Walter Caldwell Elementary School

2016-17 Schoolwide Improvement Plan

Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

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

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	53%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	D*	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 is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Walter Caldwell Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

During the first two weeks of the school year, teachers spend time establishing routines and procedures for behavioral, academic and social expectations. Teacher utilize this time to establish relationships of mutual respect with their students. Collaborative learning structures and activities are utilized to learn about both the students and staff. Teachers utilize what they learn throughout the school year to build upon the relationships established.

Staff have been trained in the CHAMPS Classroom Management Model to provide structure and high expectation across campus.

Teachers review cumulative folders to identify ESE, ESOL or 504 Plans and the needed instructional strategies and accommodations.

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

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

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.

Staff have been trained in the CHAMPS Classroom Management Model to provide structure and high expectation across campus. Staff CHAMP classroom activities for:
C - Conversation

H - Help
A - Activity
M - Movement
P - Participation
S - Success

Staff utilizes the the STOIC Model - Structure, Teach, Observe, Interact and Correct student behavior.

As a Positive Behavior Support School, we focus a great deal on positive expectations which in turn has decreased the negative behaviors. We have individual and class level rewards when students follow expectations. The rewards include, but are not limited to:

Yahoos - students can earn a Yahoo for following behavioral expectations or for academic achievement. The Yahoo specifically identifies what the student did well. Teachers submit the Yahoos and it is read on the morning show.

Monthly Bears Celebration - students who arrive on time, attend school regularly, follow BEARS expectations and get their agenda signed weekly get to participate in the celebrations.

GROWL - GROWL stands for Gaining Knowledge, Responsibility, Outstanding Attendance, Work Ethic, Leadership. Students who exhibit GROWL are recognized each nine weeks in a school wide celebration.

Cubby Bear of the Month - Teachers can select one student, each month, who have exhibited (or have improved) the BEARS. The honored students participate in a breakfast and receive rewards for their hard work.

Attendance - student are recognized monthly and at the end of the nine weeks for perfect attendance.

Class Rewards:

BEARS Towers - Classes are rewarded with a "BEAR" for demonstrating any of the school wide expectations while outside of their classrooms. One the class earns 40 BEARS, they are rewarded with a specific prize on the BEARS Tower

Lunch Time Expectations - Classes can earn points at lunch by keeping their eating area clean, lining up quietly, showing respect and keeping quite voices. The class with the most points at the end of the week will be given the opportunity to earn a reward.

Teachers have been trained in what constitutes a major disciplinary action vs. a minor. Minor behavioral problems are to be handled in the classroom. Teachers have the option of time out, using a Buddy Room or Behavioral Reflection forms for the minor behavior problems. For the major behavioral problems, the teacher are to send the students to the office on a referral. The Code of Conduct is utilized to provide consistent consequences based on the infraction.

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.

Due to the relationships that the classroom teacher and support staff have established, they are able to identify social-emotional needs of their students. Social Skills are explicitly taught to the student each day on the CBTV morning news show. Teachers have skills posters that detail steps to follow for key skills such as: accepting no, dealing with anger, ignoring distractions etc...

On Thursdays an instructional block of time is set up to explicitly teach Social and Emotional Skills to students. We utilize the STRONG Kids Program to teach the social skills. We also utilize strategies from Frame Work for Understanding Poverty and Research Based Strategies by Dr. Ruby Payne.

SHINE is mentoring program that Caldwell has implemented for students who are in need of extra emotional resources. We have partnered with Auburndale High School and local community members and business partners to mentor our students. The mentors meet with students once a week and complete various activities. The activities are focused on Being Prepared, Acting Responsibly, Exhibiting Self-Control, Respecting Everyone and Showing Kindness.

For students who need additional support, Caldwell utilizes the Check-In system. Assigned staff members can check-in on specific students or students can check-in with staff members. The staff member becomes an anchor for the student in need.

Behavioral trackers with built in breaks and rewards are used for students who need Tier 2 or Tier 3 social-emotional or behavioral interventions.

The Guidance Counselor provides counseling for students. Caldwell also partners with Winter Haven Hospital to provide Mental Health Counseling to students who have it identified on either IEPs or 504 Plans.

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

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. § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315446.

2. Description

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

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.

Caldwell builds and sustains partnerships with our local community through the use of our V.I.P - Very Involved Person Program. Community members and volunteers can either donate their time or financial resources to the school. Based on their contributions, they are recognized at our V.I.P celebrations.

Caldwell has joined the Auburndale Rotary and the Chamber of Commerce. We are participating in various community out-reach programs within the community to continue to make connections and to give back.

The school utilizes its website, Facebook and Twitter account to recognize and thank business partners and community members.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Williams, Deron	Principal
Ashmore, Kathryn	Assistant Principal
Sylvester, Christopher	Instructional Coach
Pittman, Sherry	Instructional Coach

b. Duties

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

Mr. Williams and Ms. Ashmore, the administrative team, serves as the instructional leaders of the school. Together they analyze the data and look for strengths and weakness in the instructional programs. Based on the needs, they develop topics for PLCs and Professional Development. They

utilize walk-throughs, informal and formal observations to identify instructional needs of the staff and work to address the needs. Together they use the various forms of data to evaluate the progress of the school and to determine the next steps that need to be taken to move the school.

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.

Based on student achievement data, the administrative team identifies the areas of need and uses Title One Funds to help purchase additional support staff. A Literacy Coach and Math Coach were hired to work with instructional staff to strengthen Language Arts and Math instruction. A Reading Interventionist was hired to strategically work with Tier 2 and Tier 3 students. Three instructional paras have been hired to provide small group tutoring for students in grades K-5. The paras provide tutoring during Language Arts, Math and/or science instruction. The additional instructional staff allows the school to meet the individual needs of the students.

The school board is providing additional instructional programs that allow for differentiated instruction. Student's current academic levels and FAIR data indicate the various programs students participate in.

Administration oversees the effective implementation of the staff and program. The Literacy Coach and Math Coach are utilized to work in close proximity with the Interventionist and instructional paras. They will meet bi-weekly monthly to discuss students, interventions and progress. Based on the outcome of the students' progress, programs and interventions will be re-evaluated.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Deron Williams	Principal
Kathryn Ashmore	Education Support Employee
Kimberly Swartz	Education Support Employee
Chad Langford	Business/Community
Katrina Dentel	Teacher
Michele Bolds	Teacher
Debbie Moore	Business/Community
Eric Robinson	Business/Community
Meredith Neimann	Business/Community
Judith Hammerle	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

At the end of the 15-16 school year the SAC reviewed the school improvement plan and discussed implementation of the strategies and the goals that were met based on data. At the start of the 16-17 school year, the committee will once again review the plan and determine what strategies we will continue to implement and what strategies we will re-evaluated.

b. Development of this school improvement plan

The SAC will use the 15-16 SIP Plan along with FSA data, EOY Data and FAIR Data to determine what strategies we will continue to implement and what strategies we will re-evaluated. From there, the committee will work trough the 8 step model to identify strategies for that will increase student achievement..

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

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

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

There are no school improvement funds.

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
Williams, Deron	Principal
Ashmore, Kathryn	Assistant Principal
Swartz, Kimberly	Teacher, K-12
Miller, Brandi	Teacher, K-12
Dentel, Katrina	Teacher, K-12
Atchison, Larry	Teacher, K-12
Malone, Elizabeth	Teacher, K-12
Taylor, Nicole	Instructional Technology
Roberts, Jennifer	Teacher, K-12
Irwin, Tamesia	Instructional Media
Pittman, Sherry	Instructional Coach
Albritton, Danielle	Teacher, K-12

b. Duties

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

The Literacy Leadership Team promotes literacy with in the school by:
Meeting monthly to discuss the following:
• Effective instructional strategies
• Quality of student work samples
• Data Analysis
• Differentiated Instruction
• Flexible Grouping
• Literacy Centers
• Vocabulary Instruction
The team will assist with the following
• Monthly Professional Learning Communities
• Modeling effective leadership strategies for teachers
• The team will also oversee:
• Achieve3000 Incentive Program
• Non-Fiction Challenge - students will be challenge to read 10 non-fiction books, within a set window of time, and will have to pass a set number of AR quizzes at 80% or higher passing scores
• Accelerated Reading Program - rewards and recognition for students
• Literacy Parent Nights
The team will consistently communicate the expectations and promote literacy school wide.

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.

Caldwell encourages positive working relationships between teachers, including collaborative planning and instruction. Each grade level has a common planning period in which they are afforded the opportunity to plan collaboratively. Teachers meet every Tuesday during planning time for Language Arts PLCs. Language Arts instruction is planned with the Literacy Coach and administration. On Thursdays, teachers meet with the Math Coach and administration for math planning.

For the 16-17 school year, we have implemented a "House System". The House System is intentionally developed for the Caldwell Family. Our family embraces all Caldwell Staff, Bus Drivers and SAC Members. Students are involved in the House through the leadership of their classroom teacher.
The goal of the House System is to strengthen our ability to obtain grade level mastery and to help our students grow physically, socially and emotionally.

The benefits of the House System includes:
• Generate excitement within our school to allow everyone to have a sense of belonging.
• The House System allows us to work towards the betterment of our students, school and community.
• Within the house system, we will use our personal strengths to create an immediate feeling of family.
• Strengthen our Tier 1 for both academics and behavior.
• We will support and encourage each other throughout the year!
• The best part of the implementation of the House System at Caldwell, is it puts a new spin on the things we do already. It allows the staff members to be recognized and reward for meeting instructional norms and school wide expectation.
• While we are creating a little "healthy competition" through the House Points System, we are in turn pushing each other to strengthen our instructional norms and in turn providing a first class education for our students.
• Points are earned for each house by doing what we, as teachers and staff members already do! The house will the most points per nine week will receive a reward. The House with the most points at the end of the year will be crowned House Champion.

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Instructional staff participates in vertical visits. They walk with administration into grades levels that are one above and one below them. For example - First Grade classes walk through Kindergarten, First Grade and Second Grade Classes. During these walks we focus on the standards, instructional strategies, student work and expectations. The objective in the vertical visits is to allow the classroom teacher to see various instructional strategies but to also ensure that they are reaching grade level mastery in their instructional program and expectations.

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

In order to recruit, develop and retain highly qualified teachers, Caldwell does the following:

Team Interview - The team approach provides input from different perspectives, as well as, giving the candidate a feel for our school community

New Teacher Meetings – new teachers meet with support staff to discuss high yield strategies, classroom management procedures as well as any other needs the new teacher may have.

Professional Learning Communities – New teachers will participate in Professional Learning Communities that focus on a variety of topics based on student needs as well as professional needs

The Coaching Cycle is utilized with new teachers to support them with instructional practices and behavioral management.

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

New teachers are provided support through New Teacher Meetings. During the meetings, instructional strategies, student engagement, and classroom management strategies are discussed and shared. New teachers are provided the opportunity to observe experienced teachers. They are also afforded the opportunity to have lessons modeled in their classrooms.

New teachers are paired with either the literacy coach or a teacher on the grade level that has been identified as effective/highly effective. The pairing is based on need and availability.

Caldwell has been selected to participate in the i3 Scale Up Mentoring Grant. A mentor is specifically assigned to new teachers. The mentor comes out weekly and works with teachers on individual needs.

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.

In order to ensure that our programs are aligned with the Florida State Standards, the teachers begin with unpacking the standards. They look at the standard and determine what students need to be able to master. From the standards, the teachers look at the provided curriculum and resources. They evaluate the resources and pull out what they can use to strengthen the standard and to ensure mastery. From there, they plan their lessons.

When planning for instruction, the teacher utilizes data from weekly assessments to evaluate whether

students have mastered the standards. FAIR data is used to provide instructional guidelines for small groups. Ongoing progress monitoring data from district based writing assessments and IBTP are also used for whole group and small group instruction.

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.

Caldwell utilizes all forms of data to group student in Language Arts, Math and Science. There is an additional hour of Language Arts Instruction and thirty additional minutes of math instruction.

FSA content cluster data is utilized to identify standards in need

FSA Scale Score Data is utilized to identify bottom 25th percentile and Tier 2 and Tier 3 Interventions. The Scale Scores are also utilized to ability group students for enrichment as well.

FAIR Data is utilized for re-teaching during Power Hour.

Ongoing progress monitoring data is use for re-grouping and re-teaching.

Formative assessment and summative data is utilized for grouping and re-teaching

Staff members have an MTSS User Guide that assist with referring students for academic or behavioral support.

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: Weekend Program
Minutes added to school year: 2,100

FSA Boot Camp is a Saturday Tutoring program that focuses on Reading, Math, Writing and Science. All students in grades 3-5 are invited to attend the tutoring. Camp will run from 8:30-12:00. There will be ten Saturday Sessions starting on January 27th and running through March 18th.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

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.

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

familiarize students with our school campus. FLKRS screening is conducted by kindergarten teachers and support personnel at the beginning of the school year to all students.

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.

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

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

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.

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

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

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

Strategic Goals Detail

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

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

🔑 G085081

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- Limited understanding and professional development in Social and Emotional Learning.
- Inconsistent implementation of Social and Emotional Learning skills.
- Students are limited to positive emotional role models outside of the school.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Polk County Professional Development Department
- Positive Behavior Support
- Professional Books and Resources
- CHAMPS Model
- Strong Kids Curriculum
- SHINE Mentoring Program
- Auburndale Community and Auburndale High School
- CASEL - Collaborative Academic and Social Emotional Learning

Plan to Monitor Progress Toward G1. `8`

Discipline Data and Student Survey Data will be used to evaluate the effectiveness of teaching the skills to students. Progress monitoring and grades will also be utilized to evaluate the effectiveness of the program.

Person Responsible
Deron Williams

Schedule
Monthly, from 9/7/2016 to 6/1/2017

Evidence of Completion
Discipline Data and Student Survey Data

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

🔍 G085082

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of progress monitoring utilizing formative assessments based on the standards

- Limited alignment of formative assessment to standard and complexity level

- Limited checking for understanding through the lesson

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS

- Florida Standards - Language Arts, Math and Writing

- Reading Wonders

- IBTP

- GoMath

- Professional Development Books

- Instructional Coaches

- Curriculum Maps

- IBTP

- Websites - NewELA, IXL, Enrich New York

- Small Groups Planning Sheet

- FSA Test Item Specifications

- NewsELA

Plan to Monitor Progress Toward G2. `8`

Formative and Summative Assessment Data

Person Responsible

Deron Williams

Schedule

Weekly, from 9/19/2016 to 6/1/2017

Evidence of Completion

Formative and Summative assessment data will be analyzed by both teachers and leadership team to ensure progress is consistently being made towards mastery of the standards.

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

🔑 G085083

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

- Lack of resources for differentiation - for all levels of learners

- Inconsistent use of Webbs Depth of Knowledge to develop questions and tasks

- Lack of student engagement

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Wonders Tier 2 Resources

- CPALMS

- FCRR

- Florida State Standars

- Leveled Readers

- Achieve3000

- Collaborative Planning PLCs with Literacy Coach and Adminstration

- 5E Model for Math and Science

- GoMath

- SMARTY Ants

- Engagement with Poverty in Mind by Eric Jensen

- Defined Instructional Norms

- Accountable Talk PD

Plan to Monitor Progress Toward G3. 8

Lesson plans, student work samples, walk-through notes, formative and summative assessment data will be collected and reviewed through the year to determine progress of students and implementation of strategies.

Person Responsible
Deron Williams

Schedule
Monthly, from 8/29/2016 to 6/1/2017

Evidence of Completion
Lesson plans, student work samples, walk-through data along with formative and summative data.

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

🔑 G085081

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

🔑 B226314

G1.B1.S1 Continue to provide professional development to all staff members in Social and Emotional Learning. 4

🔑 S238756

Strategy Rationale

Staff cannot effectively provide direct instruction for Social and Emotional Learning to students if they don't have a deeper understanding of the elements of Social and Emotional Learning.

Action Step 1 5

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

Person Responsible

Deron Williams

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Sign-In sheets, presentations and handout

Action Step 2 5

Social and Emotions Conversations - After training provide mini PD sessions on each aspects of the Social Emotional Learning - Self Management, Self Awareness, Social Awareness, Responsible Decision Making and Relationship Skills. Work with staff to develop ways to strengthen skills within students.

Person Responsible

Deron Williams

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Weekly Staff Blast, Handouts, Faculty Meeting Agendas

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

Provide follow up on Social Emotional Learning

Person Responsible

Deron Williams

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

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

Lesson Plans, Student Work Samples, Conversations with Staff, Discipline Reports

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding, student work samples, lesson plans, discipline reports will be utilized to evaluate the effectiveness of the implementation of the program.

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

Discipline Data, Attendance Data, Student and Staff Surveys

Person Responsible

Deron Williams

Schedule

Monthly, from 10/3/2016 to 6/1/2017

Evidence of Completion

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

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

G1.B1.S2 Provide staff with professional development on Framework for Understanding Poverty. `4`

`S238757`

Strategy Rationale

100% of our students are considered to be living in poverty. Students from poverty, don't always understand the hidden rules of the middle class culture. Due to their lack of understanding, students will not know how to respond to various situations rationally. Educators need to have a deep understanding of students from poverty in order to meet them where they are...to take them where they need to be to succeed and break the cycle.

Action Step 1 `5`

Provide professional development to staff on Framework for Understanding Poverty

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Handouts, agendas, resources

Action Step 2 `5`

Work with students to explicitly teach them the hidden rules of poverty, middle class and wealth. Provide direct instruction on how to "code switch" so students know when to use appropriate behaviors/social skills.

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 9/15/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, handouts, resources

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

Provide training on Framework for Understanding Poverty. Provide instruction on Code Switching to students and staff.

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Presentations, handouts, lesson plans, student work samples, discipline records.

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

Lesson Plans, Student Work Samples, Conversations with Staff and Students, Discipline Reports

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 9/6/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Conversations with Staff and Students, Discipline Reports

G1.B2 Inconsistent implementation of Social and Emotional Learning skills. [2]

🔑 B226315

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

🔑 S238758

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Deron Williams

Schedule

Weekly, from 10/3/2016 to 6/1/2017

Evidence of Completion

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

Action Step 2 [5]

Generate list of resources and materials for teachers to use in classrooms - utilize CASEL website as well as resources from Edutopia and other sites.

Person Responsible

Deron Williams

Schedule

Monthly, from 10/3/2016 to 6/1/2017

Evidence of Completion

List of resources and materials

Action Step 3 `5`

Think Thursdays - Instructional time on Thursdays will be allocated to Social and Emotional
Learning.

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 8/18/2016 to 5/30/2017

Evidence of Completion

Lesson Plans, student work samples, walk-through notes

Action Step 4 `5`

Develop a Common Language - Develop a common langue guide to utilize with staff that can be
shared campus wide - that way all staff members are speaking the same "language" to the
students.

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 9/13/2016 to 5/30/2017

Evidence of Completion

Social and Emotional Learning User Guide for Caldwell

Action Step 5 `5`

Utilize ESE Teachers, Special Area Teachers, Administration as well as paraprofessionals to
teach SEL lessons to students who are Tier 2 and Tier 3. Small Groups can e the lessons more
meaningful and have a stronger impact on moving students from Tier 2/3 back to Tier 1.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Tier 2 and Tier 3 Intervention dodcumentation

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

Explicit instruction in Social and Emotional Skills

Person Responsible

Deron Williams

Schedule

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

Evidence of Completion

Lesson Plans, Walk-Through Data, Discipline Data

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

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

Person Responsible

Deron Williams

Schedule

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

Evidence of Completion

Discipline Data, Student Survey

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

🔑 S238759

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Deron Williams

Schedule

Biweekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Posters, charts, student work samples submitted

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

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

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 8/29/2016 to 6/1/2017

Evidence of Completion

Student Surveys, Discipline Data

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

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

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 8/29/2016 to 6/1/2017

Evidence of Completion

Discipline Data and Student Survey Results

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

G1.B3 Students are limited to positive emotional role models outside of the school. [2]

🔑 B226316

G1.B3.S1 Develop a mentoring program that pairs students with social needs with a positive role model. [4]

🔑 S238760

Strategy Rationale

Being able to choose and control response is the most powerful impact on life long stability. Students can learn how to chose and control responses through building relationships with emotionally resourced adults.

Action Step 1 [5]

Establish mentoring partnership with Auburndale High School, local community groups and businesses.

Person Responsible

Kathryn Ashmore

Schedule

On 7/13/2016

Evidence of Completion

Established partnership and list of students, community members interested in mentoring students.

Action Step 2 [5]

Develop a curriculum/program for mentor to utilize with students. The curriculum with focus on developing skills that students will need for school and for life. Skills that will allow students to become better at responding emotionally.

Person Responsible

Kathryn Ashmore

Schedule

Every 6 Weeks, from 8/24/2016 to 6/1/2017

Evidence of Completion

Units for mentors that focus on Being Prepared, Exhibiting Self-Control, Acting Responsibly, Respecting Everyone and Showing Kindness.

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Action Step 3 `5`

Provide training to mentors and staff regarding expectations for mentoring program and units of study.

Person Responsible

Kathryn Ashmore

Schedule

Semiannually, from 8/31/2016 to 1/11/2017

Evidence of Completion

Handouts, presentation, agenda, sign-in sheet

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

Mentors and students will be observed and work samples monitored at the completion of each unit to determine effectiveness.

Person Responsible

Kathryn Ashmore

Schedule

Every 6 Weeks, from 10/4/2016 to 6/1/2017

Evidence of Completion

Interview questions and results, student work samples

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

Mentors and students will be interviewed and work samples evaluated at the completion of each unit to determine effectiveness.

Person Responsible

Kathryn Ashmore

Schedule

Every 6 Weeks, from 10/4/2016 to 6/1/2017

Evidence of Completion

Interview questions and results, student work samples, attendance records, discipline records, grades analysis

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

Observations, student work samples, grades and attendance will be monitored to evaluate the effectiveness of the program.

Person Responsible

Kathryn Ashmore

Schedule

Every 6 Weeks, from 8/29/2016 to 6/1/2017

Evidence of Completion

Observations, student work samples, grades and attendance for students participating in mentoring program

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

🔍 G085082

G2.B1 Lack of progress monitoring utilizing formative assessments based on the standards 2

🔍 B226317

G2.B1.S1 During each PLC, teachers will bring a small group chart detailing who "got it", "making progress" and "getting started" for each standard. Discussion will take place per category and lessons/ strategies will be developed for the "making progress" and "getting started" group. 4

🔍 S238761

Strategy Rationale

If we explicitly know know where the students are in relationship to mastery of the standard, then we can provide effective re-teaching to meet students instructional needs.

Action Step 1 5

Establish form for monitoring formative assessments

Person Responsible

Kathryn Ashmore

Schedule

On 9/2/2016

Evidence of Completion

Create a form that reflects standard, complexity level, grouping of students - back area for re-teaching

Action Step 2 5

Model completion of Formative Assessment Monitoring Form - Language Arts, Math and Science

Person Responsible

Kathryn Ashmore

Schedule

On 9/9/2016

Evidence of Completion

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

Action Step 3 `5`

Benchmark Calendar with Formative Assessments Scheduled

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 8/29/2016 to 6/1/2017

Evidence of Completion

Calendars per grade level

Action Step 4 `5`

Begin each PLC with reflecting on formative assessment data and what next steps teacher will be taking for re-teaching.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Copies of teachers forms that reflect formative assessment monitoring

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

Progress Monitoring Form and Conversations

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Progress Monitoring Form and notes from PLCs

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

After teachers have evaluated and regrouped students, follow conversations will take place in PLCs to ensure that students who were "making progress" or "getting started" are working towards mastery.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/19/2016 to 6/1/2017

Evidence of Completion

Data analysis

G2.B1.S2 Use the data collected from the formative to drive small group instruction. 4

🔑 S238762

Strategy Rationale

In order to ensure mastery of the standard, the teacher will need to provide re-teaching to students who are "making progress" and/or "getting started".

Action Step 1 5

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

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Lesson plans with tier 2 interventions, reteaching and enrichment

Action Step 2 5

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

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, Data, Student Work Samples

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Action Step 3 `5`

After re-teaching of standard, teachers will re-evaluate students with another formative assessment to check for understanding.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Work samples, grades, formative assessments

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

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

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

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

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

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

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

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

G2.B2 Limited alignment of formative assessment to standard and complexity level `2`

🔑 B226318

G2.B2.S1 Ensure that the formative assessments are aligned to the intent of the standard and the complexity level of the standard. `4`

🔑 S238763

Strategy Rationale

In order to truly evaluate the students mastery of a standards, the formative needs to be aligned to reflect the intent of the standard and the complexity level.

Action Step 1 `5`

During collaborative planning, evaluate various formative assessments and select the formative assessment that closely aligns with the intent of the standard and the complexity level.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

PLC notes and sample formative assessments

Action Step 2 `5`

When utilizing a curriculum based formative (ie - Reading Wonders) evaluate the questions in relationship to the standards. If there are insufficient questions to reflect the standard, create additional questions to check for understanding.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Selection of formative assessments and documentation of additional questions that were written for assessment.

Action Step 3 `5`

Model for teachers how to evaluate the formative assessments to mirror the intent of the standard and the complexity level.

Person Responsible

Deron Williams

Schedule

On 9/16/2016

Evidence of Completion

Agenda, PLC notes, formative assessment form

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

Each week formative assessments will be evaluated prior to begin administered to students.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Student work samples and formative assessments and small group chart.

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

Formative and summative assessment data

Person Responsible

Deron Williams

Schedule

Weekly, from 9/12/2016 to 6/1/2017

Evidence of Completion

Formative and summative assessment data, student work samples and small group lesson plans.

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

G2.B3 Limited checking for understanding through the lesson 2

🔑 B226319

G2.B3.S1 Teachers and support staff will check for understanding at strategic points of the lesson in order to ensure that students are mastering the standard 4

🔑 S238764

Strategy Rationale

If teachers and support staff wait until the end of the lesson to check for understanding, they will miss the opportunity to re-teaching.

Action Step 1 5

Teachers will utilize the gradual release model to ensure students understand the standard throughout the lesson

Person Responsible

Deron Williams

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, Evaluative and non-evaluative walk-throughs, student work samples

Action Step 2 5

Summarizing Strategies, including exit tickets,will be utilized to check for understanding

Person Responsible

Deron Williams

Schedule

Weekly, from 10/18/2016 to 6/1/2017

Evidence of Completion

Student work samples, lesson plans, evaluative and non-evaluative walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

The gradual release model and summarizing will be strategically planned during collaborative planning and implemented into plans.

Person Responsible

Deron Williams

Schedule

Weekly, from 10/18/2016 to 6/1/2017

Evidence of Completion

Student work samples, lesson plans, IBTP Data, FSA Data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

The gradual release model and summarizing will be strategically planned during collaborative planning and implemented into plans.

Person Responsible

Deron Williams

Schedule

Weekly, from 10/18/2016 to 6/1/2017

Evidence of Completion

Student work samples, lesson plans, IBTP Data, FSA Data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Student work samples, lesson plans, IBTP Data, FSA Data

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 10/17/2016 to 6/1/2017

Evidence of Completion

Student work samples, lesson plans, IBTP Data, FSA Data

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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

🔑 G085083

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

🔑 B226320

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

🔑 S238765

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 9/12/2016 to 6/1/2017

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Deron Williams

Schedule

Daily, from 8/29/2016 to 6/1/2017

Evidence of Completion

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

Action Step 3 `5`

Utilize Literature Circles for high performing Language Arts Students.

Person Responsible

Sherry Pittman

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Data Analysis

Action Step 4 `5`

Utilize computer based programs to provide students with differentiated practice - including - not limited to Achieve3000, Smarty Ants, Accelerated Reader, Big Brains, IXL, Tenmarks and other.

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 8/29/2016 to 6/1/2017

Evidence of Completion

Data reports

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

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

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

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

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

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

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

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

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

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

Person Responsible

Deron Williams

Schedule

Every 6 Weeks, from 8/29/2016 to 6/1/2017

Evidence of Completion

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

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

Power Hour Lesson Plans and iii Math Lesson Plans

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

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

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

G3.B2 Inconsistent use of Webbs Depth of Knowledge to develop questions and tasks [2]

🔑 B226321

G3.B2.S1 Webbs Depth of Knowledge will be utilized to create Level 2 and 3 questions and tasks for lessons. [4]

🔑 S238766

Strategy Rationale

If we are creating questions and tasks that align to the complexity level of the standard we will be able to evaluate mastery of the standard.

Action Step 1 [5]

Provide professional develop on how to create questions and tasks based on Webbs Level of Complexity.

Person Responsible

Deron Williams

Schedule

Weekly, from 9/26/2016 to 10/28/2016

Evidence of Completion

Lesson plans with questions based on complexity level and sample work samples/tasks that reflect the complexity level.

Action Step 2 [5]

During Collaborative Planning utilize standards, test item specifications and district curriculum maps to create questions/tasks that reflect the standard and complexity level.

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson plans and tasks create during collaborative planning.

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Action Step 3 5

During planning, teachers will bring work samples to evaluate the rigor of the task as well as students mastery of the standard.

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Student work samples

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

Modeled/guided support during collaborative planning, classroom walk-throughs, lesson plan analysis, student work samples

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Classroom walk-throughs notes, lesson plan analysis, student work samples

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

Lesson plan analysis, student work samples, classroom walk-through feedback, formative and summative data analysis

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson plan analysis, student work samples, classroom walk-through feedback, formative and summative data analysis

G3.B3 Lack of student engagement 2

🔑 B226322

G3.B3.S1 Intentionally plan and develop lessons that will increase student engagement. 4

🔑 S238767

Strategy Rationale

If students are actively engaged in the lesson, they will increase their understanding of the standard and in turn increase achievement.

Action Step 1 5

Utilize Kagan Strategies within lessons to increase processing of information and movement within the classroom.

Person Responsible

Kathryn Ashmore

Schedule

Daily, from 8/29/2016 to 6/1/2017

Evidence of Completion

Kagan Strategies documented in plans and observed within lessons

Action Step 2 5

Utilize "magic" in the classroom. Magic includes - costumes, props, games, movie clips, music, etc...anything that is outside of the "norm" that will grab students attention and increase engagement.

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, student work samples, artifacts from lessons

Action Step 3 `5`

Utilize Book Chats throughout the year the focus on increasing student engagement

Person Responsible

Kathryn Ashmore

Schedule

Biweekly, from 10/3/2016 to 6/1/2017

Evidence of Completion

Sign-in sheets, follow up activity related to books, evidence of PD in lesson plans and student work samples

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

Lesson Plan Analysis, Student Work Samples, Attendance Data, Discipline Data, Formative and Summative Asessments

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson Plan Analysis, Student Work Samples, Attendance Data, Discipline Data, Formative and Summative Asessments

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

Lesson Plan Analysis, student work samples, formative and summative data analysis, classroom walk-throughs, student interviews, discipline data, attendance data.

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson plan analysis, student work samples, formative and summative data analysis, classroom walk-throughs, student interviews, discipline data, attendance data.

G3.B3.S2 Utilize Accountable Talk Strategies to increase student engagement. 4

🔑 S238768

Strategy Rationale

If students are held accountable for carrying the conversation within the discussion of the lesson they will be more engaged within the lesson.

Action Step 1 5

Provide professional development to staff on accountable talk

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 10/3/2016 to 10/28/2016

Evidence of Completion

Lesson Plans, Walk-Throughs

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

Lesson Plans documenting accountable talk, walk-throughs focused on accountable talk

Person Responsible

Deron Williams

Schedule

Weekly, from 10/3/2016 to 6/1/2017

Evidence of Completion

Lesson plans analysis, walk-through feedback on accountable talk

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

Lesson Plans, Walk-Throughs, Analysis of Student Work Samples, Formative and Summative Data Analysis

Person Responsible

Deron Williams

Schedule

Weekly, from 10/3/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, Walk-Throughs, Analysis of Student Work Samples, Formative and Summative Data Analysis

G3.B3.S3 Utilize the 5E Model in Math and Science Instruction 4

🔑 S238769

Strategy Rationale

The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their understanding of a concept.

Action Step 1 5

Provide professional development on on the 5E Model for Math and Science Instruction.

Person Responsible

Deron Williams

Schedule

On 9/29/2016

Evidence of Completion

Handouts, agenda, presentations

Action Step 2 5

During collaborative planning, create 5E Lessons

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson Plans reflecting 5E model

Plan to Monitor Fidelity of Implementation of G3.B3.S3 `6`

Lesson Plans, student work samples, walk-through feedback, formative and summative assessment data

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Lesson Plans, student work samples, walk-through feedback, formative and summative assessment data

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 `7`

Lesson Plan analysis, student work samples, formative and summative assessment data analysis, walk-through feedback

Person Responsible

Deron Williams

Schedule

Weekly, from 8/29/2016 to 9/1/2016

Evidence of Completion

Lesson Plans, work samples, data analysis, walk-through feedback

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

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.B3.S1.A1 🔑 A309207	Establish mentoring partnership with Auburndale High School, local community groups and businesses.	Ashmore, Kathryn	7/13/2016	Established partnership and list of students, community members interested in mentoring students.	7/13/2016 one-time
G3.B3.S3.MA1 🔑 M316041	Lesson Plan analysis, student work samples, formative and summative assessment data analysis,...	Williams, Deron	8/29/2016	Lesson Plans, work samples, data analysis, walk-through feedback	9/1/2016 weekly
G2.B1.S1.A1 🔑 A309210	Establish form for monitoring formative assessments	Ashmore, Kathryn	8/29/2016	Create a form that reflects standard, complexity level, grouping of students - back area for re-teaching	9/2/2016 one-time
G2.B1.S1.A2 🔑 A309211	Model completion of Formative Assessment Monitoring Form - Language Arts, Math and Science	Ashmore, Kathryn	9/5/2016	Benchmark calendars with formative assessments scheduled at the end of standard instruction	9/9/2016 one-time
G2.B2.S1.A3 🔑 A309219	Model for teachers how to evaluate the formative assessments to mirror the intent of the standard...	Williams, Deron	9/12/2016	Agenda, PLC notes, formative assessment form	9/16/2016 one-time
G3.B3.S3.A1 🔑 A309233	Provide professional development on on the 5E Model for Math and Science Instruction.	Williams, Deron	8/29/2016	Handouts, agenda, presentations	9/29/2016 one-time
G3.B2.S1.A1 🔑 A309226	Provide professional develop on how to create questions and tasks based on Webbs Level of...	Williams, Deron	9/26/2016	Lesson plans with questions based on complexity level and sample work samples/tasks that reflect the complexity level.	10/28/2016 weekly
G3.B3.S2.A1 🔑 A309232	Provide professional development to staff on accountable talk	Ashmore, Kathryn	10/3/2016	Lesson Plans, Walk-Throughs	10/28/2016 weekly
G1.B3.S1.A3 🔑 A309209	Provide training to mentors and staff regarding expectations for mentoring program and units of...	Ashmore, Kathryn	8/31/2016	Handouts, presentation, agenda, sign-in sheet	1/11/2017 semiannually
G1.B2.S1.A3 🔑 A309203	Think Thursdays - Instructional time on Thursdays will be allocated to Social and Emotional...	Ashmore, Kathryn	8/18/2016	Lesson Plans, student work samples, walk-through notes	5/30/2017 weekly
G1.B2.S1.A4 🔑 A309204	Develop a Common Language - Develop a common langue guide to utilize with staff that can be shared...	Ashmore, Kathryn	9/13/2016	Social and Emotional Learning User Guide for Caldwell	5/30/2017 monthly
G1.B2.S1.A5 🔑 A309205	Utilize ESE Teachers, Special Area Teachers, Administration as well as paraprofessionals to teach...	Williams, Deron	9/1/2016	Tier 2 and Tier 3 Intervention dodcumentation	5/31/2017 weekly
G1.MA1 🔑 M316020	Discipline Data and Student Survey Data will be used to evaluate the effectiveness of teaching the...	Williams, Deron	9/7/2016	Discipline Data and Student Survey Data	6/1/2017 monthly
G2.MA1 🔑 M316030	Formative and Summative Assessment Data	Williams, Deron	9/19/2016	Formative and Summative assessment data will be analyzed by both teachers and leadership team to ensure progress is consistently being made towards mastery of the standards.	6/1/2017 weekly
G3.MA1 🔑 M316043	Lesson plans, student work samples, walk-through notes, formative and summative assessment data...	Williams, Deron	8/29/2016	Lesson plans, student work samples, walk-through data along with formative and summative data.	6/1/2017 monthly
G1.B1.S1.MA1 🔑 M316008	Lesson Plans, Student Work Samples, Conversations with Staff, Discipline Reports	Williams, Deron	8/29/2016	Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding, student work samples, lesson plans, discipline reports will be utilized to evaluate the effectiveness of the implementation of the program.	6/1/2017 weekly

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA2 M316009	Discipline Data, Attendance Data, Student and Staff Surveys	Williams, Deron	10/3/2016	Anecdotal notes from conversations with staff on Social Emotional Learning as well as surveys to gauge implementation and understanding.	6/1/2017 monthly
G1.B2.S1.MA1 M316013	Discipline Data will be used to evaluate effectiveness, as well as students surveys, with the goal...	Williams, Deron	8/18/2016	Discipline Data, Student Survey	6/1/2017 monthly
G1.B2.S1.MA1 M316014	Explicit instruction in Social and Emotional Skills	Williams, Deron	8/18/2016	Lesson Plans, Walk-Through Data, Discipline Data	6/1/2017 weekly
G1.B2.S1.A1 A309201	Lesson Plans and resources will be developed for teachers to provide direct instruction to students...	Williams, Deron	10/3/2016	Lesson Plan implementation, walk-throughs, student work samples, discipline data	6/1/2017 weekly
G1.B2.S1.A2 A309202	Generate list of resources and materials for teachers to use in classrooms - utilize CASEL website...	Williams, Deron	10/3/2016	List of resources and materials	6/1/2017 monthly
G1.B3.S1.MA1 M316017	Observations, student work samples, grades and attendance will be monitored to evaluate the...	Ashmore, Kathryn	8/29/2016	Observations, student work samples, grades and attendance for students participating in mentoring program	6/1/2017 every-6-weeks
G1.B3.S1.MA1 M316018	Mentors and students will be observed and work samples monitored at the completion of each unit to...	Ashmore, Kathryn	10/4/2016	Interview questions and results, student work samples	6/1/2017 every-6-weeks
G1.B3.S1.MA1 M316019	Mentors and students will be interviewed and work samples evaluated at the completion of each unit...	Ashmore, Kathryn	10/4/2016	Interview questions and results, student work samples, attendance records, discipline records, grades analysis	6/1/2017 every-6-weeks
G1.B3.S1.A2 A309208	Develop a curriculum/program for mentor to utilize with students. The curriculum with focus on...	Ashmore, Kathryn	8/24/2016	Units for mentors that focus on Being Prepared, Exhibiting Self-Control, Acting Responsibly, Respecting Everyone and Showing Kindness.	6/1/2017 every-6-weeks
G2.B1.S1.MA1 M316021	After teachers have evaluated and regrouped students, follow conversations will take place in PLCs...	Williams, Deron	9/19/2016	Data analysis	6/1/2017 weekly
G2.B1.S1.MA1 M316022	Progress Monitoring Form and Conversations	Williams, Deron	9/12/2016	Progress Monitoring Form and notes from PLCs	6/1/2017 weekly
G2.B1.S1.A3 A309212	Benchmark Calendar with Formative Assessments Scheduled	Williams, Deron	8/29/2016	Calendars per grade level	6/1/2017 every-6-weeks
G2.B1.S1.A4 A309213	Begin each PLC with reflecting on formative assessment data and what next steps teacher will be...	Williams, Deron	9/12/2016	Copies of teachers forms that reflect formative assessment monitoring	6/1/2017 weekly
G2.B2.S1.MA1 M316025	Formative and summative assessment data	Williams, Deron	9/12/2016	Formative and summative assessment data, student work samples and small group lesson plans.	6/1/2017 weekly
G2.B2.S1.MA1 M316026	Each week formative assessments will be evaluated prior to begin administered to students.	Williams, Deron	9/12/2016	Student work samples and formative assessments and small group chart.	6/1/2017 weekly
G2.B2.S1.A1 A309217	During collaborative planning, evaluate various formative assessments and select the formative...	Williams, Deron	9/12/2016	PLC notes and sample formative assessments	6/1/2017 weekly
G2.B2.S1.A2 A309218	When utilizing a curriculum based formative (ie - Reading Wonders) evaluate the questions in...	Williams, Deron	9/12/2016	Selection of formative assessments and documentation of additional questions that were written for assessment.	6/1/2017 weekly
G2.B3.S1.MA1 M316027	Student work samples, lesson plans, IBTP Data, FSA Data	Williams, Deron	10/17/2016	Student work samples, lesson plans, IBTP Data, FSA Data	6/1/2017 every-6-weeks
G2.B3.S1.MA1 M316028	The gradual release model and summarizing will be strategically planned during collaborative...	Williams, Deron	10/18/2016	Student work samples, lesson plans, IBTP Data, FSA Data	6/1/2017 weekly

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1 M316029	The gradual release model and summarizing will be strategically planned during collaborative...	Williams, Deron	10/18/2016	Student work samples, lesson plans, IBTP Data, FSA Data	6/1/2017 weekly
G2.B3.S1.A1 A309220	Teachers will utilize the gradual release model to ensure students understand the standard...	Williams, Deron	8/15/2016	Lesson Plans, Evaluative and non-evaluative walk-throughs, student work samples	6/1/2017 daily
G2.B3.S1.A2 A309221	Summarizing Strategies, including exit tickets,will be utilized to check for understanding	Williams, Deron	10/18/2016	Student work samples, lesson plans, evaluative and non-evaluative walk-throughs	6/1/2017 weekly
G3.B1.S1.MA1 M316031	Classroom walk-throughs will be used to monitor the teachers effectiveness of providing...	Williams, Deron	8/29/2016	Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work. Data will be analyzed and reviewed to determine if interventions are working.	6/1/2017 weekly
G3.B1.S1.MA3 M316032	Evaluate ongoing progress monitoring data to ensure that the differentiation is meeting student...	Williams, Deron	8/29/2016	Data from FAIR and IBTP assessments and summary of next steps based on data. Specific feedback on work samples will be provided to both teacher and students. Rubrics will be utilize to evaluate work. Data will be analyzed and reviewed to determine if interventions are working.	6/1/2017 every-6-weeks
G3.B1.S1.MA4 M316033	Power Hour Lesson Plans and iii Math Lesson Plans	Williams, Deron	8/29/2016	Evaluate Power Hour Lessons and iii Math Lesson Plans to ensure that the activities are planned meet the instructional needs of the students and are differentiated based on student needs.	6/1/2017 weekly
G3.B1.S1.MA1 M316034	Lesson Plan Evaluation, Classroom Observations, FAIR and IBTP Data Analysis	Williams, Deron	8/29/2016	Lesson Plan Review Schedule, Feedback on Lesson Plans, Journey Entries, Walk-Through Notes, FAIR and IBTP Data Analysis, Student Work Samples	6/1/2017 weekly
G3.B1.S1.A1 A309222	Identify instructional needs of low, average and high performing students. Use ongoing assessment...	Williams, Deron	9/12/2016	Data analysis, Student work samples, Power Hour Lesson Plans, Tier 2 Math Instruction	6/1/2017 every-6-weeks
G3.B1.S1.A2 A309223	Provide Tier 2 and Tier 3 Interventions to students who need additional support.	Williams, Deron	8/29/2016	Power Hour Lesson Plans, iii Math Lesson Plans, Student Work Samples, Data Analysis and Tiered Intervention Documentation, Formative Assessment Data	6/1/2017 daily
G3.B1.S1.A3 A309224	Utilize Literature Circles for high performing Language Arts Students.	Pittman, Sherry	8/29/2016	Lesson Plans, Student Work Samples, Data Analysis	6/1/2017 weekly
G3.B1.S1.A4 A309225	Utilize computer based programs to provide students with differentiated practice - including - not...	Williams, Deron	8/29/2016	Data reports	6/1/2017 every-6-weeks
G3.B2.S1.MA1 M316035	Lesson plan analysis, student work samples, classroom walk-through feedback, formative and...	Williams, Deron	8/29/2016	Lesson plan analysis, student work samples, classroom walk-through feedback, formative and summative data analysis	6/1/2017 weekly
G3.B2.S1.MA1 M316036	Modeled/guided support during collaborative planning, classroom walk-throughs, lesson plan...	Williams, Deron	8/29/2016	Classroom walk-throughs notes, lesson plan analysis, student work samples	6/1/2017 weekly
G3.B2.S1.A2 A309227	During Collaborative Planning utilize standards, test item specifications and district curriculum...	Williams, Deron	8/29/2016	Lesson plans and tasks create during collaborative planning.	6/1/2017 weekly
G3.B2.S1.A3 A309228	During planning, teachers will bring work samples to evaluate the rigor of the task as well as...	Williams, Deron	8/29/2016	Student work samples	6/1/2017 weekly

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1 M316037	Lesson Plan Analysis, student work samples, formative and summative data analysis, classroom...	Williams, Deron	8/29/2016	Lesson plan analysis, student work samples, formative and summative data analysis, classroom walk-throughs, student interviews, discipline data, attendance data.	6/1/2017 weekly
G3.B3.S1.MA1 M316038	Lesson Plan Analysis, Student Work Samples, Attendance Data, Discipline Data, Formative and...	Williams, Deron	8/29/2016	Lesson Plan Analysis, Student Work Samples, Attendance Data, Discipline Data, Formative and Summative Asessments	6/1/2017 weekly
G3.B3.S1.A1 A309229	Utilize Kagan Strategies within lessons to increase processing of information and movement within...	Ashmore, Kathryn	8/29/2016	Kagan Strategies documented in plans and observed within lessons	6/1/2017 daily
G3.B3.S1.A2 A309230	Utilize "magic" in the classroom. Magic includes - costumes, props, games, movie clips, music,...	Ashmore, Kathryn	8/29/2016	Lesson Plans, student work samples, artifacts from lessons	6/1/2017 weekly
G3.B3.S1.A3 A309231	Utilize Book Chats throughout the year the focus on increasing student engagement	Ashmore, Kathryn	10/3/2016	Sign-in sheets, follow up activity related to books, evidence of PD in lesson plans and student work samples	6/1/2017 biweekly
G1.B1.S2.MA1 M316011	Lesson Plans, Student Work Samples, Conversations with Staff and Students, Discipline Reports	Ashmore, Kathryn	9/6/2016	Lesson Plans, Student Work Samples, Conversations with Staff and Students, Discipline Reports	6/1/2017 monthly
G1.B1.S2.MA1 M316012	Provide training on Framework for Understanding Poverty. Provide instruction on Code Switching to...	Ashmore, Kathryn	9/6/2016	Presentations, handouts, lesson plans, student work samples, discipline records.	6/1/2017 weekly
G1.B1.S2.A1 A309199	Provide professional development to staff on Framework for Understanding Poverty	Ashmore, Kathryn	9/6/2016	Handouts, agendas, resources	6/1/2017 monthly
G1.B1.S2.A2 A309200	Work with students to explicitly teach them the hidden rules of poverty, middle class and wealth....	Ashmore, Kathryn	9/15/2016	Lesson Plans, handouts, resources	6/1/2017 weekly
G1.B2.S2.MA1 M316015	Evaluation of social and emotional learning elements of new show and impact on student behavior.	Williams, Deron	8/29/2016	Discipline Data and Student Survey Results	6/1/2017 every-6-weeks
G1.B2.S2.MA1 M316016	Calendar will be established with Network Manager to implement the skills into the new show and...	Williams, Deron	8/29/2016	Student Surveys, Discipline Data	6/1/2017 every-6-weeks
G1.B2.S2.A1 A309206	Use the morning news show to provide mini lessons based on real-world application for students on...	Williams, Deron	8/29/2016	Posters, charts, student work samples submitted	6/1/2017 biweekly
G2.B1.S2.MA1 M316023	Evaluation of lesson plans, data, student work samples, walk-through data	Williams, Deron	9/12/2016	Lesson plans, data, student work samples, walk-through data	6/1/2017 weekly
G2.B1.S2.MA1 M316024	Evaluation of lesson plans, data, student work samples, walk-through data	Williams, Deron	9/12/2016	Evaluation of lesson plans, data, student work samples, walk-through data	6/1/2017 weekly
G2.B1.S2.A1 A309214	Utilize data to determine whether standard needs to be re-taught whole group or small group	Williams, Deron	9/12/2016	Lesson plans with tier 2 interventions, reteaching and enrichment	6/1/2017 weekly
G2.B1.S2.A2 A309215	Based on data teacher will group students for intervention, continued practice or enrichment	Williams, Deron	9/12/2016	Lesson Plans, Data, Student Work Samples	6/1/2017 weekly
G2.B1.S2.A3 A309216	After re-teaching of standard, teachers will re-evaluate students with another formative assessment...	Williams, Deron	9/12/2016	Work samples, grades, formative assessments	6/1/2017 weekly
G3.B3.S2.MA1 M316039	Lesson Plans, Walk-Throughs, Analysis of Student Work Samples, Formative and Summative Data Analysis	Williams, Deron	10/3/2016	Lesson Plans, Walk-Throughs, Analysis of Student Work Samples, Formative and Summative Data Analysis	6/1/2017 weekly

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S2.MA1 🔑 M316040	Lesson Plans documenting accountable talk, walk-throughs focused on accountable talk	Williams, Deron	10/3/2016	Lesson plans analysis, walk-through feedback on accountable talk	6/1/2017 weekly
G3.B3.S3.MA1 🔑 M316042	Lesson Plans, student work samples, walk-through feedback, formative and summative assessment data	Williams, Deron	8/29/2016	Lesson Plans, student work samples, walk-through feedback, formative and summative assessment data	6/1/2017 weekly
G3.B3.S3.A2 🔑 A309234	During collaborative planning, create 5E Lessons	Williams, Deron	8/29/2016	Lesson Plans reflecting 5E model	6/1/2017 weekly
G1.B1.S1.MA1 🔑 M316010	Provide follow up on Social Emotional Learning	Williams, Deron	9/12/2016	Follow up activities in which teachers are applying social and emotional learning.	6/2/2017 monthly
G1.B1.S1.A1 🔑 A309197	Professional Development on Social and Emotional Learning - Professional Development will occur...	Williams, Deron	9/6/2016	Sign-In sheets, presentations and handout	6/2/2017 monthly
G1.B1.S1.A2 🔑 A309198	Social and Emotions Conversations - After training provide mini PD sessions on each aspects of the...	Williams, Deron	9/6/2016	Weekly Staff Blast, Handouts, Faculty Meeting Agendas	6/2/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 Limited understanding and professional development in Social and Emotional Learning.

G1.B1.S1 Continue to provide professional development to all staff members in Social and Emotional Learning.

PD Opportunity 1

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

Facilitator

Katie Ashmore

Participants

All staff members

Schedule

Monthly, from 9/6/2016 to 6/2/2017

PD Opportunity 2

Social and Emotions Conversations - After training provide mini PD sessions on each aspects of the Social Emotional Learning - Self Management, Self Awareness, Social Awareness, Responsible Decision Making and Relationship Skills. Work with staff to develop ways to strengthen skills within students.

Facilitator

Deron Williams and Katie Ashmore

Participants

All staff members

Schedule

Monthly, from 9/6/2016 to 6/2/2017

G1.B1.S2 Provide staff with professional development on Framework for Understanding Poverty.

PD Opportunity 1

Provide professional development to staff on Framework for Understanding Poverty

Facilitator

Katie Ashmore

Participants

All Staff and SAC Memebers

Schedule

Monthly, from 9/6/2016 to 6/1/2017

G1.B3 Students are limited to positive emotional role models outside of the school.

G1.B3.S1 Develop a mentoring program that pairs students with social needs with a positive role model.

PD Opportunity 1

Provide training to mentors and staff regarding expectations for mentoring program and units of study.

Facilitator

Katie Ashmore

Participants

All Staff, Auburndale High School Students, Community Members and business partners.

Schedule

Semiannually, from 8/31/2016 to 1/11/2017

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

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

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

PD Opportunity 1

Utilize Literature Circles for high performing Language Arts Students.

Facilitator

Sherry Pittman and Katie Ashmore

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Weekly, from 8/29/2016 to 6/1/2017

G3.B2 Inconsistent use of Webbs Depth of Knowledge to develop questions and tasks

G3.B2.S1 Webbs Depth of Knowledge will be utilized to create Level 2 and 3 questions and tasks for lessons.

PD Opportunity 1

Provide professional develop on how to create questions and tasks based on Webbs Level of Complexity.

Facilitator

Deron Williams, Katie Ashmore, Sherry Pittman, Christopher Sylvester

Participants

All Staff

Schedule

Weekly, from 9/26/2016 to 10/28/2016

G3.B3 Lack of student engagement

G3.B3.S1 Intentionally plan and develop lessons that will increase student engagement.

PD Opportunity 1

Utilize Kagan Strategies within lessons to increase processing of information and movement within the classroom.

Facilitator

Katie Ashmore

Participants

All Staff

Schedule

Daily, from 8/29/2016 to 6/1/2017

PD Opportunity 2

Utilize "magic" in the classroom. Magic includes - costumes, props, games, movie clips, music, etc...anything that is outside of the "norm" that will grab students attention and increase engagement.

Facilitator

Katie Ashmoe

Participants

All Staff

Schedule

Weekly, from 8/29/2016 to 6/1/2017

PD Opportunity 3

Utilize Book Chats throughout the year the focus on increasing student engagement

Facilitator

Katie Ashmore, Nicole Taylor, Sherry Pittman, Chris Sylvester, Deron Williams, Brandi Miller, Jennifer Burnett

Participants

All Staff

Schedule

Biweekly, from 10/3/2016 to 6/1/2017

G3.B3.S2 Utilize Accountable Talk Strategies to increase student engagement.

PD Opportunity 1

Provide professional development to staff on accountable talk

Facilitator

Katie Ashmore

Participants

All Staff

Schedule

Weekly, from 10/3/2016 to 10/28/2016

G3.B3.S3 Utilize the 5E Model in Math and Science Instruction

PD Opportunity 1

Provide professional development on on the 5E Model for Math and Science Instruction.

Facilitator

Christopher Sylvester, Polly Burkhart

Participants

All staff

Schedule

On 9/29/2016

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

VI. Technical Assistance Items

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

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

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

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

TA Opportunity 1

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

Facilitator

Deron Williams, Katie Ashmore, Sherry Pittman and Christopher Sylvester

Participants

Classroom Teachers and Instructional Support Staff

Schedule

Every 6 Weeks, from 9/12/2016 to 6/1/2017

VII. Budget

1	G1.B1.S1.A1	Professional Development on Social and Emotional Learning - Professional Development will occur during PLCs, Faculty Meetings and Early Release Days.	$0.00
2	G1.B1.S1.A2	Social and Emotions Conversations - After training provide mini PD sessions on each aspects of the Social Emotional Learning - Self Management, Self Awareness, Social Awareness, Responsible Decision Making and Relationship Skills. Work with staff to develop ways to strengthen skills within students.	$0.00
3	G1.B1.S2.A1	Provide professional development to staff on Framework for Understanding Poverty	$0.00
4	G1.B1.S2.A2	Work with students to explicitly teach them the hidden rules of poverty, middle class and wealth. Provide direct instruction on how to "code switch" so students know when to use appropriate behaviors/social skills.	$0.00
5	G1.B2.S1.A1	Lesson Plans and resources will be developed for teachers to provide direct instruction to students on social and emotional learning.	$0.00
6	G1.B2.S1.A2	Generate list of resources and materials for teachers to use in classrooms - utilize CASEL website as well as resources from Edutopia and other sites.	$0.00
7	G1.B2.S1.A3	Think Thursdays - Instructional time on Thursdays will be allocated to Social and Emotional Learning.	$0.00

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

8	G1.B2.S1.A4	Develop a Common Language - Develop a common langue guide to utilize with staff that can be shared campus wide - that way all staff members are speaking the same "language" to the students.	$0.00
9	G1.B2.S1.A5	Utilize ESE Teachers, Special Area Teachers, Administration as well as paraprofessionals to teach SEL lessons to students who are Tier 2 and Tier 3. Small Groups can e the lessons more meaningful and have a stronger impact on moving students from Tier 2/3 back to Tier 1.	$0.00
10	G1.B2.S2.A1	Use the morning news show to provide mini lessons based on real-world application for students on elements of social and emotional learning.	$0.00
11	G1.B3.S1.A1	Establish mentoring partnership with Auburndale High School, local community groups and businesses.	$0.00
12	G1.B3.S1.A2	Develop a curriculum/program for mentor to utilize with students. The curriculum with focus on developing skills that students will need for school and for life. Skills that will allow students to become better at responding emotionally.	$0.00
13	G1.B3.S1.A3	Provide training to mentors and staff regarding expectations for mentoring program and units of study.	$0.00
14	G2.B1.S1.A1	Establish form for monitoring formative assessments	$0.00
15	G2.B1.S1.A2	Model completion of Formative Assessment Monitoring Form - Language Arts, Math and Science	$0.00
16	G2.B1.S1.A3	Benchmark Calendar with Formative Assessments Scheduled	$0.00
17	G2.B1.S1.A4	Begin each PLC with reflecting on formative assessment data and what next steps teacher will be taking for re-teaching.	$0.00
18	G2.B1.S2.A1	Utilize data to determine whether standard needs to be re-taught whole group or small group	$0.00
19	G2.B1.S2.A2	Based on data teacher will group students for intervention, continued practice or enrichment	$0.00
20	G2.B1.S2.A3	After re-teaching of standard, teachers will re-evaluate students with another formative assessment to check for understanding.	$0.00
21	G2.B2.S1.A1	During collaborative planning, evaluate various formative assessments and select the formative assessment that closely aligns with the intent of the standard and the complexity level.	$0.00
22	G2.B2.S1.A2	When utilizing a curriculum based formative (ie - Reading Wonders) evaluate the questions in relationship to the standards. If there are insufficient questions to reflect the standard, create additional questions to check for understanding.	$0.00
23	G2.B2.S1.A3	Model for teachers how to evaluate the formative assessments to mirror the intent of the standard and the complexity level.	$0.00
24	G2.B3.S1.A1	Teachers will utilize the gradual release model to ensure students understand the standard throughout the lesson	$0.00
25	G2.B3.S1.A2	Summarizing Strategies, including exit tickets,will be utilized to check for understanding	$0.00
26	G3.B1.S1.A1	Identify instructional needs of low, average and high performing students. Use ongoing assessment data to evaluate needs and then gather resources to provide differentiated instruction to meet student needs	$0.00

Polk - 0861 - Walter Caldwell Elem. School - 2016-17 SIP

Walter Caldwell Elementary School

27	G3.B1.S1.A2	Provide Tier 2 and Tier 3 Interventions to students who need additional support.	$0.00
28	G3.B1.S1.A3	Utilize Literature Circles for high performing Language Arts Students.	$0.00
29	G3.B1.S1.A4	Utilize computer based programs to provide students with differentiated practice - including - not limited to Achieve3000, Smarty Ants, Accelerated Reader, Big Brains, IXL, Tenmarks and other.	$0.00
30	G3.B2.S1.A1	Provide professional develop on how to create questions and tasks based on Webbs Level of Complexity.	$0.00
31	G3.B2.S1.A2	During Collaborative Planning utilize standards, test item specifications and district curriculum maps to create questions/tasks that reflect the standard and complexity level.	$0.00
32	G3.B2.S1.A3	During planning, teachers will bring work samples to evaluate the rigor of the task as well as students mastery of the standard.	$0.00
33	G3.B3.S1.A1	Utilize Kagan Strategies within lessons to increase processing of information and movement within the classroom.	$0.00
34	G3.B3.S1.A2	Utilize "magic" in the classroom. Magic includes - costumes, props, games, movie clips, music, etc...anything that is outside of the "norm" that will grab students attention and increase engagement.	$0.00
35	G3.B3.S1.A3	Utilize Book Chats throughout the year the focus on increasing student engagement	$0.00
36	G3.B3.S2.A1	Provide professional development to staff on accountable talk	$0.00
37	G3.B3.S3.A1	Provide professional development on on the 5E Model for Math and Science Instruction.	$0.00
38	G3.B3.S3.A2	During collaborative planning, create 5E Lessons	$0.00
		Total:	$0.00