

FOCUS attendance reports will be analyzed by Leadership Team.

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Copy of attendance reports from FOCUS.

G1.B1.S3 The Parent Liaison will regularly review attendance reports and contact parents to discuss trends of attendance concerns and offer assistance to help improve the student's attendance. 4

 S232274

Strategy Rationale

To improve attendance and academic achievement.

Action Step 1 5

The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.

Person Responsible

Chris Beard

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

FOCUS reports/Parent Contact Log

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

Monitor FOCUS reports and Parent Contact Log (PCL).

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Documentation will be kept in the fidelity notebook.

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

FOCUS attendance reports will be reviewed by Leadership Team.

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Copy of attendance reports from FOCUS.

G1.B1.S4 The Parent Liaison will regularly review attendance reports and contact parents to discuss trends of attendance concerns and offer assistance to help improve the student's attendance. 4

S232275

Strategy Rationale

To offer guidance and assistance to parents to address attendance issues.

Action Step 1 5

The parent liaison will monitor FOCUS attendance data and routinely contact parents of students with attendance issues/concerns. Similarly, if patterns of non-attendance continue to exist, school representatives will make home visits to encourage improved attendance.

Person Responsible

Chris Beard

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Focus reports and documentation of home visits.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Parent phone contact and home visit documentation

Person Responsible

Claudia Comerford

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Completed Parent Contact Log and Home Visit Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor attendance

Person Responsible

Claudia Comerford

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

FOCUS attendance reports

G1.B1.S5 Administration and Parent Liaison/other staff will conduct home visits for students with excessive absences as defined by the District Policy. 4

 S232276

Strategy Rationale

To improve attendance and academic achievement.

Action Step 1 5

Monitor Attendance (Excessive Absences/Tardies)

Person Responsible

Amanda` Ramsey

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

FOCUS attendance reports and home visit/meeting documentation. The guidance counselor, social worker, parent liaison, and attendance team will monitor student attendance in each grade level in FOCUS reports and schedule CST meetings, conduct home visits, and contact parents when attendance issues arise. All of these will be documented in the student documentation tab in FOCUS.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Attendance will be monitored daily, weekly, and monthly

Person Responsible

Amanda` Ramsey

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

FOCUS attendance reports (excessive absences/tardies) will be utilized to monitor attendance and to plan home visits when phone calls and emails are ineffective.

G1.B2 Parental involvement and support at home 2

 B220004

G1.B2.S1 Quarterly Leadership/Academic Celebrations 4

 S232277

Strategy Rationale

These events will invite the parents after hours to the school to celebrate academic, behavioral, and attendance goals with their children.

Action Step 1 5

Waller Elementary School will host quarterly "Leadership Nights" to celebrate student successes and increase parent involvement.

Person Responsible

Chris Beard

Schedule


Evidence of Completion

Collection of parent sign in sheets and climate surveys.

G1.B3 Students' low expectations for academic achievement, lack of self-responsibility/accountability in regards to goal setting/attainment, and deficient leadership awareness skills. **2**

 B220005

G1.B3.S1 Leader In Me Program - license, professional development, substitutes, consultant, conferences, etc... **4**

 S232279

Strategy Rationale

The Leader In Me program is a leadership program that teaches students to take ownership/responsibility for their own academics, behavior, and attendance. In addition, students learn habits to ensure future success.

Action Step 1 **5**

Implementation of the Leader In Me Program

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

Academic, behavior, and attendance data collected/analyzed by Leadership Team.

Action Step 2 **5**

Leader In Me Summer Camp

Person Responsible

Jane Schmidt

Schedule

On 6/8/2017

Evidence of Completion

Training Students to be representatives of the Student Leadership Team.

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

Professional Development, Lesson Plans, LIM training...

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

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

Attendance/academic/behavior data monitoring

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

G1.B3.S2 Summer Leadership Camp (Leader In Me) 4

 S232280

Strategy Rationale

In support of the Leader In Me program, a student leadership team (SLT) is trained each summer to be the school-wide student leadership representatives for the school.

Action Step(s) Missing for Goal #1, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G1.B3.S3 After school tutoring/enrichment and STEM program 4

 S232281

Strategy Rationale

Enrichment activities to support curriculum and positively affect student achievement.

Action Step 1 5

STEM/After-school enrichment/tutoring

Person Responsible

Chris Beard


Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student sign in sheets/academic data (MAP scores, FSA, classroom grades)

G1.B3.S4 MTSS Intervention Teacher/Paraprofessionals 4

 S232282

Strategy Rationale

The use of an intervention teacher and 14 paraprofessionals will be utilized to monitor individual student achievement and provide differentiated instructional strategies to meet students' needs.

Action Step 1 5

MTSS Tier II/III Support/Strategies (Intervention Teacher/14 Paraprofessionals)

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, student academic/assessment data, para/intervention teacher schedules.

Action Step 2 5

Imperative Personnel for School Support (AA Summer Hours)

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

PLC Minutes, Leadership Team Agendas/Sign-in Sheets/Schedules/Student Schedules and data

Action Step 3 5

Summer Paraprofessional Training

Person Responsible

Claudia Comerford

Schedule

On 6/16/2017

Evidence of Completion

Copies of Agendas/Sign-in Sheets

Action Step 4 5

Guidance Summer Hours

Person Responsible

Amanda` Ramsey

Schedule

Daily, from 6/7/2017 to 7/28/2017

Evidence of Completion

Student cumulative records

Action Step 5 5

Grade Level Chair

Person Responsible

T.J. Crowley

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

PLC Notes/Leadership Team Agendas

Action Step 6 5

Media Para Salary

Person Responsible

Jane Schmidt

Schedule

Daily, from 8/18/2016 to 6/2/2017

Evidence of Completion

Timesheets/daily schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Daily/weekly monitoring of student achievement (classroom, MAP testing, intervention strategies)

Person Responsible

Chris Beard

Schedule

Daily, from 8/18/2016 to 6/1/2017

Evidence of Completion

Individual student data (academic/behavior/attendance).

G1.B3.S5 Utilization of Professional Learning Communities and common formative assessment and MAP data will be used to guide classroom instruction and enhance academic achievement. 4

 S232283

Strategy Rationale

Every grade level will use common formative assessment and MAP data as a PLC, meeting weekly, to share appropriate strategies and to enhance classroom instruction based upon the individual needs of students. Research proves this will positively affect student achievement.

Action Step 1 5

Professional Learning Communities

Person Responsible

Chris Beard

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion







All PLC team leads will conduct weekly PLC meetings to disaggregate common formative assessment data and MAP data to determine areas of deficiency and to guide classroom instruction to meet the academic needs of students. The team leads will also submit (weekly) a copy of the Meeting Minutes from each PLC meeting to the principal. In addition, the following are the action steps of each PLC team: Special Area: The Special Area PLC meets weekly to monitor student attendance reports. These reports are used to award all Waller students with weekly attendance incentives. The PLC will analyze the attendance of our DP target group each month by analyzing the monthly student attendance reports to track their progress. After administration of the second MAP assessment the PLC will analyze the ELA learning gains of our DP target group. The PLC will determine if the target groups attendance leading up to the assessment had an impact on the target groups scores. Kindergarten: As a grade level PLC, we are working toward the goal of improving our students' Phonological Awareness in order to positively impact their ability to read text. Our goal is to have 80% of Kindergarten students show 90% mastery in the area of Phonological Awareness as measured by our PLC-created common assessment. We plan to reach this goal by actively engaging in the PLC process, adhering to Bay District School's Curriculum and Pacing Guides, and utilizing District approved resources during instruction. First Grade: First grade team members have attended training in Engaging Students with Poverty in Mind with Cinda Trexler. In the PLC meetings, they will share findings, important information, and strategies with the PLC team. In addition, they will constantly work with the BDS ELA Coach in MAP data analysis and breakdown of student information to support differentiated instruction in their classrooms. All team members will use grade level common assessments, classroom grades, and first grade standards checklist to generate professional dialogue, while incorporating the MAP data in their PLC meetings to share/ research strategies to appropriately guide students towards higher academic achievement. The 2nd Grade: The second grade team has elected to complete no less than 15 common assessments (with the corresponding recursive PLC data analysis review and adjustment to instruction). To complete this action step, they will administer formative and summative assessments on a regular basis and analyze the data weekly to guide appropriate and individualized instruction. The first grade PLC will have active participation by all team members and they will formally analyze data for all summative assessments in order to guide instruction. If there are areas of difficulty that differ, they will share strategies to achieve academic success for all students. 3rd Grade: Thrid grade teachers are embracing the PLC process to enhance academic success for their students. Their fundamental strategy is to focus on instruction that drives students back into the text to identify evidence that substantiates their responses to questions that arise during classroom discussions and on assessments. The Action Steps selected by their PLC to support this strategy include: 1) Development of common formative assessments, 2) Analysis of classroom (formative & summative) and progress monitoring (MAP) data, 3) Utilization of assessment data to

identify students requiring follow-up instruction and enrichment, 4) Collaborative development of instructional strategies, 5) Implementation of strategies specifically designed to support students of poverty, 6) Collaboration with school and District Office personnel, and 7) Participation in professional development. All of these actions steps will be documented in the PLC Meeting Minutes notes (weekly). 4th Grade: The fourth grade PLCs are used primarily to plan for common formative/summative assessments BEFORE they are even taught, so that they can plan ahead and prepare the students for the varying question/ problem types they will be subjected to on the FSA (Florida Standards Assessment). In addition, the fourth grade teachers will use the results of the common assessments to determine trends in order to continue to instruct areas of need in the future. These actions steps will be documented in the PLC Meeting Minutes notes each week. 5th Grade: Over the last two years the fifth grade has been working as a PLC to enhance reading and math instruction and to ensure higher academic achievement on the FSA assessments. The first common formative and summative math assessments were created two years ago and each year as a PLC the problems are refined and the tests are updated to ensure all Florida Standards are being met. The PLC sharing time allows each teacher to add suggestions from the BDS math pacing guides, share strategies, and delete questions that are redundant or do not adhere to the FSA specifications. In reading, students are constantly exposed to the Florida Standards through a multitude of instructional strategies and materials to ensure academic achievement on the FSA assessment. As a PLC, the teachers also have written assessments for grammar, vocabulary, and comprehension. Reading selections are research based and carefully selected by the PLC to ensure proper alignment to the Florida Standards and to enhance academic achievement in all areas.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A297195	Waller Elementary School will host quarterly "Leadership Nights" to celebrate student successes and...	Beard, Chris	9/17/2015	Collection of parent sign in sheets and climate surveys.	No End Date quarterly
G1.B3.S4.MA1 M300894	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M300895	Teachers will analyze student data in their weekly PLCs and modify Tier 1 instruction as needed. In...	Beard, Chris	8/18/2015	PLC minutes.	6/1/2016 monthly
G1.B1.S1.MA1 M300882	FOCUS attendance reports will be analyzed by Leadership Team.	Beard, Chris	8/18/2015	Copy of FOCUS attendance reports.	6/1/2016 monthly
G1.B1.S1.MA1 M300883	Documentation of rewarded students/ FOCUS report	Beard, Chris	8/18/2015	A list of winners will be maintained by school receptionist.	6/1/2016 monthly
G1.B1.S2.MA1 M300884	FOCUS attendance reports will be analyzed by Leadership Team.	Beard, Chris	8/18/2015	Copy of attendance reports from FOCUS.	6/1/2016 monthly
G1.B1.S2.MA1 M300885	A list of students will be printed from FOCUS and names will be checked off as they attend the...	Comerford, Claudia	8/18/2015	FOCUS print out with checked off names will be maintained in the fidelity notebook.	6/1/2016 monthly
G1.B1.S2.A1 A297191	Monthly FOCUS attendance reports will be reviewed by the parent liaison to determine the students...	Comerford, Claudia	8/18/2015	List of students who received attendance incentives at lunch.	6/1/2016 monthly
G1.B1.S3.MA1 M300886	FOCUS attendance reports will be reviewed by Leadership Team.	Beard, Chris	8/18/2015	Copy of attendance reports from FOCUS.	6/1/2016 monthly
G1.B1.S3.MA1 M300887	Monitor FOCUS reports and Parent Contact Log (PCL).	Beard, Chris	8/18/2015	Documentation will be kept in the fidelity notebook.	6/1/2016 monthly
G1.B1.S3.A1 A297192	The parent liaison will monitor student attendance data in FOCUS and contact parents, when...	Beard, Chris	8/18/2015	FOCUS reports/Parent Contact Log	6/1/2016 weekly
G1.B1.S4.MA1 M300888	Monitor attendance	Comerford, Claudia	8/18/2015	FOCUS attendance reports	6/1/2016 weekly
G1.B1.S4.MA1 M300889	Parent phone contact and home visit documentation	Comerford, Claudia	8/18/2015	Completed Parent Contact Log and Home Visit Documentation	6/1/2016 monthly
G1.B1.S4.A1 A297193	The parent liaison will monitor FOCUS attendance data and routinely contact parents of students...	Beard, Chris	8/18/2015	Focus reports and documentation of home visits.	6/1/2016 monthly
G1.B3.S1.MA1 M300891	Attendance/academic/behavior data monitoring	Beard, Chris	8/18/2016		6/1/2017 daily
G1.B3.S1.MA1 M300892	Professional Development, Lesson Plans, LIM training...	Beard, Chris	8/18/2016		6/1/2017 daily
G1.B3.S1.A1 A297196	Implementation of the Leader In Me Program	Beard, Chris	8/18/2016	Academic, behavior, and attendance data collected/analyzed by Leadership Team.	6/1/2017 daily
G1.B3.S3.A1 A297198	STEM/After-school enrichment/tutoring	Beard, Chris	8/22/2016	Student sign in sheets/academic data (MAP scores, FSA, classroom grades)	6/1/2017 weekly
G1.B3.S4.MA1 M300893	Daily/weekly monitoring of student achievement (classroom, MAP testing, intervention strategies)	Beard, Chris	8/18/2016	Individual student data (academic/ behavior/attendance).	6/1/2017 daily
G1.B3.S4.A1 A297199	MTSS Tier II/III Support/Strategies (Intervention Teacher/14 Paraprofessionals)	Beard, Chris	8/18/2016	Lesson Plans, student academic/ assessment data, para/intervention teacher schedules.	6/1/2017 daily





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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S4.A2  A297200	Imperative Personnel for School Support (AA Summer Hours)	Beard, Chris	8/18/2016	PLC Minutes, Leadership Team Agendas/Sign-in Sheets/Schedules/ Student Schedules and data	6/1/2017 daily
G1.B3.S4.A5  A297203	Grade Level Chair	Crowley, T.J.	8/18/2016	PLC Notes/Leadership Team Agendas	6/2/2017 weekly
G1.B3.S4.A6  A297204	Media Para Salary	Schmidt, Jane	8/18/2016	Timesheets/daily schedule	6/2/2017 daily
G1.B1.S5.MA1  M300890	Attendance will be monitored daily, weekly, and monthly	Ramsey, Amanda`	8/18/2016	FOCUS attendance reports (excessive absences/tardies) will be utilized to monitor attendance and to plan home visits when phone calls and emails are ineffective.	6/2/2017 daily
G1.B1.S5.A1  A297194	Monitor Attendance (Excessive Absences/Tardies)	Ramsey, Amanda`	8/18/2016	FOCUS attendance reports and home visit/meeting documentation. The guidance counselor, social worker, parent liaison, and attendance team will monitor student attendance in each grade level in FOCUS reports and schedule CST meetings, conduct home visits, and contact parents when attendance issues arise. All of these will be documented in the student documentation tab in FOCUS.	6/2/2017 daily
G1.B3.S5.A1  A297205	Professional Learning Communities	Beard, Chris	8/18/2016	All PLC team leads will conduct weekly PLC meetings to disaggregate common formative assessment data and MAP data to determine areas of deficiency and to guide classroom instruction to meet the academic needs of students. The team leads will also submit (weekly) a copy of the Meeting Minutes from each PLC meeting to the principal. In addition, the following are the action steps of each PLC team: Special Area: The Special Area PLC meets weekly to monitor student attendance reports. These reports are used to award all Waller students with weekly attendance incentives. The PLC will analyze the attendance of our DP target group each month by analyzing the monthly student attendance reports to track their progress. After administration of the second MAP assessment the PLC will analyze the ELA learning gains of our DP target group. The PLC will determine if the target groups attendance leading up to the assessment had an impact on the target groups scores. Kindergarten: As a grade level PLC, we are working toward the goal of improving our students' Phonological Awareness in order to positively impact their ability to read text. Our goal is to have 80% of Kindergarten students show 90% mastery in the area of Phonological Awareness as measured by our PLC-created common assessment. We plan to reach this goal by actively engaging in the PLC process, adhering to Bay District School's Curriculum and Pacing Guides, and utilizing District approved resources during instruction. First	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				<p>Grade: First grade team members have attended training in Engaging Students with Poverty in Mind with Cinda Trexler. In the PLC meetings, they will share findings, important information, and strategies with the PLC team. In addition, they will constantly work with the BDS ELA Coach in MAP data analysis and breakdown of student information to support differentiated instruction in their classrooms. All team members will use grade level common assessments, classroom grades, and first grade standards checklist to generate professional dialogue, while incorporating the MAP data in their PLC meetings to share/research strategies to appropriately guide students towards higher academic achievement. The 2nd Grade: The second grade team has elected to complete no less than 15 common assessments (with the corresponding recursive PLC data analysis review and adjustment to instruction). To complete this action step, they will administer formative and summative assessments on a regular basis and analyze the data weekly to guide appropriate and individualized instruction. The first grade PLC will have active participation by all team members and they will formally analyze data for all summative assessments in order to guide instruction. If there are areas of difficulty that differ, they will share strategies to achieve academic success for all students. 3rd Grade: Thrid grade teachers are embracing the PLC process to enhance academic success for their students. Their fundamental strategy is to focus on instruction that drives students back into the text to identify evidence that substantiates their responses to questions that arise during classroom discussions and on assessments. The Action Steps selected by their PLC to support this strategy include: 1) Development of common formative assessments, 2) Analysis of classroom (formative & summative) and progress monitoring (MAP) data, 3) Utilization of assessment data to identify students requiring follow-up instruction and enrichment, 4) Collaborative development of instructional strategies, 5) Implementation of strategies specifically designed to support students of poverty, 6) Collaboration with school and District Office personnel, and 7) Participation in professional development. All of these actions steps will be documented in the PLC Meeting Minutes notes (weekly). 4th Grade: The fourth grade PLCs are used primarily to plan for common formative/summative assessments</p>	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				BEFORE they are even taught, so that they can plan ahead and prepare the students for the varying question/ problem types they will be subjected to on the FSA (Florida Standards Assessment). In addition, the fourth grade teachers will use the results of the common assessments to determine trends in order to continue to instruct areas of need in the future. These actions steps will be documented in the PLC Meeting Minutes notes each week. 5th Grade: Over the last two years the fifth grade has been working as a PLC to enhance reading and math instruction and to ensure higher academic achievement on the FSA assessments. The first common formative and summative math assessments were created two years ago and each year as a PLC the problems are refined and the tests are updated to ensure all Florida Standards are being met. The PLC sharing time allows each teacher to add suggestions from the BDS math pacing guides, share strategies, and delete questions that are redundant or do not adhere to the FSA specifications. In reading, students are constantly exposed to the Florida Standards through a multitude of instructional strategies and materials to ensure academic achievement on the FSA assessment. As a PLC, the teachers also have written assessments for grammar, vocabulary, and comprehension. Reading selections are research based and carefully selected by the PLC to ensure proper alignment to the Florida Standards and to enhance academic achievement in all areas.	
G1.B3.S1.A2  A297197	Leader In Me Summer Camp	Schmidt, Jane	6/5/2017	Training Students to be representatives of the Student Leadership Team.	6/8/2017 one-time
G1.B3.S4.A3  A297201	Summer Paraprofessional Training	Comerford, Claudia	6/12/2017	Copies of Agendas/Sign-in Sheets	6/16/2017 one-time
G1.B3.S4.A4  A297202	Guidance Summer Hours	Ramsey, Amanda`	6/7/2017	Student cumulative records	7/28/2017 daily
G1.B1.S1.A1  A297190	Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided.	Beard, Chris	8/18/2016	Attendance logs/calendar dates/ activities.	8/18/2017 daily

V. Professional Development Opportunities

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

G1. Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.

G1.B3 Students' low expectations for academic achievement, lack of self-responsibility/accountability in regards to goal setting/attainment, and deficient leadership awareness skills.

G1.B3.S1 Leader In Me Program - license, professional development, substitutes, consultant, conferences, etc...

PD Opportunity 1

Implementation of the Leader In Me Program

Facilitator

Chris Beard

Participants

All staff

Schedule

Daily, from 8/18/2016 to 6/1/2017

G1.B3.S4 MTSS Intervention Teacher/Paraprofessionals

PD Opportunity 1

Summer Paraprofessional Training

Facilitator

Joanna Odom

Participants

All Title I paraprofessionals

Schedule

On 6/16/2017

VI. Technical Assistance Items

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

G1. Waller Elementary will increase the academic performance of students in all subject areas through the incorporation and utilization of Professional Learning Communities (PLC) and common assessments across the grade levels.

G1.B1 Attendance - absences, tardies, checking out of school early, and parent's lack of transportation

G1.B1.S3 The Parent Liaison will regularly review attendance reports and contact parents to discuss trends of attendance concerns and offer assistance to help improve the student's attendance.

TA Opportunity 1

The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.

Facilitator

T.J. Crowley and Doug Fontaine (TOSA)

Participants

Teachers, parent liaison, office staff, and administration

Schedule

Weekly, from 8/18/2015 to 6/1/2016

G1.B3 Students' low expectations for academic achievement, lack of self-responsibility/accountability in regards to goal setting/attainment, and deficient leadership awareness skills.

G1.B3.S1 Leader In Me Program - license, professional development, substitutes, consultant, conferences, etc...

TA Opportunity 1

Leader In Me Summer Camp

Facilitator

Jane Schmidt/Deb McDaniel

Participants

Schedule

On 6/8/2017

G1.B3.S3 After school tutoring/enrichment and STEM program

TA Opportunity 1

STEM/After-school enrichment/tutoring

Facilitator

Chris Beard, Rick Womble, Bertie Broaddus, Carla Thedford

Participants

Students in K-5 (voluntary)

Schedule

Weekly, from 8/22/2016 to 6/1/2017

G1.B3.S4 MTSS Intervention Teacher/Paraprofessionals

TA Opportunity 1

MTSS Tier II/III Support/Strategies (Intervention Teacher/14 Paraprofessionals)

Facilitator

Joanna Odom

Participants

All 14 paraprofessionals

Schedule

Daily, from 8/18/2016 to 6/1/2017

TA Opportunity 2

Imperative Personnel for School Support (AA Summer Hours)

Facilitator

Chris Beard

Participants

Claudia Comerford, Amanda Ramsey, T.J. Crowley, Cherie McCarty

Schedule

Daily, from 8/18/2016 to 6/1/2017

VII. Budget

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1	G1.B1.S1.A1	Students are rewarded for attendance. Each day both intrinsic and extrinsic motivators are provided.				\$502.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0251 - Waller Elementary School	Title I, Part A		\$502.00
			Notes: 360 books purchased for the school year to distribute to students.			
2	G1.B1.S2.A1	Monthly FOCUS attendance reports will be reviewed by the parent liaison to determine the students who have met the criteria to attend.				\$619.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0251 - Waller Elementary School	Title I, Part A		\$619.00
			Notes: Classroom supplies/materials are purchased (unless donated) to reward students for monthly perfect attendance.			
3	G1.B1.S3.A1	The parent liaison will monitor student attendance data in FOCUS and contact parents, when necessary, to discuss concerns/issues.				\$0.00
4	G1.B1.S4.A1	The parent liaison will monitor FOCUS attendance data and routinely contact parents of students with attendance issues/concerns. Similarly, if patterns of non-attendance continue to exist, school representatives will make home visits to encourage improved attendance.				\$0.00
5	G1.B1.S5.A1	Monitor Attendance (Excessive Absences/Tardies)				\$0.00
6	G1.B2.S1.A1	Waller Elementary School will host quarterly "Leadership Nights" to celebrate student successes and increase parent involvement.				\$4,393.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0251 - Waller Elementary School	Title I, Part A		\$4,393.00
			Notes: Leadership celebrations (parental involvement, academics, attendance, and behavior).			
7	G1.B3.S1.A1	Implementation of the Leader In Me Program				\$11,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0251 - Waller Elementary School	Title I, Part A		\$11,349.00
			Notes: Leader In Me License, Principal Camp, Professional Development for all staff, Conference...			
8	G1.B3.S1.A2	Leader In Me Summer Camp				\$3,544.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0251 - Waller Elementary School	Title I, Part A	0.02	\$3,544.00
			Notes: Salaries for teachers leading summer camp.			
9	G1.B3.S3.A1	STEM/After-school enrichment/tutoring				\$3,511.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0251 - Waller Elementary School	Title I, Part A	0.1	\$3,511.00
			<i>Notes: Salaries for after school STEM/Enrichment/Enhancement.</i>			
10	G1.B3.S4.A1	MTSS Tier II/III Support/Strategies (Intervention Teacher/14 Paraprofessionals)				\$254,831.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	0251 - Waller Elementary School	Title I, Part A	13.29	\$254,831.00
			<i>Notes: Paraprofessionals' salaries to enhance and support the MTSS process and to provide the interventions to students in reading and math.</i>			
11	G1.B3.S4.A2	Imperative Personnel for School Support (AA Summer Hours)				\$5,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300	110-Administrators	0251 - Waller Elementary School	Title I, Part A	0.07	\$5,650.00
			<i>Notes: Assistant Administrator Summer Hours</i>			
12	G1.B3.S4.A3	Summer Paraprofessional Training				\$2,199.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7730	150-Aides	0251 - Waller Elementary School	Title I, Part A		\$2,199.00
			<i>Notes: Summer paraprofessional training for MTSS.</i>			
13	G1.B3.S4.A4	Guidance Summer Hours				\$2,658.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6120	130-Other Certified Instructional Personnel	0251 - Waller Elementary School	Title I, Part A	0.05	\$2,658.00
			<i>Notes: Student assessment/cumulative records.</i>			
14	G1.B3.S4.A5	Grade Level Chair				\$2,415.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	120-Classroom Teachers	0251 - Waller Elementary School	Title I, Part A	0.0	\$2,415.00
			<i>Notes: PLC/Grade Level Chair</i>			
15	G1.B3.S4.A6	Media Para Salary				\$14,229.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6200	150-Aides	0251 - Waller Elementary School	Title I, Part A	0.96	\$14,229.00
			<i>Notes: Media Para/technology support.</i>			

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16	G1.B3.S5.A1	Professional Learning Communities	\$0.00
Total:			\$305,900.00