West Zephyrhills Elementary School

2016-17 Schoolwide Improvement Plan

West Zephyrhills Elementary School

37900 14TH AVE, Zephyrhills, FL 33542

https://wzes.pasco.k12.fl.us

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	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	C

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Pasco County School Board on 10/18/2016.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 West Zephyrhills Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Learn together, grow together, lead together.

b. Provide the school's vision statement.

Creating inspiring leaders for today and tomorrow.

2. School Environment

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

WZES strives to build leadership skills in students. Students will take on leadership roles around campus such as Earth Patrol, Safety Patrol, Buddy Readers, Office Greeters, etc... Additionally, students will focus on individual goal setting and self-monitoring as a method for taking responsibility for their own learning. For the 2016-2017 school year, teachers, students, and parents will participate in Student Led Conferences where students will share personal and academic goals as well as progress tracking tools. Student's strengths will be highlighted as they take on leadership roles across the school as well as in class.

Parent Communication
Parent meetings, per grade level, will occur monthly to improve the communication between teachers, students, and parents about what is happening at WZES to strengthen the Home-School Connection. During these meetings, teams will offer curriculum support, parent information, or other items based on data and determined needs. Daily announcements are available on Youtube.com through the WZES Facebook page. This allows parents to have access to student recognition, school events, and information. It provides a window for parents to see what is happening at our school. Through the school's website, parents will have access to daily announcements, monthly newsletters, and a calendar of events. The open lines of communication allows for parents, students, and teachers to work together to create a cohesive environment for students.

Mission
Creating inspiring leaders for today and tomorrow. All stakeholders are committed to knowing the whole child and celebrating and fostering the unique strengths of each individual student to "create inspiring leaders".

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

Procedures
Systems are in place to ensure the safety of WZES students throughout the day. Arrival and dismissal, lunch, hallway, and classroom procedures are detailed and shared with stakeholders. Emergency responses are identified in the Crisis Plan and drills are scheduled to provide practice for students, teachers, and staff. Codes of Cooperation (School-Wide Rules) to promote safety, citizenship, and independence will be displayed throughout the campus. 5th grade students take part in Safety Patrol and are stationed around the campus during arrival and dismissal to act as role models and assist with the compliance of the Codes of Cooperation. Duty personnel are stationed throughout the campus to ensure the safety of students.

Student Feedback
Suggestions and ideas for school improvement are taken into consideration through the use of student surveys. Teachers use student feedback to engage the 21st Century Learner by providing digital technology, cooperative learning structures, and critical thinking/problem-solving/inquiry opportunities.

School-Wide Recognition
WZES offers a wide range of recognition opportunities for students. We feel that students should be recognized for accomplishments, both academic and social. Leadership Tickets are given to students who go above and beyond expectations. 7 students are chosen from the Leadership Tickets to be highlighted monthly on the Leaders of the Month Board and school news. Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn Around Students. Student Leadership Notebooks are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind. An expectation at WZES is that all classrooms will produce one piece of published Writing to be displayed in the courtyard area.

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.

The Behavioral Team created a Behavior Matrix outlining expected behaviors across campus and on the bus. The behaviors are directly linked to the Codes of Cooperation. Teachers were provided explanation of how to determine if student behavior is classroom managed or office managed based on the Behavior Flow Chart. Tiered systems of support were also defined and resources were provided for each tier. As a Tier 1 expectation, teachers are expected to review and emphasize school-wide Codes of Cooperation and then transition into using the Second Step Program twice weekly for at least 10 minutes. Students will also attend Guidance Lessons/Presentations monthly. Before a child receives a referral for a classroom managed behavior, teachers should document chronic behaviors or incidents on the WZES Incident Form. This document will assist with problem-solving and determining interventions. Tier II/III supports include BEP, individual counseling, small-group counseling, and FBA.

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.

The instructional design at WZES allows for cooperative learning. Through the Codes of Cooperation and Second Step, students are given tools to be successful with social interactions, and personal management. At WZES, we support our tiered systems of behavior/emotional interventions with counseling services, mentoring programs, Hospice grief counseling, and anger management programs. The book study, Mindset in the Classroom, provides teachers with strategies to engage impoverished students in the growth mindset.

3. 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).

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

According to PascoStar's EWS for attendance, 10.2% of students are Off-Track, 37.36% are At-Risk, and 55.76% are On-Track.

According to PascoStar's EWS for behavior, 1.11% of students are Off-Track, 3.44% of students are At-Risk, and 95.45% are On-Track.

According to PascoStar's EWS for academics, 6.87% of students are Off-Track, 37.36% are At-Risk, and 74.14% are On-Track.

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	43	27	22	16	26	18	0	0	0	0	0	0	0	152
One or more suspensions	4	2	3	1	3	12	0	0	0	0	0	0	0	25
Course failure in ELA or Math	28	21	13	6	16	3	0	0	0	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	3	0	6	4	0	0	0	0	0	0	0	20

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

At WZES, we will plan for Tier I instruction in Reading/Writing, Math, and Science using resources from adopted core programs. Teachers will also utilize the units on the district canvas site focusing on best practices and resources that have been planned out for the 21st Century Learner. Teachers will design their instructional day that entails many opportunities for students to apply skills that have been delivered in a precise and cohesive manner.

For the Integrated Humanities Block, our goal this year is to work on an instructional framework that allows multiple opportunities for students to apply reading skills to authentic texts/tasks. Using the Evidence Guide for the Integrated Humanities Block provided by the district, teachers will incorporate the following components in their Humanities Block: Setting the Stage, Foundational Skill Mini-Lesson, Comprehension Skill Mini-Lesson, Independent Reading & Conferencing, Practice Through Rigorous Tasks, and Writing Process. Teachers will plan around standards and ensure that students are assessed on these standards in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. Each team has scheduled W.I.N. (What I Need) time to allow for intervention and enrichment for all students.

For the STEM block:

For math, we have planned for students to receive many opportunities to use accountable talk through problem-based learning opportunities and to practice math skills through the Uereka math curriculum. Our Math block will consist of the following components: Four Corners, which allows for students to practice one review item, one preview item, and two current math items, Number Talks/ Number of the Day Routines, Unlocking the Problem, Mini-Lesson, Math Centers, and guided Math groups. Teachers will also plan around standards and ensure that students are assessed in a timely

manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. Each team has scheduled W.I.N. time to support individual needs in Math.

Science will be integrated during the Integrated Humanities Block and during the STEM block. All students will have access to grade level science standards. Students will participate in "minds-on, hands-on" scientific investigations weekly. Students will be involved in science vocabulary instruction as well as school-based contests to boost deeper understanding. Teachers will assess accordingly and provide intervention and enrichment as needed based on the bodies of knowledge. Intermediate students will participate in weekly science lab with the Science Resource teacher/STEM Lab teacher. Primary students will also receive weekly lab experiences with the Science Resource teacher/STEM Lab teacher.

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

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.

School-Wide Recognition
Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn-Around Students. Student Leadership Notebooks are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind. An expectation at WZES is that all classrooms will produce one piece of published Writing to be displayed in the courtyard area.

School Advisory Council
Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and student achievement. With Title 1 dollars,

Community/Business/Parent Involvement
WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/ business partners to secure resources to support the school and students. Community/business partners/families are invited to the school on a regular basis to work in partnership with the school to promote school events/student achievement.

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
Tidd, Charlene	Principal
Graham, Shawn	Instructional Coach
Carroll, Jill	Instructional Coach
Hanlon, Tamara	Teacher, K-12
Burke, Robin	Teacher, K-12
Kessler, Katherine	Teacher, K-12
Madagan, Georgianna	Teacher, K-12
Barrentine, Jamie	Teacher, K-12
McCoy, Amanda	Teacher, K-12
Hines, Rebecca	Other
Daughtery, Shannon	Teacher, K-12
Prather, Susan	Teacher, K-12
John, LeAnne	Teacher, K-12
Ritter, Courtney	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.

Responsibilities of Admin
Administrators ensure PLCs meet and use the DuFour Model to plan instruction. They are responsible for scheduling and providing training and turning theory into practice by conducting walk-throughs and providing feedback. Walk-throughs are also conducted by admin to monitor the Absolutes. With PLC Facilitators, administrators collaboratively make school-wide decisions. Input from business partners is gathered to ensure that the community is aware of school-wide initiatives and to solicit support with our efforts. Administrators provide tiered support as part of the school based problem solving team and work closely with the Guiding Coalition to monitor school-wide goals and initiatives.

PLC Facilitators
PLC Facilitators work closely with admin and teachers to build common knowledge and make data driven decisions at the team level to support school-wide goals and initiatives. They also facilitate conversations around DuFour's 5 questions and guide the team in planning for effective instruction and student engagement.

Discipline IA
The Discipline IA provides Tier 2/3 by assisting with classroom behavior systems as well as BEP and small group behavior interventions. In order to ensure transfer of instruction, the Discipline IA meets with students for check-in/check-out.

Primary Resource Intervention
The Primary Resource Intervention Teachers provide tiered levels of support for IRLA, MTSS, and PLCs by working collaboratively with teams and teachers. The PRIT gathers resources based on

teacher need, gathers data, assists teachers with disaggregating data, assists with action planning, and progress monitoring.

Learning Design Coach
The LDC is responsible for contributing to the integration of technology in the instructional program and students' development of literacy skills through modeling, coaching, and collaboration. This includes collaborating with teachers, curriculum leaders, and administrators to implement defined strategies of the literacy program and monitor efforts to ensure effective implementation to best support the District and school vision, mission, and goals.

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.

Data Driven Decisions-Academic
Person(s) Responsible: All instructional staff, PLC Facilitators, Administration
Progress Monitoring: Formatives: every 5-7 days, Summatives: every 4-6 weeks, District Quarterlies BOY/MOY/EOY, IRLA-Ongoing
*At weekly PLCs and TBIT, teachers will problem solve around data and action plan at a Tier I level. At WZES, all decisions are based upon a variety of data sources. In regard to academics, we look at formatives and summatives based on standards contained in units that are planned for during PLCs. We also look closely at FSA data and analyze the big ideas/strands that are tested. District quarterly assessments and IRLA results were also closely monitored and Tier 1 data was discussed and action plans based around team problem solving were developed to ensure that student needs were being met. From all of this data, our Leadership Team, staff, and members of the SAC felt that we needed to acquire and primary intervention teachers to provide coaching and modeling in the primary grades to assist teachers with core instruction and to assist with tiered support. Monies were set aside to purchase our primary intervention teachers. At WZES, professional development opportunities were developed based on data concerns. Another decision made from looking at academic data was iReady. Our teachers and students needed a sound intervention and enrichment program to assist with providing practice with CCSS skills. This program individualizes a scope and sequence per intermediate student to ensure differentiation for all.

Data Driven Decisions-Engagement
Person(s) Responsible: Shawn Graham (Learning Design Coach), Jill Carroll (Interventionist), Courtney Ritter (Interventionalist), Meranda Sutton (Parent Involvement Coordinator), Discipline IA (TBA), Leadership Team/PLC Facilitators

Progress Monitoring: Monthly discipline and attendance checks
*Each month, problem solving/action planning meeting will take place to analyze data, to identify students who are at risk or off track in behavior and attendance, and to make a plan for improving performance.
A priority identified from looking closely at attendance and behavioral data was the need for support in the area of ensuring student engagement. If students are not at school or if they are unfocused due to behavioral issues, then learning is not taking place. We needed someone to support students in this area. Meranda Sutton will assist with monitoring attendance data monthly and work as a liasion between home and school to provide support as needed. Our Discipline IA will monitor discipline data monthly and will assist with providing individual and group support to students based upon needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Charlene Tidd	Principal
LeAnne John	Parent
Gina Krutulis	Teacher
Meranda Sutton	Education Support Employee
Karen Winner-Holmes	Business/Community
John Harrell	Parent
Kevin Dunsmore	Parent
Evyonne Dunsmore	Parent
Alexia Stinnette	Business/Community
	Education Support Employee
Diane Quenneville	Education Support Employee
Peggy Gilbert	Parent
Ashley Thompson	Business/Community
Kimberly Jenkins	Business/Community
Aubrey Ogilbee	

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

As a SAC Committee, we analyzed and discussed beginning, middle and end of the year data. We gathered
input from stakeholders on SAC regarding our progress thus far. We also look at team action plans and discussed formative and summative data. We discussed our progress toward our 2015-2016 SIP goals. We talked about our Title 1 expenditures and discussed whether they aligned to the progress made. If progress wasn't made, then we problem solved ways to possibly increase student achievement.

b. Development of this school improvement plan

During the 2015-2016 school year, the SAC members participated in data analysis, brainstorming, and problem solving connected to the 2016-2017 plan. This year, we plan to share goals, action planning, and gather input on the that has been completed so far by our Leadership Team.

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

Lottery dollars
This year, we will discuss our projected lottery funds with our SAC. They will brainstorm a list of ways that we could use the monies to enhance school-wide motivators, resources, and/or personnel hours.

Title 1 expenditures
SAC members were given the opportunity to make suggestions regarding how Title I dollars could be allocated, based upon data, to increase student achievement. Suggestions were considered when making Title I purchases at the LEA Conference.

Fee collection
Fee money collections will be shared with SAC members and we will also share how much each teacher receives for classroom resources.

Business Partners
We will discuss ways that business partners can synergize with WZES to offset costs for initiatives for school/classrooms.

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

Lottery Dollars were used for the following:
We purchased the planners for this year at a cost of $4536.00, bought 10 new radios for $1800.00 & purchased secretarial summer hours for Jade at $1141.34.

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
Barrentine, Jamie	Teacher, K-12
Buckler, Emily	Teacher, K-12
Burke, Robin	Teacher, K-12
Carroll, Jill	Instructional Coach
Graham, Shawn	Instructional Coach
Hanlon, Tamara	Teacher, K-12
Hines, Rebecca	Other
Kessler, Katherine	Teacher, K-12
Tidd, Charlene	Assistant Principal
Madagan, Georgianna	Teacher, K-12
McCoy, Amanda	Teacher, K-12
John, LeAnne	Teacher, K-12
Daughtery, Shannon	Teacher, K-12
Prather, Susan	Teacher, K-12
Ritter, Courtney	Teacher, K-12

b. Duties

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

ELA Progress Monitoring
The Literacy Leadership Team is responsible for monitoring Tier 1 ELA instruction through frequent reviews of I-Ready, IRLA, and ELA formative assessments. The LLT will also be responsible for conducting regular walk-thrus as another way of tracking/monitoring progress. Additionally, LLT members will assist teams to review student assessment data in order to make decisions regarding providing students with targeted Tier 2 and Tier 3 interventions and/or enrichment experiences.

Celebrations
The LLT will set and track school-wide Reading Goals (number of books read, IRLA levels, I-Ready progress, district Benchmark gains, etc.) and will plan reading celebrations throughout the year to recognize students who have made progress toward meeting Reading Goals.

Reading Support
This year, with the curriculum resources provided through Pearson ReadyGEN, IRLA, I-Ready, and Canvas materials, the Literacy Leadership Team will plan quarterly teacher sharing sessions to discuss what's working and areas of need. Based on the information gained from these meetings, professional development will be planned and team/individual support will be organized.

Reading events
Various reading events will be planned to get students excited about reading. Those events may include author's visits, pajama reading days, caps off to reading, and Read Across America.

D. 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).

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

Pasco County has developed a multi-tiered system of supports integrated framework and included in that framework is Professional Learning Communities (PLC). The elements of a PLC are a focus on learning, collaborative culture, and results driven. At WZES, members of the instructional staff are a part of a PLC. Grade levels/teams meet weekly to lesson plan/problem-solve around DuFour's four questions-
What is it we expect our students to learn?
How will we know when they have learned it?
How will we respond when some students do not learn?
How will we respond when some students already know it?
To ensure that teams have the time to meet, we have created a master schedule conducive to teachers coming together to collaboratively plan for instruction.

Also at WZES, each team is scheduled to conduct one parent event during the school year to build rapport with families and to strengthen partnerships amongst team members. The topic for each of these events will relate to grade level initiatives and focus areas. Parents will acquire key skills to help their children at home which in turn will increase their success at school.

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

Mentors
At WZES, we assign mentors to brand new teachers in order to support them with various procedural items and with specific content needs. We also recommend that new instructional staff seek out school based and district offered professional development. We allow time for new teachers to visit model classrooms and to participate in coaching opportunities.

PLCs

We have created a Master Schedule where teams of teachers have time to meet and to support one another with planning and with analyzing data to make instructional decisions. This alone is the greatest support for new and seasoned teachers.

Behavior/Academic Support
A system is in place for dealing with discipline issues. Also, we have documented on a visual the steps of how to provide tiered-supports and how to document/progress monitor both behavior and academic issues. Each team has been given this resource to assist with planning for learning and with supporting all leaners. We have provided a liaison for each team to assist with the MTSS process to ensure that students are provided tiered supports that are relevant to individual needs.

Professional Development
All teachers have the opportunity to participate in professional development that is relevant to growth needs. Coaching cycles are available to all with our Learning Design Coach and Math Coach. Moreover, the Eastside Regional team is available to support school/individual needs.

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

Mentors are assigned to new teachers and to teachers who are struggling with pedagogical issues or other job related activities/assignments. When pairing up staff members, we try to pair like content areas or grade level assignments. We also assign mentors that have had positive/successful mentoring experiences. At WZES, we have allotted time in the Master Schedule for Mentor/Mentee pairings to work together and have always provided the time needed to ensure a successful mentoring experience.

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.

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment based on those assessments. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

Administration will monitor the delivery of standards and student application of standards through observing lesson plans and conducting walk-throughs. Also, administration will be a part of data chats and Tier I problem solving efforts. At these data chats, teams will analyze formative and summative data that will also include research and inquiry projects.

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.

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for

lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

During PLC planning, teachers plan for formative and summative assessments. As they begin to discuss results from these assessments, they plan for Tier II and Tier III support. Interventions and enrichment are intentionally planned for learners and WIN (What I Need) time has been set aside in the Master Schedule to allow for teachers to meet the needs of each student. WIN time is for ALL students and Tier II and Tier III groups are flexible in order to meet the ever changing needs of our students.

This year, the work of PLC Facilitators entails taking a close look at various subgroups and action planning/problem solving around their data and implementing an intensive plan to increase performance. For example, students with disabilities will have a specific plan to support their needs. We will meet twice a month to talk about their progress and to discuss the plan created to ensure their success. We will do this for the lowest quartile of students on FSA. and we will gather quarterly data/IRLA data and make a plan for students who made minimal growth during the 2015-2016 school year. Extended School Day will also be available for these students to continue working on individual goals and growth.

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: Extended School Day

Minutes added to school year: 3,600

We will support core instruction during Extended School Day (ESD) by having primary students working on IRLA goals and teachers monitoring progress by conferencing with students. Teachers will group primary students in the ESD program by goals and teachers can provide intensive small groups instruction around reading goals/skills.
Students will work on IRLA goals and teachers will provide intensive instruction around reading goals/skills. Also, students will apply skills from core instruction to iReady work in the areas of Reading and Math. iReady is an individualized program that allow students to work on skills at their current level. Teachers can also assign skills that are currently being taught during the day for Tier I instruction.

Strategy Rationale

The IRLA is a formative assessment framework that supports students, teachers, parents, and administrators as they make the Common Core the academic road map for their everyday work. The IRLA maps the reading process from a pre-reading stage to college and career readiness as each student works in a variety of meaningful contexts, the IRLA helps teachers use the lens of Common Core to give immediate, appropriate, ad targeted feedback to each student, and to determine and suggest the next learning goal and learning actions which should provide clear direction for that student's literacy direction.

iReady is a technology based intervention program. iReady is a diagnostic tool that we will use to screen all intermediate students and pinpoint their needs down to the sub-skill level. This aids instruction for students by finding where their specific needs are and how we can provide a plan of action of our instruction. The next component of iReady is instructional delivering an automated individualized instructional plan for each student. The final component of the program is a computerized toll that monitors progress for each student, class, grade, school, and district. This computerized tool that monitors progress because it will be used to make instructional decisions to ensure that students are making adequate growth toward mandated benchmarks. Student in ESD will spend equal time on Math and Reading using the iReady program and teachers will use the PDFs from iReady for small group intervention/instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tidd, Charlene , chartidd@pasco.k12.fl.us

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

IRLA reports/School Pace will be used to monitor teacher conferencing and student progress. ESD teachers will meet with Admin weekly to discuss data and to make plans for continued support with instruction and with student goal setting.

iReady reports will be used to monitor iReady goals per child and to assist with small group intensive intervention and with student goal setting. ESD teachers will meet weekly with Admin to analyze reports, to discuss student progress, and to problem solve/action plan to ensure student growth.

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. § 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.

Pre-K to K visits
Each year, we schedule times throughout the year to allow Pre-K students to go and visit Kindergarten classes.
Teachers work together to plan for activities to assist with preparing Pre-K for the transition in to Kindergarten.

K Round-up
One day of the year is scheduled for families to register Kindergarten students and to participate in a school tour.
At this round-up, parents can ask questions and visit classrooms and students can blend with other Kindergarteners to see what their day will entail as a new K student at WZES.

5th grade to Middle School/Middle School Orientation & Infinity Program
Each year, the middle schools in the our feeder pattern allow for 5th graders to visit their middle school campuses. At these visits, students get to tour the campus and sit through a presentation of various groups and/or clubs on campus. The Assistant Principal and Guidance Counselor also comes over to provide information about becoming a 6th grader and scheduling. They also provide tips for a successful transition and discuss the the Infinity Program.

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.

School Advisory Council/Parent Involvement/GATI
Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and to support student achievement. They also make decisions regarding how we are preparing our students for college, career, and life readiness. With Title 1 dollars, WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and the students. Also our Parent Involvement Coordinator works closely with our Great American Teach-In (GATI) liaison to ensure that we are allowing presentations from our diverse stakeholders and various community businesses to take place during our GATI week activities.

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. § 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.

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.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction)

G2. If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions)

G3. If we increase staff and student engagement, then student achievement will increase (Collaborative Culture).

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.

Pasco - 0091 - West Zephyrhills Elem. School - 2016-17 SIP

West Zephyrhills Elementary School

G1. If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction) [1a]

🔍 G083363

Targets Supported [1b]

Indicator	Annual Target
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal [3]

- Lack of understanding of the standards and what rigor truly means

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Canvas resources/materials

- Common Core Standards

- LDC

- Intervention personnel

- Core materials

- Marzano framework

- Math evidence guide/balanced math block

- Balanced reading block

Plan to Monitor Progress Toward G1. [8]

PLC data protocols that indicate student progress will be monitored electronically.

Person Responsible
Charlene Tidd

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Training protocols, sign-in sheets, walk-through document, coaching logs, PLC data protocols, lesson plans

Pasco - 0091 - West Zephyrhills Elem. School - 2016-17 SIP

West Zephyrhills Elementary School

G2. If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions) 1a

🔑 G083364

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of clear and decisive MTSS systems of support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expertise of psychologist and interventionists

- Support of regional MTSS personnel

- Protocols for data-driven decisions

- Triage support

- District formative tools and benchmark assessments

Plan to Monitor Progress Toward G2. 8

Common formative assessments
Common summative assessments
TBIT/SBIT notes
Intervention documentation
District assessments
Early Warning System
PLC data protocols

Person Responsible
Charlene Tidd

Schedule
Every 6 Weeks, from 8/8/2016 to 5/31/2017

Evidence of Completion
Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation

Pasco - 0091 - West Zephyrhills Elem. School - 2016-17 SIP

West Zephyrhills Elementary School

G3. If we increase staff and student engagement, then student achievement will increase (Collaborative Culture). 1a

🔍 G083365

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	70.0
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of Marzano's research-based engagement strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Gallup results

- Input from surveys/data carousels

- Rejuvenation committee plans/actions

- Master calendar of celebration events

Plan to Monitor Progress Toward G3. 8

Monitoring Engagement:
District Assessment BOY and EOY data
IRLA ongoing level checks and School Pace class level documentation/data
Math Fluency Checks (December and May)
Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals.
Formatives
Summative
Gallup data student/teachers
Parent feedback
Students surveys/conversations

Person Responsible
Charlene Tidd

Schedule
Every 6 Weeks, from 8/8/2016 to 5/31/2017

Evidence of Completion
Data Chat Problem Solving/Action Plans (Tier I)

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

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G1. If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction) [1]

🔍 G083363

G1.B1 Lack of understanding of the standards and what rigor truly means [2]

🔍 B220927

G1.B1.S1 We will build knowledge in the area of rigor/high-impact instruction with a focus on high-yield strategies and Marzano's DQ3 and DQ4. [4]

🔍 S233263

Strategy Rationale

Research indicates the Marzano Framework, if implemented properly, has greatly increased the knowledge and performance of students. Students gain a deeper conceptual understanding when working in DQ3 and DQ4 across all content areas.

Professional Learning Communities (PLC)- An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Action Step 1 [5]

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.

Person Responsible

Charlene Tidd

Schedule

On 5/16/2017

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Action Step 2 [5]

Within PLCs, teams will be assigned a triage person from the Leadership Team whom will meet with them weekly to assist in disaggregating data and creating an action plan.

Person Responsible

Charlene Tidd

Schedule

On 5/16/2017

Evidence of Completion

Twice monthly triage team meeting, disaggregated data, action plans, teacher survey data

Action Step 3 [5]

A professional development schedule will be created to plan strategically for the needs of the school.

Person Responsible

Charlene Tidd

Schedule

On 5/16/2017

Evidence of Completion

Professional development schedule

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

We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.

Person Responsible

Charlene Tidd

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

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

We will conduct walk-throughs, monitor growth based on fluency and IRLA checks

Person Responsible

Charlene Tidd

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

walk-through documentation, IRLA check data, and math fluency data

G1.B1.S2 We will build understanding/proficiency of planning around the components of Eureka Math (including fluency standards and the balanced math block). 4

🔑 S233264

Strategy Rationale

Fluency affects every aspect of learning and understanding the mathematical processes. Therefore, Number Talks will provide students with the foundation of number sense along with numerous strategies to solve complex problems.
The Balanced Math Block is essential in order to ensure that students are exposed to rigorous activities that work within the brain to transfer from short-term to long-term memory.

Action Step 1 5

Teachers will receive initial professional development on Eureka Math

Person Responsible

Charlene Tidd

Schedule

On 8/5/2016

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Action Step 2 5

The Math Trainer will provide professional development (ongoing throughout the school year).

Person Responsible

Tamara Hanlon

Schedule

Monthly, from 9/6/2016 to 5/23/2017

Evidence of Completion

Coaching log, fluency check data, teacher reflections, teacher survey data

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

PLC minutes will indicate this has occured

Person Responsible

Charlene Tidd

Schedule

Weekly, from 9/5/2016 to 5/30/2017

Evidence of Completion

Minutes

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

Walkthroughs

Person Responsible

Charlene Tidd

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Walkthrough data will demonstrate the existence of components of balanced math block

G1.B1.S3 We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations. 4

🔑 S233265

Strategy Rationale

Action Step 1 5

Teachers will engage in Ready Writes professional development with an emphasis on alignment to the Florida State Standards.

Person Responsible

Shawn Graham

Schedule

On 8/3/2016

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Action Step 2 5

Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.

Person Responsible

Shawn Graham

Schedule

On 5/31/2017

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Action Step 3 `5`

Teachers will engage in the coaching cycle based on their focus area.

Person Responsible

Shawn Graham

Schedule

On 5/31/2017

Evidence of Completion

Coaching log, teacher observations, walk throughs, teacher reflections, teacher survey data

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

PLC minutes

Person Responsible

Shawn Graham

Schedule

Weekly, from 5/31/2017 to 5/31/2017

Evidence of Completion

Evidence of higher ordering questioning and authentic tasks will be in minutes

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

Walkthroughs

Person Responsible

Charlene Tidd

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Walkthrough data will demonstrate higher ordering questioning and authentic tasks are occurring in classrooms.

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G2. If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions) 1

🔍 G083364

G2.B1 Lack of clear and decisive MTSS systems of support 2

🔍 B220932

G2.B1.S1 Provide support and resources for the MTSS process 4

🔍 S233267

Strategy Rationale

It is essential that teachers plan effective interventions for Tier 2 and Tier 3 students. Those students need to be progress-monitored based on their progress toward strategic academic goals in order to close the learning gap.

Action Step 1 5

Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring

Person Responsible

Charlene Tidd

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data

Action Step 2 5

Teachers will engage in professional development on the uses of iReady data.

Person Responsible

Shawn Graham

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data

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

Strategy 1: Training protocols, respond to learning tools, triage data, WIN calendar, Data chat data, progress monitoring tools, PascoStar data.

Person Responsible

Charlene Tidd

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Formative/Summative data, TBIT notes

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

Strategy 2: Calendar of assessments, team by team tracking system, individual student tiered support services

Person Responsible

Charlene Tidd

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Formative/Summative Data, PLC data protocol/action plan

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

Individual student progress monitoring will be looked at using common formative/summative assessments, Early Warning System, IRLA. Tiered support action plans will be monitored.

Person Responsible

Charlene Tidd

Schedule

On 5/31/2017

Evidence of Completion

SBIT/TBIT notes, tier 1-3 action plans, decision protocols, PLC notes

G2.B1.S2 Create a system for tracking individual student progress, for identifying Tier 1-3 themes across grade levels, and for assigning tiered supports per child. 4

🔑 S233268

Strategy Rationale

Students learn differently and at their own pace. It is vital to monitor the progress of each student compared to the grade-level expectations. If a struggling student is identified early, the chances of closing the learning gap are much higher. Furthermore, students can focus on a specific skill or strategy based on their individual needs.
When teachers meet to discuss data, patterns may begin to show across the grade level. It is important for all teachers to conclude that the pattern is a Tier 1 issue and address the issue accordingly.

Action Step 1 5

We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.

Person Responsible

Charlene Tidd

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Action Step 2 5

We will create a school-wide assessment calendar on Google Drive.

Person Responsible

Charlene Tidd

Schedule

On 5/31/2017

Evidence of Completion

calendar of assessments, team by team tracking system, individual student tiered support services documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

PLCs will conduct SBIT/TBIT and complete decision making protocols based on tiered supports.

Person Responsible

Charlene Tidd

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

SBIT/TBIT Notes, progress monitoring data, IRLA data, PLC protocols, EWS student data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Common formative/summative assessments will take place within grade-level teams

Person Responsible

Charlene Tidd

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

PLC assessment protocol, decision making protocol, action plans based on tiered supports, lesson plans

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West Zephyrhills Elementary School

G3. If we increase staff and student engagement, then student achievement will increase (Collaborative Culture). [1]

🔑 G083365

G3.B1 Lack of understanding of Marzano's research-based engagement strategies [2]

🔑 B220935

G3.B1.S1 Intentionally plan for cooperation and collaboration celebrations/recognition for teachers and staff. [4]

🔑 S233270

Strategy Rationale

Marzano's research indicates that reinforcing effort and providing recognition yields a 29% gain in student achievement. This is the same for staff members. When staff members are recognized and celebrated, they become even more committed to the purpose.

Action Step 1 [5]

Create a calendar of events/celebrations

Person Responsible

Charlene Tidd

Schedule

Quarterly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Calendar, Gallup Survey

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

The events calendar will be updated and monitored

Person Responsible

Charlene Tidd

Schedule

Weekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Calendar, teacher survey data

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

The gallup results will be monitored

Person Responsible

Charlene Tidd

Schedule

Annually, from 8/8/2016 to 5/31/2017

Evidence of Completion

Gallup survey results, teacher survey data

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West Zephyrhills Elementary School

G3.B1.S2 Intentionally plan for cooperation and collaboration celebrations/recognition for students. `4`

`S233271`

Strategy Rationale

Marzano's research indicates that reinforcing effort and providing recognition yields a 29% gain in student achievement.

When students of poverty are engaged, the learning increases exponentially.

Action Step 1 `5`

Students will be recognized in various ways, including: high 5 club, turn around students, reading, math, science, leadership, individual student goal progress.

Person Responsible

Courtney Ritter

Schedule

Biweekly, from 8/8/2016 to 5/31/2017

Evidence of Completion

calendar, teacher survey data

Action Step 2 `5`

Students will be celebrated on various displays around the campus (school news, writing board, media displays, hallway displays)

Person Responsible

Shawn Graham

Schedule

On 5/31/2017

Evidence of Completion

teacher survey data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Students and teachers will engage in surveys (including Gallup), PLCs will complete and engagement rubric

Person Responsible

Shawn Graham

Schedule

Semiannually, from 8/8/2016 to 5/31/2017

Evidence of Completion

student/teacher surveys, health of the school, attendance, EWS student data, SIP reflections

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student/teacher surveys will be monitored and student engagement activities will be monitored

Person Responsible

Charlene Tidd

Schedule

Monthly, from 8/8/2016 to 5/31/2017

Evidence of Completion

Survey data, lesson plans, PLC protocols

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.B1.S3.A1 🔑 A298906	Teachers will engage in Ready Writes professional development with an emphasis on alignment to the...	Graham, Shawn	8/3/2016	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	8/3/2016 one-time
G1.B1.S2.A1 🔑 A298904	Teachers will receive initial professional development on Eureka Math	Tidd, Charlene	8/4/2016	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	8/5/2016 one-time
G1.B1.S1.A1 🔑 A298901	Teachers will be provided with professional development on making sure that activities align with...	Tidd, Charlene	8/30/2016	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	5/16/2017 one-time
G1.B1.S1.A2 🔑 A298902	Within PLCs, teams will be assigned a triage person from the Leadership Team whom will meet with...	Tidd, Charlene	8/30/2016	Twice monthly triage team meeting, disaggregated data, action plans, teacher survey data	5/16/2017 one-time
G1.B1.S1.A3 🔑 A298903	A professional development schedule will be created to plan strategically for the needs of the...	Tidd, Charlene	8/30/2016	Professional development schedule	5/16/2017 one-time
G1.B1.S2.A2 🔑 A298905	The Math Trainer will provide professional development (ongoing throughout the school year).	Hanlon, Tamara	9/6/2016	Coaching log, fluency check data, teacher reflections, teacher survey data	5/23/2017 monthly
G1.MA1 🔑 M303155	PLC data protocols that indicate student progress will be monitored electronically.	Tidd, Charlene	8/15/2016	Training protocols, sign-in sheets, walk-through document, coaching logs, PLC data protocols, lesson plans	5/26/2017 monthly
G1.B1.S2.MA1 🔑 M303152	PLC minutes will indicate this has occured	Tidd, Charlene	9/5/2016	Minutes	5/30/2017 weekly
G2.MA1 🔑 M303163	Common formative assessments Common summative assessments TBIT/SBIT notes Intervention...	Tidd, Charlene	8/8/2016	Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation	5/31/2017 every-6-weeks
G3.MA1 🔑 M303168	Monitoring Engagement: District Assessment BOY and EOY data IRLA ongoing level checks and School...	Tidd, Charlene	8/8/2016	Data Chat Problem Solving/Action Plans (Tier I)	5/31/2017 every-6-weeks
G1.B1.S1.MA1 🔑 M303149	We will conduct walk-throughs, monitor growth based on fluency and IRLA checks	Tidd, Charlene	8/8/2016	walk-through documentation, IRLA check data, and math fluency data	5/31/2017 monthly
G1.B1.S1.MA1 🔑 M303150	We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track...	Tidd, Charlene	8/8/2016	walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans	5/31/2017 weekly
G2.B1.S1.MA1 🔑 M303156	Individual student progress monitoring will be looked at using common formative/summative...	Tidd, Charlene	8/8/2016	SBIT/TBIT notes, tier 1-3 action plans, decision protocols, PLC notes	5/31/2017 one-time
G2.B1.S1.MA1 🔑 M303157	Strategy 1: Training protocols, respond to learning tools, triage data, WIN calendar, Data chat...	Tidd, Charlene	8/8/2016	Formative/Summative data, TBIT notes	5/31/2017 monthly
G2.B1.S1.MA3 🔑 M303158	Strategy 2: Calendar of assessments, team by team tracking system, individual student tiered...	Tidd, Charlene	8/8/2016	Formative/Summative Data, PLC data protocol/action plan	5/31/2017 monthly
G2.B1.S1.A1 🔑 A298909	Teachers will be provided with professional development on the MTSS process, planning for Tier 2...	Tidd, Charlene	8/8/2016	Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				calendar by grade level Teacher survey data	
G2.B1.S1.A2 🔑 A298910	Teachers will engage in professional development on the uses of iReady data.	Graham, Shawn	8/8/2016	Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data	5/31/2017 weekly
G3.B1.S1.MA1 🔑 M303164	The gallup results will be monitored	Tidd, Charlene	8/8/2016	Gallup survey results, teacher survey data	5/31/2017 annually
G3.B1.S1.MA1 🔑 M303165	The events calendar will be updated and monitored	Tidd, Charlene	8/8/2016	Calendar, teacher survey data	5/31/2017 weekly
G3.B1.S1.A1 🔑 A298914	Create a calendar of events/ celebrations	Tidd, Charlene	8/8/2016	Calendar, Gallup Survey	5/31/2017 quarterly
G1.B1.S2.MA1 🔑 M303151	Walkthroughs	Tidd, Charlene	9/5/2016	Walkthrough data will demonstrate the existence of components of balanced math block	5/31/2017 biweekly
G2.B1.S2.MA1 🔑 M303159	Common formative/summative assessments will take place within grade-level teams	Tidd, Charlene	8/8/2016	PLC assessment protocol, decision making protocol, action plans based on tiered supports, lesson plans	5/31/2017 weekly
G2.B1.S2.MA1 🔑 M303160	PLCs will conduct SBIT/TBIT and complete decision making protocols based on tiered supports.	Tidd, Charlene	8/8/2016	SBIT/TBIT Notes, progress monitoring data, IRLA data, PLC protocols, EWS student data	5/31/2017 weekly
G2.B1.S2.A1 🔑 A298911	We will create a system for tracking individual student progress by identifying Tier 1-3 supports...	Tidd, Charlene	8/8/2016		5/31/2017 biweekly
G2.B1.S2.A2 🔑 A298912	We will create a school-wide assessment calendar on Google Drive.	Tidd, Charlene	8/8/2016	calendar of assessments, team by team tracking system, individual student tiered support services documentation	5/31/2017 one-time
G3.B1.S2.MA1 🔑 M303166	Student/teacher surveys will be monitored and student engagement activities will be monitored	Tidd, Charlene	8/8/2016	Survey data, lesson plans, PLC protocols	5/31/2017 monthly
G3.B1.S2.MA1 🔑 M303167	Students and teachers will engage in surveys (including Gallup), PLCs will complete and engagement...	Graham, Shawn	8/8/2016	student/teacher surveys, health of the school, attendance, EWS student data, SIP reflections	5/31/2017 semiannually
G3.B1.S2.A1 🔑 A298915	Students will be recognized in various ways, including: high 5 club, turn around students, reading,...	Ritter, Courtney	8/8/2016	calendar, teacher survey data	5/31/2017 biweekly
G3.B1.S2.A2 🔑 A298916	Students will be celebrated on various displays around the campus (school news, writing board,...	Graham, Shawn	8/8/2016	teacher survey data	5/31/2017 one-time
G1.B1.S3.MA1 🔑 M303153	Walkthroughs	Tidd, Charlene	9/5/2016	Walkthrough data will demonstrate higher ordering questioning and authentic tasks are occurring in classrooms.	5/31/2017 biweekly
G1.B1.S3.MA1 🔑 M303154	PLC minutes	Graham, Shawn	5/31/2017	Evidence of higher ordering questioning and authentic tasks will be in minutes	5/31/2017 weekly
G1.B1.S3.A2 🔑 A298907	Teachers will engage in professional development focused on instructional shifts, ELA standards,...	Graham, Shawn	9/5/2016	Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data	5/31/2017 one-time
G1.B1.S3.A3 🔑 A298908	Teachers will engage in the coaching cycle based on their focus area.	Graham, Shawn	9/5/2016	Coaching log, teacher observations, walk throughs, teacher reflections, teacher survey data	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction)

G1.B1 Lack of understanding of the standards and what rigor truly means

G1.B1.S1 We will build knowledge in the area of rigor/high-impact instruction with a focus on high-yield strategies and Marzano's DQ3 and DQ4.

PD Opportunity 1

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.

Facilitator

Leadership Team

Participants

K-5 Teachers

Schedule

On 5/16/2017

G1.B1.S3 We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

PD Opportunity 1

Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.

Facilitator

Shawn Graham/LDC

Participants

K-5 Teachers

Schedule

On 5/31/2017

VI. Technical Assistance Items

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

G1. If all student learning experiences match the rigor of the standards, then student achievement will increase (High-Impact Instruction)

G1.B1 Lack of understanding of the standards and what rigor truly means

G1.B1.S3 We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

TA Opportunity 1

Teachers will engage in Ready Writes professional development with an emphasis on alignment to the Florida State Standards.

Facilitator

Curriculum Associates

Participants

K-5 Teachers

Schedule

On 8/3/2016

G2. If we increase systems to support students, then student achievement will increase. (Data-Driven Decisions)

G2.B1 Lack of clear and decisive MTSS systems of support

G2.B1.S1 Provide support and resources for the MTSS process

TA Opportunity 1

Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring

Facilitator

jill Carroll/Courtney Ritter

Participants

Instructional Staff

Schedule

Weekly, from 8/8/2016 to 5/31/2017

TA Opportunity 2

Teachers will engage in professional development on the uses of iReady data.

Facilitator

Shawn Graham, PLC Faciliatators

Participants

Instructional Staff

Schedule

Weekly, from 8/8/2016 to 5/31/2017

		VII. Budget	
1	G1.B1.S1.A1	**Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.**	$0.00
2	G1.B1.S1.A2	**Within PLCs, teams will be assigned a triage person from the Leadership Team whom will meet with them weekly to assist in disaggregating data and creating an action plan.**	$0.00
3	G1.B1.S1.A3	**A professional development schedule will be created to plan strategically for the needs of the school.**	$0.00
4	G1.B1.S2.A1	**Teachers will receive initial professional development on Eureka Math**	$0.00
5	G1.B1.S2.A2	**The Math Trainer will provide professional development (ongoing throughout the school year).**	$0.00
6	G1.B1.S3.A1	**Teachers will engage in Ready Writes professional development with an emphasis on alignment to the Florida State Standards.**	$0.00
7	G1.B1.S3.A2	**Teachers will engage in professional development focused on instructional shifts, ELA standards, integration of content, and task creation.**	$0.00
8	G1.B1.S3.A3	**Teachers will engage in the coaching cycle based on their focus area.**	$0.00
9	G2.B1.S1.A1	**Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring**	$0.00
10	G2.B1.S1.A2	**Teachers will engage in professional development on the uses of iReady data.**	$0.00
11	G2.B1.S2.A1	**We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.**	$0.00
12	G2.B1.S2.A2	**We will create a school-wide assessment calendar on Google Drive.**	$0.00
13	G3.B1.S1.A1	**Create a calendar of events/celebrations**	$0.00
14	G3.B1.S2.A1	**Students will be recognized in various ways, including: high 5 club, turn around students, reading, math, science, leadership, individual student goal progress.**	$0.00
15	G3.B1.S2.A2	**Students will be celebrated on various displays around the campus (school news, writing board, media displays, hallway displays)**	$0.00
		Total:	$0.00