

Polk County Public Schools

R. Bruce Wagner Elementary School



2016-17 Schoolwide Improvement Plan

R. Bruce Wagner Elementary School

5500 YATES RD, Lakeland, FL 33811

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

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	97%
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	C	C*	C	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for R. Bruce Wagner Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Students, families, and staff work hand in hand to develop responsible, respectful, reliable, lifelong learners . . . every child, every family, every day...Learning for All; Whatever it Takes!

2. School Environment

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

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

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

Our school utilizes a Positive Behavior Support System which has its foundations in identifying expected, appropriate behaviors, teaching these behaviors to students at the beginning of the year, reteaching as needed throughout the year, and reinforcing those positive choices. This system provides the parameters for students to know the boundaries, expectations, and safety procedures within the classrooms, across the campus, and on the bus traveling to and from school. During the 2015-16 year, teachers will also be incorporating Skillstreaming lessons, unique to the needs of their classes, to include role playing situations for students to practice the behaviors that create a safe and respectful climate with others.

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

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

Wagner will also focus behavioral expectations around CHAMPS and creating classroom management plans.

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.

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

3. Early Warning Systems

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

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

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

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	7	18	15	8	7	0	0	0	0	0	0	0	55
One or more suspensions	0	1	1	3	1	2	0	0	0	0	0	0	0	8
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	34	37	18	0	0	0	0	0	0	0	89

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	1	3	4	0	0	0	0	0	0	0	8

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

Students are provided intervention support through classroom based Immediate Intensive Intervention (iii) or academic support through ESE teachers or paras, ESOL para support, or in small groups with the school-based Interventionists. Letters are mailed to the parents of students at the first signs of attendance or tardy issues, and letters continue to be mailed if absences or tardies increase. If EWS indicators reflect a problem for an ESE student, the parents, the ESE Facilitator, ESE teacher(s), and/or the classroom teacher meet to review the IEP if the issue is with academics, or develop a Behavior Intervention Plan and Functional Behavior Assessment if the issue is with behavioral concerns for the student. The school's leadership team for MTSS (principal, assistant principal, guidance counselor, ESE facilitator, and the two Interventionists) meet with each grade level and teacher individually each month to review overall class data on progress monitoring assessments (FAIR, etc.) and consider students with EWS indicators carefully within the context of progress and achievement.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316612>.

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.

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Foster, Ryan	Principal
Eckman, Rebekah	Assistant Principal
Allen, Marieka	Instructional Coach
Guptill, Erin	Instructional Coach
Wiedenman, Jennifer	Dean
Weeks, Sudi	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.

Ryan Foster- Principal, Lead meetings and monitor all school data

Rebekah Eckman- Asst. Principal, Assist in gathering school assessment data and monitoring MTSS

Maria Guerrero- Guidance Counselor, Lead PST meetings and work with teachers to gather data for students

Sudi Weeks- Math Coach, Monitor and analyze data, especially in math; support teachers with interventions

Marieka Allen- ELA Coach, Monitor and analyze data, especially in reading; support teachers with interventions

Linda Brett- ESE Facilitator, Monitor and analyze data; support teachers with interventions

Erin Reuter, Interventionist- Monitor and analyze data; support teachers with interventions.

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.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ryan Foster	Principal
Brian Negrón	Parent
William Roll	Parent
Pam Fletcher	Parent
Ann Mitchell	Parent
Blanca Medina	Parent
Leonette Weeks	Teacher
Blanca Pabon	Education Support Employee

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

The School Improvement Plan will be reviewed over the course of 2-3 meetings with the SAC in 16-17. When the SAC convenes in 16-17, data from the previous school year will be reviewed to evaluate the success of the strategies implemented and discuss the Goals and Strategies for the 2016-17 plan.

b. Development of this school improvement plan

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

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

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

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

No funds available at this time.

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
Foster, Ryan	Principal
Eckman, Rebekah	Assistant Principal
Allen, Marieka	Instructional Coach
Guptill, Erin	Instructional Coach
Wiedenman, Jennifer	Dean

b. Duties

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

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

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

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

First year teachers will be paired with an experienced peer and participate in monthly meetings to review how classroom instruction and management issues are being addressed.

All new teachers to R. Bruce Wagner will participate in a bi-monthly meeting with the coaches to review expectations at this school

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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.

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

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

Strategy: After School Program

Minutes added to school year: 1,200

Tutoring after school will focus on our ELL students and students who are also in our lowest 25% in grades 3-5. Lessons will include a literacy focus on standard deficiency of need.

Strategy Rationale

ELL and the lowest 25% students can struggle to acquire English language skills and other literacy skills, need consistent practice to improve those skills, and often can "word call" but struggle with comprehension of reading material, so support and encouragement is needed. Families of ELL students are often unable to provide the needed support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

For students exiting our school for the middle school setting, collaboration with 6th grade teachers occurs in the spring, and the middle school teachers visit our campus to meet with, and do learning activities with the students.

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.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teachers will plan for and deliver effective differentiated small groups instruction in ELA and Math.
- G2.** Teachers will plan for and have students write about learning at the completion of every lesson in ELA, Math, and Science.
- G3.** Teachers and staff will promote and build positive relationships with all students.

Strategic Goals Detail

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

G1. Teachers will plan for and deliver effective differentiated small groups instruction in ELA and Math. 1a

G087063

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
FSA Mathematics Achievement	57.0
ELA/Reading Lowest 25% Gains	51.0
ELA/Reading Gains	63.0
Math Lowest 25% Gains	57.0
Math Gains	63.0

Targeted Barriers to Achieving the Goal 3

- Lack of use and implementation of informal assessments
- Unsure how to flexible group and plan for interventions (now what?)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math & ELA Coach
- Admin
- TLC Teacher Leaders
- ELA Interventionist
- Reading Wonders Teacher Intervention Resources and Running Records
- Reading Wonders Tier 2
- "Red Book" of interventions
- SRA and LLI
- EdMark
- STAR Literacy Resources
- STAR Literacy Resources

Plan to Monitor Progress Toward G1. 8

Leadership team and teachers will collect weekly assessment data in ELA for progress monitoring to determine the impact of small group planning and delivery of instruction.

Person Responsible

Ryan Foster

Schedule

Monthly, from 8/25/2016 to 6/1/2017

Evidence of Completion

Weekly assessment ELA data will be reviewed weekly to determine the impact of small group planning and delivery. Teachers will review which students are proficient based on the individual standards taught and assessed that week. We will be looking for improvement in mastery of standards based on previous assessments. Are we seeing the class proficiency average moving upward?

Plan to Monitor Progress Toward G1. 8

Leadership team and teachers will collect module assessment data in math (following every unit) for progress monitoring to determine the impact of small group planning and delivery of instruction.

Person Responsible

Ryan Foster

Schedule

Monthly, from 8/25/2016 to 6/1/2017

Evidence of Completion

Math Module assessment data will be collected after each math unit to determine the impact of small group planning and delivery. Teachers will review which students are proficient based on the individual standards taught and assessed that module. Are we seeing the class proficiency average at or above 80%?

G2. Teachers will plan for and have students write about learning at the completion of every lesson in ELA, Math, and Science. 1a

G087064

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	67.0
FSA ELA Achievement	53.0
FSA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Lack of planning for students to write about learning, and Lack of a rubric to grade the writing about learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches

Plan to Monitor Progress Toward G2. 8

Weekly and Unit assessment data as well as Progress Monitoring data will be collected as often as possible.

Person Responsible

Ryan Foster

Schedule

Weekly, from 10/17/2016 to 6/1/2017

Evidence of Completion

FAIR-FS, RW Weekly assessment data; STAR EL; Math and Science Module Data

G3. Teachers and staff will promote and build positive relationships with all students. 1a

G087065

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	200.0

Targeted Barriers to Achieving the Goal 3

- Lack of classroom procedures, routines, and positive behavior support

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS
- Dean
- PBS

Plan to Monitor Progress Toward G3. 8

Discipline Incident data will be collected on a monthly basis to determine progress toward our goal.

Person Responsible

Jennifer Wiedenman

Schedule

Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion

Discipline Incident data will be pulled from Genesis to see if the monthly number of incidents are down from last school year at the same month. (10% decrease)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will plan for and deliver effective differentiated small groups instruction in ELA and Math. **1**

 G087063

G1.B7 Lack of use and implementation of informal assessments **2**

 B231443

G1.B7.S1 Throughout collaborative planning & PLCs, consistently focus discussion around planning for formative assessments (what is it?) and focus on how to use them for flexible grouping. Instructional Coaches will develop a protocol for planning formative assessments and using the data. **4**

 S244196

Strategy Rationale

Teachers will learn how to use formative assessments and what to do with it.

Action Step 1 **5**

ELA and Math Coach will develop and use a protocol for planning to focus on the use of formative assessments and what to do with the data (Tuesday-ELA Planning; Thursday-Math Planning)

Person Responsible

Marieka Allen

Schedule

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

Evidence of Completion

Notes will be taken directly on the planning protocol every planning session.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Review of flexibility of small group plans, whole group plans for formative assessments, and reviewing the protocol notes for collaborative planning.

Person Responsible

Ryan Foster

Schedule

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

Evidence of Completion

Small Group plans will be reviewed to look for planning by using the formative assessments/ misconceptions/deficiencies.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Observe teachers following the small groups plans for differentiated instruction.

Person Responsible


Schedule

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

Evidence of Completion

Informal classroom walk through data

G1.B8 Unsure how to flexible group and plan for interventions (now what?) 2

 B231444

G1.B8.S1 PLCs focused around forming flexible grouping and planning for interventions/small group instruction. 4

 S244197

Strategy Rationale

Teachers need to be supported with forming groups and planning for instruction.

Action Step 1 5

ELA and Math Coach will focus collaborative planning and PLCs around forming small groups and planning for small group instruction.

Person Responsible

Sudi Weeks

Schedule

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

Evidence of Completion

Notes will be taken on the planning protocol and collected weekly.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Leadership team will review the notes from the planning protocol sheet, and will collect and check lesson plans.

Person Responsible

Ryan Foster

Schedule

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

Evidence of Completion

Lesson Plans will be collected and notes.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Small group lesson plans will be collected by the leadership and analyzed for use of appropriate flexible grouping and use of interventions.

Person Responsible

Ryan Foster

Schedule

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

Evidence of Completion

Small group lesson plans

G2. Teachers will plan for and have students write about learning at the completion of every lesson in ELA, Math, and Science. 1

G087064

G2.B1 Lack of planning for students to write about learning, and Lack of a rubric to grade the writing about learning. 2

B231445

G2.B1.S1 Leadership team will train teachers on the planning of having students write about learning, (when to use it, and how to use it) and grading of students' write about learning. 4

S244198

Strategy Rationale

Teachers need to learn how to plan for having students write about learning (when, how) and how to check for understanding using a rubric to grade the writing.

Action Step 1 5

Teachers will be trained on how to plan for writing about learning, and how to use the rubric to assess their writing.

Person Responsible

Ryan Foster

Schedule

Weekly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Notes from the planning protocol

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

Planning protocol sheets will be monitored to check for fidelity of planning for and assessing the writing about learning.

Person Responsible

Ryan Foster

Schedule

Weekly, from 9/26/2016 to 6/1/2017

Evidence of Completion

Notes from leadership team meetings where we will discuss the planning for writing about learning and how to assess it.

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

Leadership team will review students writing about learning.

Person Responsible

Ryan Foster

Schedule

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

Evidence of Completion

Student writing about learning samples assessed by the rubric

G3. Teachers and staff will promote and build positive relationships with all students. 1

G087065

G3.B1 Lack of classroom procedures, routines, and positive behavior support 2

B231446

G3.B1.S1 Teachers will use PBS and CHAMPS for classroom management and procedures. 4

S244199

Strategy Rationale

PBS will be used for positive classroom management, and CHAMPS will be used for setting expectations, procedures, and routines.

Action Step 1 5

Leadership team will train teachers on PBS and CHAMPS throughout the year during planning and PLCs.

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/23/2016 to 6/1/2017

Evidence of Completion

Notes will be taken on the planning protocol sheet and collected weekly.

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

Weekly planning sessions will be discussed at the weekly Leadership Team meetings

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/26/2016 to 6/1/2017

Evidence of Completion

Leadership team notes will be used to document the discussions about the implementation.

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

Leadership team will observe classroom procedures and routines during informal walk throughs.

Person Responsible

Ryan Foster

Schedule

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




Evidence of Completion

Classroom walk through data will be collected and analyzed by trends in relation to the use of PBS and CHAMPS

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.MA1 M328014	Leadership team and teachers will collect weekly assessment data in ELA for progress monitoring to...	Foster, Ryan	8/25/2016	Weekly assessment ELA data will be reviewed weekly to determine the impact of small group planning and delivery. Teachers will review which students are proficient based on the individual standards taught and assessed that week. We will be looking for improvement in mastery of standards based on previous assessments. Are we seeing the class proficiency average moving upward?	6/1/2017 monthly
G1.MA2 M328015	Leadership team and teachers will collect module assessment data in math (following every unit) for...	Foster, Ryan	8/25/2016	Math Module assessment data will be collected after each math unit to determine the impact of small group planning and delivery. Teachers will review which students are proficient based on the individual standards taught and assessed that module. Are we seeing the class proficiency average at or above 80%?	6/1/2017 monthly
G2.MA1 M328018	Weekly and Unit assessment data as well as Progress Monitoring data will be collected as often as...	Foster, Ryan	10/17/2016	FAIR-FS, RW Weekly assessment data; STAR EL; Math and Science Module Data	6/1/2017 weekly
G3.MA1 M328021	Discipline Incident data will be collected on a monthly basis to determine progress toward our...	Wiedenman, Jennifer	8/31/2016	Discipline Incident data will be pulled from Genesis to see if the monthly number of incidents are down from last school year at the same month. (10% decrease)	6/1/2017 monthly
G1.B7.S1.MA1 M328010	Observe teachers following the small groups plans for differentiated instruction.		8/22/2016	Informal classroom walk through data	6/1/2017 weekly
G1.B7.S1.MA1 M328011	Review of flexibility of small group plans, whole group plans for formative assessments, and...	Foster, Ryan	8/22/2016	Small Group plans will be reviewed to look for planning by using the formative assessments/misconceptions/ deficiencies.	6/1/2017 weekly
G1.B7.S1.A1 A316173	ELA and Math Coach will develop and use a protocol for planning to focus on the use of formative...	Allen, Marieka	8/15/2016	Notes will be taken directly on the planning protocol every planning session.	6/1/2017 weekly
G1.B8.S1.MA1 M328012	Small group lesson plans will be collected by the leadership and analyzed for use of appropriate...	Foster, Ryan	8/29/2016	Small group lesson plans	6/1/2017 weekly
G1.B8.S1.MA1 M328013	Leadership team will review the notes from the planning protocol sheet, and will collect and check...	Foster, Ryan	8/22/2016	Lesson Plans will be collected and notes.	6/1/2017 weekly
G1.B8.S1.A1 A316174	ELA and Math Coach will focus collaborative planning and PLCs around forming small groups and...	Weeks, Sudi	8/22/2016	Notes will be taken on the planning protocol and collected weekly.	6/1/2017 weekly
G2.B1.S1.MA1 M328016	Leadership team will review students writing about learning.	Foster, Ryan	10/3/2016	Student writing about learning samples assessed by the rubric	6/1/2017 weekly
G2.B1.S1.MA1 M328017	Planning protocol sheets will be monitored to check for fidelity of planning for and assessing the...	Foster, Ryan	9/26/2016	Notes from leadership team meetings where we will discuss the planning for writing about learning and how to assess it.	6/1/2017 weekly
G2.B1.S1.A1 A316175	Teachers will be trained on how to plan for writing about learning, and how to use the rubric to...	Foster, Ryan	9/26/2016	Notes from the planning protocol	6/1/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M328019	Leadership team will observe classroom procedures and routines during informal walk throughs.	Foster, Ryan	8/29/2016	Classroom walk through data will be collected and analyzed by trends in relation to the use of PBS and CHAMPS	6/1/2017 weekly
G3.B1.S1.MA1  M328020	Weekly planning sessions will be discussed at the weekly Leadership Team meetings	Foster, Ryan	8/26/2016	Leadership team notes will be used to document the discussions about the implementation.	6/1/2017 weekly
G3.B1.S1.A1  A316176	Leadership team will train teachers on PBS and CHAMPS throughout the year during planning and PLCs.	Foster, Ryan	8/23/2016	Notes will be taken on the planning protocol sheet and collected weekly.	6/1/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B7.S1.A1	ELA and Math Coach will develop and use a protocol for planning to focus on the use of formative assessments and what to do with the data (Tuesday-ELA Planning; Thursday-Math Planning)	\$0.00
2	G1.B8.S1.A1	ELA and Math Coach will focus collaborative planning and PLCs around forming small groups and planning for small group instruction.	\$0.00
3	G2.B1.S1.A1	Teachers will be trained on how to plan for writing about learning, and how to use the rubric to assess their writing.	\$0.00
4	G3.B1.S1.A1	Leadership team will train teachers on PBS and CHAMPS throughout the year during planning and PLCs.	\$0.00
Total:			\$0.00