

The School District of Palm Beach County

# Waters Edge Elementary School



2017-18 Schoolwide Improvement Plan

# Waters Edge Elementary School

21601 SHOREWIND DR, Boca Raton, FL 33428

<https://wees.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	23%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

## School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	A	A	A*	A

*\*Informational Baseline School Grade*

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

## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Waters Edge Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Waters Edge Elementary School is to provide all students with an innovative, challenging, and stimulating environment that encourages a lifelong commitment to learning.

##### b. Provide the school's vision statement.

The vision of Waters Edge Elementary School is to see all of our students strive to be the best they can be through an innovative, challenging, and stimulating learning environment.

#### 2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
  - Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
  - Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
  - Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- Implementation of Kids Safe program in Kindergarten and second grade.

##### 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.

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum

of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- School-wide recognition system is in place
  - . Promote individual incentives for the cafeteria in recognition of exemplary behavior
  - . Host student success event for students to be recognized for behavior, improvement, outstanding success

**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.**

- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students
- Engage with school counselor or school-based team leader to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
  - Implement Kids Safe program in Kindergarten and second grade.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Members of the School-Based Team will utilize the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas. Topics for discussion include but are not limited to, the following: Assessment scores and the lowest 25%, AYP and subgroups strengths and weaknesses of intensive programs, mentoring, tutoring and other services. The data source and management systems are used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing and engagement.

**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	9	11	8	7	9	10	0	0	0	0	0	0	0	54
One or more suspensions	0	1	0	1	0	1	0	0	0	0	0	0	0	3
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	8	8	0	0	0	0	0	0	0	16

**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	2	6	9	11	5	0	0	0	0	0	0	0	33

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations
- Planned Discussions, Goal Setting for identified students
- Notification procedures for parents, agency and community outreach;

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Parents are invited to attend

- Open House
- Curriculum Night
- PTA family events
- Parent conferences
- SAC/PTA meetings
- Parent University
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;

**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.**

Along with the PTA, we secure local and community Business Partners to support the mission & vision of Waters Edge Elementary School. The PTA Business Partner liaison assists with finding the community support and links their resources with the needs of our school. We invite Business Partners and community members to join our monthly SAC meetings and to the annual Appreciation Breakfast held in May.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Davidow, Joshua	Principal
Schwarz, Kara	Assistant Principal

#### b. Duties

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

The school based RtI Leadership Team will meet monthly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The RtI/SBT will use the Problem Solving Model to conduct all meetings.

The four steps to the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student, problem analysis involves analyzing why the problem is occurring by collecting data to determine possible cause of identified problem, Intervention Design and Implementation involves selecting or developing evidence based upon data previously collected then these interventions are then implemented, evaluating is also termed Response to Intervention. In this step, the effectiveness of a student 's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self correcting, and if necessary, recycles in order to achieve the best outcomes for all students.

##### **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 RtI/SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic support.(supplemental or intensive). An intervention plan (PBCD Form 2284) will be developed which identifies students' specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the intervention is implemented with fidelity.

The Professional Development Team will provide in-service to the faculty on designated professional days as needed. Members of the school based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY16 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to:

- FCAT/FSA scores and the lowest 25%
- AMO's
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

Waters's Edge Community Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS, We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS Programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Kara Schwarz	Education Support Employee
Joshua Davidow	Student
Giuseppe Turano	Teacher
Jodi Schoenhaus Gold	Business/Community
Preethi Cholmondeley	Parent
Lily Yacoub	Parent
Elissa Komishock	Parent
Stephanie Longo	Parent
Alicia Menda	Parent
Jen Stein	Parent
Amy Cartoon	Parent
Jennifer Bloomenthal	Parent
Meridith Baillargeon	Teacher
Staycee Lehrman	Parent
Donna Vickery	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

At the end of the FY17 school year, the SAC met to review the expectations set-forth and evaluate their effectiveness. Some strategies are continued for FY18 and some were not based on current need.

*b. Development of this school improvement plan*

Each year, the SAC collaborates with the Staff and Parents in order to identify the needs and goals of the school. The SAC meets monthly to review the current SIP and plan future SIP goals. There's continuous review of academic and behavior reports to monitor where we are in terms of reaching higher student achievement goals.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

In FY17, the SIP funds were not yet used. The current balance is \$4094.00.

**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
Schwarz, Kara	Assistant Principal
Ackerman, Lindsay	Teacher, K-12
Richards, Karen	Teacher, K-12
	Principal
Davidow, Joshua	Principal

**b. Duties**

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

The major initiatives of LLT will be continued focus on reading best practices at all grade levels and implementation of Florida Standards in grades K-5 with fidelity. Another focus will be on balanced literacy & guided reading groups using LLI. The team may promote and support literacy in a variety of

ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by grade level. Research-based protocols are utilized to focus the meetings on:

1. What do we expect our students to learn? (Goals/Expectations)
2. How will we know they are learning? (Assessment)
3. How will we respond when they don't learn? (Intervention)
4. How will we respond if they already know it? (Acceleration-Problem Solving)

At Waters Edge Elementary we implement the focus of our pillars of effective instruction to ensure all students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in student-centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

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

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning

and professional growth.

The Assistant Principal organizes the Educator Support Program (ESP) in line with the District's expectations for the program. Each new educator is provided with a buddy and mentor. They are responsible for completing required tasks in line with the program and Marzano Practices. They meet monthly to review progress and discuss ways for improvement. The new educator provides additional training as needed.

## 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.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment. The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 30 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

**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:** 600

Teachers will meet in the 90 minute PLCs to plan and collaborate on best practice.

**Strategy Rationale**

When educators work collaboratively, you find appropriate strategies that assist all students to increase their academic achievement.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Davidow, Joshua, joshua.davidow@palmbeachschools.org

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

RRR, LLI, Diagnostics, SRI, & weekly assessments provided by the teachers.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

During the Fall and Winter of the previous school year, Administration and a Team of Kindergarten Teachers attend various open house programs in the pre-schools. We host a Kindergarten Orientation in the Spring to help transition students to a full-day Kindergarten program. We have a Kindergarten Liaison parent on the PTA to assist new parents to our school.

**b. College and Career Readiness**

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

We will educate the students during read-alouds that promote college/career awareness. Will host a Career Day in the Spring 2018 in collaboration with our Business Partners & Community Members.

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

At elementary, we do not have specialized career academy 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.**

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.**

- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** If Waters Edge Elementary delivers effective relevant instruction to meet the need of all students, then we will increase reading level on grade level by 3rd grade.

## 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.** If Waters Edge Elementary delivers effective relevant instruction to meet the need of all students, then we will increase reading level on grade level by 3rd grade. 1a

G094801

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
FSA ELA Achievement - Grade 3	91.0
FSA ELA Achievement	90.0

**Targeted Barriers to Achieving the Goal** 3

- An anticipated barrier is providing effective and relevant differentiated instruction that meets the needs of all students

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

- 

**Plan to Monitor Progress Toward G1.** 8

Ongoing process monitoring on assessments

**Person Responsible**

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Diagnostic data and FSA 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

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

**G1.** If Waters Edge Elementary delivers effective relevant instruction to meet the need of all students, then we will increase reading level on grade level by 3rd grade. 1

G094801

**G1.B1** An anticipated barrier is providing effective and relevant differentiated instruction that meets the needs of all students 2

B254938

**G1.B1.S1** We will implement differentiated small group instruction that aligns with rigorous academic standards. 4

S269364

### Strategy Rationale

If teachers participate in a Professional Development in CKLA and successfully plan, implement and monitor small group instruction that emphasizes rigor and aligns with the pillars of effective instruction then student achievement will increase.

### Action Step 1 5

Waters Edge will provide Professional Development for its Instructional staff in small group instruction. The instructors will read, discuss and collaborate with fellow peers in order to create strategies for effective instruction. Professional Development teams will monitor and support each staff member as they utilize the instructional strategies.

#### Person Responsible

Joshua Davidow

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Lesson plans

### Action Step 2 5

Waters Edge Elementary will utilize the computerized iReady Program. This program provide differentiated instruction for students at their appropriate level. It also aligns with the rigorous Florida Standards.

#### **Person Responsible**

Joshua Davidow

#### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Weekly reports for usage and the individualized reading levels for each student.

### Action Step 3 5

Waters Edge will utilize LLI (Language Literacy Intervention Kits). This program provides intensive reading remediation for the most neediest students.

#### **Person Responsible**

Karen Richards

#### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

The SAI teacher, ESE teacher(s) and classroom teachers will work with students on a daily basis and submit weekly reports on student progress.

### Action Step 4 5

Waters Edge Elementary will plan tailored lesson that support the strengths and weaknesses of learners that come from careful analysis, bridging the achievement gap.

#### **Person Responsible**

Joshua Davidow

#### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Lesson Plans and observations during walkthroughs/informals

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

Administration will review Lesson Plans, Professional Development Agendas, Professional Learning Community Agendas and complete walkthroughs. Administration will monitor progress by attending Professional Learning Community Meetings.

**Person Responsible**

Joshua Davidow

**Schedule**

Monthly, from 8/25/2017 to 6/1/2018

***Evidence of Completion***

Walkthroughs, Agendas, Lesson Plans

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

Increased student achievement on multiple assessments that align with the standards will be used to ensure that the effectiveness of the rigorous instructional design and instructional strategies raised achievement.

**Person Responsible**

Joshua Davidow

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

FSQs, Unit Assessments, RRR, EDW Reports, Performance Matters, iReady Reports

**G1.B1.S2** We will implement intensive Professional Learning Communities that allow teachers to unpack the standards and work collaboratively **4**

 S269365

### **Strategy Rationale**

If teachers participate in PLC's, they will be able to breakdown the standards and collaborate on strategies that will increase student achievement.

### **Action Step 1** **5**

Create a master schedule that allows for teachers to meet regularly and collaborate to improve instructional strategies.

#### **Person Responsible**

Joshua Davidow

#### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Agendas, lesson plans, and classroom walkthroughs

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

Administration will review Lesson Plans, Professional Learning Community Agendas and complete walkthroughs with specific feedback.

#### **Person Responsible**

Joshua Davidow

#### **Schedule**

On 6/1/2018

#### **Evidence of Completion**

Small group instruction that highlights differentiated strategies that meet the individual needs of the learner, lesson plans that demonstrate differentiated small group lessons, reading running record data, and iReady reports.

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

Administration will review Lesson Plans, Professional Learning Community Agendas and complete walkthroughs. Administration will monitor progress by attending Professional Learning Community Meetings, and meet monthly with Team Leaders. Administration will provide resources that support instructional strategies breaking down the standards and conducting a needs assessment survey throughout the year.

**Person Responsible**

Joshua Davidow

**Schedule**

On 6/1/2018

**Evidence of Completion**

Walkthroughs, agendas, needs assessment, lesson plans

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M384241	Ongoing process monitoring on assessments		8/14/2017	Diagnostic data and FSA results	6/1/2018 monthly
G1.B1.S1.MA1  M384237	Increased student achievement on multiple assessments that align with the standards will be used to...	Davidow, Joshua	8/14/2017	FSQs, Unit Assessments, RRR, EDW Reports, Performance Matters, iReady Reports	6/1/2018 monthly
G1.B1.S1.MA1  M384238	Administration will review Lesson Plans, Professional Development Agendas, Professional Learning...	Davidow, Joshua	8/25/2017	Walkthroughs, Agendas, Lesson Plans	6/1/2018 monthly
G1.B1.S1.A1  A359608	Waters Edge will provide Professional Development for its Instructional staff in small group...	Davidow, Joshua	8/14/2017	Lesson plans	6/1/2018 monthly
G1.B1.S1.A2  A359609	Waters Edge Elementary will utilize the computerized iReady Program. This program provide...	Davidow, Joshua	8/14/2017	Weekly reports for usage and the individualized reading levels for each student.	6/1/2018 weekly
G1.B1.S1.A3  A359610	Waters Edge will utilize LLI (Language Literacy Intervention Kits). This program provides intensive...	Richards, Karen	8/14/2017	The SAI teacher, ESE teacher(s) and classroom teachers will work with students on a daily basis and submit weekly reports on student progress.	6/1/2018 weekly
G1.B1.S1.A4  A359611	Waters Edge Elementary will plan tailored lesson that support the strengths and weaknesses of...	Davidow, Joshua	8/14/2017	Lesson Plans and observations during walkthroughs/informals	6/1/2018 weekly
G1.B1.S2.MA1  M384239	Administration will review Lesson Plans, Professional Learning Community Agendas and complete...	Davidow, Joshua	8/14/2017	Walkthroughs, agendas, needs assessment, lesson plans	6/1/2018 one-time
G1.B1.S2.MA1  M384240	Administration will review Lesson Plans, Professional Learning Community Agendas and complete...	Davidow, Joshua	8/21/2017	Small group instruction that highlights differentiated strategies that meet the individual needs of the learner, lesson plans that demonstrate differentiated small group lessons, reading running record data, and iReady reports.	6/1/2018 one-time
G1.B1.S2.A1  A359612	Create a master schedule that allows for teachers to meet regularly and collaborate to improve...	Davidow, Joshua	8/14/2017	Agendas, lesson plans, and classroom walkthroughs	6/1/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If Waters Edge Elementary delivers effective relevant instruction to meet the need of all students, then we will increase reading level on grade level by 3rd grade.

**G1.B1** An anticipated barrier is providing effective and relevant differentiated instruction that meets the needs of all students

**G1.B1.S1** We will implement differentiated small group instruction that aligns with rigorous academic standards.

### **PD Opportunity 1**

Waters Edge will provide Professional Development for its Instructional staff in small group instruction. The instructors will read, discuss and collaborate with fellow peers in order to create strategies for effective instruction. Professional Development teams will monitor and support each staff member as they utilize the instructional strategies.

#### **Facilitator**

Administration/ PD Team

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

## 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	Waters Edge will provide Professional Development for its Instructional staff in small group instruction. The instructors will read, discuss and collaborate with fellow peers in order to create strategies for effective instruction. Professional Development teams will monitor and support each staff member as they utilize the instructional strategies.	\$0.00
2	G1.B1.S1.A2	Waters Edge Elementary will utilize the computerized iReady Program. This program provide differentiated instruction for students at their appropriate level. It also aligns with the rigorous Florida Standards.	\$0.00
3	G1.B1.S1.A3	Waters Edge will utilize LLi (Language Literacy Intervention Kits). This program provides intensive reading remediation for the most neediest students.	\$0.00
4	G1.B1.S1.A4	Waters Edge Elementary will plan tailored lesson that support the strengths and weaknesses of learners that come from careful analysis, bridging the achievement gap.	\$0.00
5	G1.B1.S2.A1	Create a master schedule that allows for teachers to meet regularly and collaborate to improve instructional strategies.	\$0.00
<b>Total:</b>			<b>\$0.00</b>