

Polk County Public Schools

Wendell Watson Elementary School



2016-17 Schoolwide Improvement Plan

Wendell Watson Elementary School

6800 WALT WILLIAMS RD, Lakeland, FL 33809

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

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	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

**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 Wendell Watson 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.

Wendell Watson Elementary school in partnership with family and community will provide rigorous instruction for ALL students as we prepare them for a successful future.

b. Provide the school's vision statement.

Students will become life long learners through rigorous learning experiences at Wendell Watson Elementary.

2. School Environment

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

Students' cultures are shared and celebrated within the instructional context of the day. Our school wide Positive Behavior Support focuses on building relationships with students. A school wide mentoring program is in place so that identified students have the classroom teacher and an additional staff member as a support system promoting academic and personal successes.

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

At Wendell Watson Elementary, a school wide Positive Behavior Support plan is implemented. Students are taught at the beginning of the school year 5 school-wide expectations. Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety, and Engaged in Learning: PRIDE. School wide expectations are visible and posted throughout the campus. PRIDE expectations are modeled and reviewed utilizing our daily news show. Teachers assist with teaching the expectations throughout the school year.

Adult supervision of students is in place securing a safe environment both before, during and after school. Students are encouraged to report any behaviors that are not in line with our school wide expectations. District expectations of student access during the school day are in place including arrival, access during the school day and dismissal.

Both administration and the school counselor are involved in working with students to ensure behaviors are a mirror of our school wide expectations. Safety of students before, during and after school is a top priority.

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.

At Wendell Watson Elementary, a school-wide Positive Behavior Support plan is implemented. Students are taught 5 school-wide expectations: Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety Engage in Learning: PRIDE. These expectations are enforced throughout the school day and students are acknowledged for meeting these expectations by earning a Wing-Bling. School-wide monthly rewards are planned to acknowledge students who meet the goal. Teachers are expected to follow a flow-chart of identified behavioral consequences. There is also a

defined list of teacher managed vs. office managed behaviors. The school-wide PBS team meets monthly to review data, discuss implementation and any changes that need to be made to the system.

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.

Nurturing students' social-emotional needs is a top priority for the staff at Wendell Watson Elementary. Students are held to the high expectations of our school-wide behavior system which encourages them to demonstrate PRIDE not only in their academic achievements, but in their social experiences with others. Adult mentors are provided to selected students who need an another adult in their life. Wendell Watson Elementary Guidance Counselor is available for classroom guidance lessons, small groups focused on student needs and one on one check in/check out time for goal setting and follow up.

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.

At Wendell Watson Elementary several indicators are used for an Early Warning System: Attendance below 90% when compared to days enrolled, one or more suspensions, a level 1 score in Reading and/or Math on a statewide assessment and previous retention.

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	1	9	13	14	9	8	0	0	0	0	0	0	0	54
One or more suspensions	0	3	2	6	2	4	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	13	28	20	0	0	0	0	0	0	0	61
Previously Retained	8	8	19	28	17	17	0	0	0	0	0	0	0	97

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

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

Student identified as needing additional academic supports are provided intervention through differentiated instruction; as well as, Tier 2 and Tier 3 supports. Progress is frequently monitored, reviewed and adjustments made to intervention supports as needed.

Weekly meetings are held to discuss students in need of additional behavioral supports. Student

needs are matched to interventions such as mentoring and check-in/check-out. Progress is monitored and intervention support is adjusted as needed. Collaborative planning and Professional Learning Community meetings review grade level trend data and provide opportunity for students to develop small group intervention plans to address student concerns.

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?

No

1. PIP Link

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

2. Description

At Wendell Watson Elementary several activities, committees and opportunities present themselves for parent involvement. These include SAC, PTA and volunteering. Throughout the school year, family involvement activities are planned that include movie nights, show choir nights, art and music showcase, etc. In the fall, Open house occurs. This school year we will have coffee with the principal throughout the year. Grade levels also plan parent nights and teach/review content, standards and expectations.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school PTA actively recruits and maintains positive relationships with community stakeholders. Spirit nights are held at local community businesses. Thank you letters are sent when contributions are made. We are currently looking to expand our Business Partners.

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
Burgess, Kelly	Principal
Poe-Liburd, Tanya	Assistant Principal
Rodriguez, Connie	Instructional Media
Galipeau, Lynette	Teacher, K-12
Burkholder, Brooke	School Counselor
Alexander, Elizabeth	Teacher, K-12
Collinswools, Susan	Teacher, K-12
Everage, Robin	Teacher, K-12
Francis, Sharon	Teacher, K-12
Thompson, Mallory	Teacher, K-12

b. Duties

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

The role of the school Academic Leadership Team is to review all school data including state assessment scores, attendance, behavior and progress monitoring data (FAIR, district assessments). The team plays an active role in discussing our school wide implementation of standards based instruction, high yield strategies and the differentiation of instruction K-5. The team will also discuss the progress of implementation of collaborative planning school wide.

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

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations. School budget funds are set aside to support professional learning through collaboration with General Education and ESE teachers. Teacher collaboration is set on a weekly basis within teams and with administration. Kathy Riley and Tanya Poe-Liburd coordinate all Professional Learning Community Meetings, and arrange all school leadership team meetings. Tier 2 meetings are supported by Amy Vance, School Psychologist and Brooke Burkholder, Guidance Counselor. Teams meet to discuss on-going progress monitoring data and effective strategies.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kelly Burgess	Principal
Jennifer Rouse	Education Support Employee
Tanya Poe-Liburd	Principal
Elaine Moore	Parent
Mariza Abdalla	Teacher
Laura Starnier	Business/Community
Jackie Graves	Parent
Kristin Walker	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

Last year's school improvement plan was reviewed and adjusted according to the FSA test results. While strategies from the school improvement plan were reviewed by all stakeholders continually throughout the 2015-2016 school year, assessment data did show increase in student achievement.

b. Development of this school improvement plan

The collaborative effort in the development of this school improvement plan included analyzing all state assesment data, collaboration from district personnel, school personnel and School Advisory Council membership.

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

With district guidelines, our school's budget plan was developed to include opportunities for professional development and data assessment needs.

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

Lottery funds (\$4,000.00) were voted as to be utilized for student tutoring.

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
Burgess, Kelly	Principal
Rodriguez, Connie	Instructional Media
Poe-Liburd, Tanya	Assistant Principal
Alexander, Kamden	Teacher, K-12
Cauthen, Tara	Teacher, K-12
Clark, Sheri	Teacher, K-12
Freel, Jennifer	Teacher, K-12
Holmes, Kathryn	Teacher, K-12

b. Duties

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

We use our school daily news show to promote our Accelerated Reading Program, we provide tickets to students "Caught Reading" outside of the classroom setting, we implement Book Clubs, While visiting the Media Center, Our specialist discusses series, authors and types of texts. We promote Literacy through our classroom and school newsletters, family events such as Orientation, Family Nights and grade level curriculum nights.

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 plan collaboratively with their respective grade level teams. In addition, vertical teaming occurs with a content area focus. Our school works with the district reading, math and science coaches to assist with planning and effective instructional delivery. Also, early release days are used for collaborative planning.

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

Administration follows district hiring procedures within the RHS system. School based professional development opportunities occur throughout the school year. Ongoing feedback is used to assist new staff with effective implementation of standards and high yield strategies.

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

Model classrooms are identified at Wendell Watson Elementary. New teachers are paired with an experienced highly effective teacher. Teachers plan and collaborate focusing on the school's instructional focus and areas of growth as identified by administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers follow the LAFS and MAFS provided by the state. Administrative walkthroughs and observations are used to ensure standards based instruction is occurring. Lesson plans are reviewed to ensure standards are embedded in all content areas. Collaborative planning sessions are facilitated by district literacy coach and/or administration.

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.

School data is reviewed to determine the lowest and highest performing students. This information allows teachers to create targeted groups based upon instructional needs. Assessments and progress monitoring data are analyzed to determine any necessary differentiation. A Multi Tiered System of Support is utilized to ensure student success at all levels. Specific Tier 2 progress monitoring data is analyzed with grade levels to determine outliers and additional supports needed.

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: 900

After school tutoring will be provided for targeted students who are identified as being in the school's bottom 25% quartile.

Strategy Rationale

After school program will provide additional time for students to effectively work through core one instruction with added supports.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

On-going progress monitoring results, weekly/ module assessments will be analyzed for areas of growth. Instruction will be tailored to meet the need of students in program. Florida Standards Assessment results will be analyzed when received by state.

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.

The ESE Pre-K teacher works with Kindergarten to provide a transition for students prior to the start of their Kindergarten school year. Most Pre-K students transition into an inclusion classroom and varied levels of support are provided. The middle schools representatives provide 5th grade students an overview of class scheduling and learning opportunities. This transition activity happens in the spring of each school year. 5th graders can visit the middle school or that information is provided to them at Wendell Watson Elementary. Middle school elective class groups such as band, chorus, etc. give a performance to 5th graders and provide information for students interested in those programs.

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.

NA

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

NA

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

NA

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.

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Differentiate content area instruction to meet the needs of all students by utilizing progress monitoring data.
- G2.** Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

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. Differentiate content area instruction to meet the needs of all students by utilizing progress monitoring data. 1a

G087113

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Proper data provided and use of data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Test Item specifications
- Formative assessments
- CPALMS
- On-going assessments
- Learning Maps for all content areas
- IBTP
- Reflex Math

Plan to Monitor Progress Toward G1. 8

Collection of progress monitoring data to determine progress towards goal

Person Responsible

Kelly Burgess

Schedule

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

Evidence of Completion

lesson plans, on-going progress monitoring (IBTP, STAR, FAIR, BEAR Inventory)

G2. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. 1a

G087114

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	61.0

Targeted Barriers to Achieving the Goal 3

- Lack of Rigor within Core Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- LAFS & MAFS
- Reading Wonders
- CPALMS
- Literacy Coach
- On-Going Assessments
- Coaching notes/conversations including feedback
- Learning Maps for all content areas

Plan to Monitor Progress Toward G2. 8

FAIR, IBTP

Person Responsible

Kelly Burgess

Schedule

Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion

FAIR reports indicating PLS of .70 or higher, IBTP results with 70% or higher

Plan to Monitor Progress Toward G2. 8

Tier 2 results

Person Responsible

Kelly Burgess

Schedule

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

Evidence of Completion

Tier 2 progress monitoring data (collected in school's electronic database) to include fluency, comprehension, weekly ELA test results

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

 = Problem Solving Step  S123456 = Quick Key


G1. Differentiate content area instruction to meet the needs of all students by utilizing progress monitoring data. 1

 G087113

G1.B1 Proper data provided and use of data 2

 B231613

G1.B1.S1 Small group instruction utilized to meet the needs of all students. 4

 S244324

Strategy Rationale

Increase student achievement for all students

Action Step 1 5

Analyze data to determine individual student needs and plan instruction to meet those needs.

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD, on-going progress monitoring data (IBTP, Go Math assessments, ELA assessments, BEAR Inventory, FAIR)

Action Step 2 5

Teachers will develop instruction for small groups in ELA and math block.

Person Responsible

Kelly Burgess

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Lesson plans, on-going formal and informal assessments, classroom walk-throughs

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

Administration, coach, and/or guidance counselor will meet with teachers to review data

Person Responsible

Kelly Burgess

Schedule

Every 6 Weeks, from 9/5/2016 to 5/31/2017

Evidence of Completion

Assessment data including FAIR, IBTP, STAR, module assessments, reading assessments, weekly assessments

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

Collection of student data to determine progress toward goal

Person Responsible

Kelly Burgess


Schedule

Every 6 Weeks, from 9/5/2016 to 5/31/2017

Evidence of Completion

Collection and analysis of student work, data database, lesson plans


G2. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas. 1

 G087114

G2.B3 Lack of Rigor within Core Instruction 2

 B231616

G2.B3.S1 Develop core instruction that is rigorous meeting the full intent of the standard. 4

 S244325

Strategy Rationale

Increase student achievement for all students

Action Step 1 5

Professional Development to increase the rigor with full intent of the standard including checks for understanding.

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD

Action Step 2 5

Administrative coaching with targeted teachers

Person Responsible

Kelly Burgess

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Coaching schedule and notes with teachers including feedback

Action Step 3 5

Collaborative Planning

Person Responsible

Kelly Burgess

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

student samples, data, agendas

Action Step 4 5

Increase higher order questioning in ELA and Math

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Collaborative planning lesson plans, sign in sheets, walk through observations, progress monitoring data

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

Administration and/or Coach participate in collaborative planning.

Person Responsible

Kelly Burgess

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Lesson plans, reflection notes, student data/work samples, agenda notes, journey documentation

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

Ongoing Progress monitoring data will show increase in student learning with each assessment

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

School data base including all progress monitoring data

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

Classroom observations with feedback

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Coaching notes, Journey observations

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					
G2.MA2 M328342	Tier 2 results	Burgess, Kelly	8/29/2016	Tier 2 progress monitoring data (collected in school's electronic database) to include fluency, comprehension, weekly ELA test results	8/29/2016 every-6-weeks
G1.MA1 M328335	Collection of progress monitoring data to determine progress towards goal	Burgess, Kelly	9/5/2016	lesson plans, on-going progress monitoring (IBTP, STAR, FAIR, BEAR Inventory)	5/31/2017 quarterly
G2.MA1 M328341	FAIR, IBTP	Burgess, Kelly	8/29/2016	FAIR reports indicating PLS of .70 or higher, IBTP results with 70% or higher	5/31/2017 quarterly
G1.B1.S1.MA1 M328333	Collection of student data to determine progress toward goal	Burgess, Kelly	9/5/2016	Collection and analysis of student work, data database, lesson plans	5/31/2017 every-6-weeks
G1.B1.S1.MA1 M328334	Administration, coach, and/or guidance counselor will meet with teachers to review data	Burgess, Kelly	9/5/2016	Assessment data including FAIR, IBTP, STAR, module assessments, reading assessments, weekly assessments	5/31/2017 every-6-weeks
G1.B1.S1.A1 A316377	Analyze data to determine individual student needs and plan instruction to meet those needs.	Burgess, Kelly	8/29/2016	Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD, on-going progress monitoring data (IBTP, Go Math assessments, ELA assessments, BEAR Inventory, FAIR)	5/31/2017 monthly
G1.B1.S1.A2 A316378	Teachers will develop instruction for small groups in ELA and math block.	Burgess, Kelly	8/29/2016	Lesson plans, on-going formal and informal assessments, classroom walk-throughs	5/31/2017 weekly
G2.B3.S1.MA1 M328336	Ongoing Progress monitoring data will show increase in student learning with each assessment	Burgess, Kelly	8/29/2016	School data base including all progress monitoring data	5/31/2017 monthly
G2.B3.S1.MA3 M328337	Classroom observations with feedback	Burgess, Kelly	8/29/2016	Coaching notes, Journey observations	5/31/2017 monthly
G2.B3.S1.MA1 M328338	Administration and/or Coach participate in collaborative planning.	Burgess, Kelly	8/29/2016	Lesson plans, reflection notes, student data/work samples, agenda notes, journey documentation	5/31/2017 weekly
G2.B3.S1.A1 A316379	Professional Development to increase the rigor with full intent of the standard including checks...	Burgess, Kelly	8/29/2016	Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD	5/31/2017 monthly
G2.B3.S1.A2 A316380	Administrative coaching with targeted teachers	Burgess, Kelly	8/29/2016	Coaching schedule and notes with teachers including feedback	5/31/2017 weekly
G2.B3.S1.A3 A316381	Collaborative Planning	Burgess, Kelly	8/29/2016	student samples, data, agendas	5/31/2017 weekly
G2.B3.S1.A4 A316382	Increase higher order questioning in ELA and Math	Burgess, Kelly	8/29/2016	Collaborative planning lesson plans, sign in sheets, walk through observations, progress monitoring data	5/31/2017 monthly

V. Professional Development Opportunities

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

G2. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas.

G2.B3 Lack of Rigor within Core Instruction

G2.B3.S1 Develop core instruction that is rigorous meeting the full intent of the standard.

PD Opportunity 1

Professional Development to increase the rigor with full intent of the standard including checks for understanding.

Facilitator

Administration, School based Coach, and District Coaches

Participants

all instructional staff

Schedule

Monthly, from 8/29/2016 to 5/31/2017

PD Opportunity 2

Collaborative Planning

Facilitator

administration

Participants

all instructional staff

Schedule

Weekly, from 8/29/2016 to 5/31/2017

PD Opportunity 3

Increase higher order questioning in ELA and Math

Facilitator

Administration, School based coach and District Coaches

Participants

All Instructional Staff

Schedule

Monthly, from 8/29/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Analyze data to determine individual student needs and plan instruction to meet those needs.	\$0.00
2	G1.B1.S1.A2	Teachers will develop instruction for small groups in ELA and math block.	\$0.00
3	G2.B3.S1.A1	Professional Development to increase the rigor with full intent of the standard including checks for understanding.	\$0.00
4	G2.B3.S1.A2	Administrative coaching with targeted teachers	\$0.00
5	G2.B3.S1.A3	Collaborative Planning	\$0.00
6	G2.B3.S1.A4	Increase higher order questioning in ELA and Math	\$0.00
Total:			\$0.00