



## Waterbridge Elementary

11100 GALVIN DR, Orlando, FL 32837

<https://waterbridgees.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	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 is pending approval by the Orange 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 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 Waterbridge Elementary

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.

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### 2. School Environment

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

Waterbridge is a large elementary school with a bilingual center. We provide monthly opportunities to engage parents and students through community outreach events. We also have several grade level functions to showcase the students' abilities. These events help us build relationships with students and parents. Through our bilingual program, we celebrate diversity and engage parents and students in celebrating their culture. Also, our Curriculum Compliance Teacher (CCT) will offer advice on methods to work with English Language Learners (ELL) in general education classrooms. Furthermore, we will implement Ruby Payne strategies to help our teachers better understand the home situations of some of our learners.

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

We maintain a safe learning environment throughout the school day. With the assistance of our guidance counselors, we have created a strong focus on a student mentoring program on campus that is readily available to address student issues. We have implemented a process to ensure that parents/ students are aware of the program held during school hours. Additionally, our dean is responsible for confirming that all students know about their rights and responsibilities as stated in the OCPS Student Code of Conduct.

##### 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 school has developed a school-wide behavior plan which addresses student behavior expectations and helps empower teachers with a system that can be followed with fidelity. Within this plan are specific guidelines for classrooms as well as campus common areas. Teachers in each grade level design a classroom behavior plan that will help their students best meet the school's behavior expectations. Teachers receive support in this area from grade level instructional coaches and the school's dean. Faculty and staff acknowledge and reward positive student behavior throughout the campus with the use of a ticket system and weekly announcements. Cafeteria expectations have been explained and taught to students. Positive cafeteria behavior is acknowledged and rewarded on a daily basis. To ensure that our behavior system is fairly and consistently enforced, teachers receive training periodically throughout the year and review the OCPS Student Code of Conduct with students quarterly.

**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.**

Waterbridge Elementary offers social skills groups for students based on their Individual Education Plans or 504 Plans. Social skills counseling is offered to other students who may need support with these skills. Individual counseling is offered based on staff or parent referral. Students may request to see the guidance counselor when they need to talk. The highest social-emotional needs of our students stem from divorce/separation and loss of a loved one. Also, a self-esteem and goal setting group will be established to address the needs of our homeless population. Waterbridge Elementary has two guidance counselors on staff, to support the social-emotional needs of all students.

**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.**

Waterbridge uses several early warning indicators including, attendance below 90 percent, course failure in English Language Arts or Mathematics and level one score on the statewide, standardized assessments in English Language Arts or Mathematics in order to identify our struggling students.

**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	30	26	16	20	24	16	0	0	0	0	0	0	0	132
One or more suspensions	0	2	0	1	4	4	0	0	0	0	0	0	0	11
Course failure in ELA or Math	30	63	54	63	62	35	0	0	0	0	0	0	0	307
Level 1 on statewide assessment	0	0	0	52	75	57	0	0	0	0	0	0	0	184

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	7	11	53	58	34	0	0	0	0	0	0	0	167

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

In the lower grades we have quite a few students who have attendance below 90 percent. The attendance clerk and dean will identify those students with chronic attendance issues. The Child Study Team (CST) will address the importance and legal requirements of attendance with parents.

In order to increase student achievement, our grade level coaches will be available to assist with the Multi-Tiered Systems of Support (MTSS) process, and providing the necessary resources for intervention. The Instructional Leadership Team (ILT) will continue to meet with teachers and monitor

student progress in Professional Learning Communities (PLCs). Data disaggregation and ongoing progress monitoring help identify and strategically plan for instruction with students in the lowest quartile.

## 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**

NA

**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.**

Waterbridge involves parents in the following events and activities: monthly School Advisory Council (SAC) meetings, Parent Teacher Association (PTA) meetings and events and quarterly Parent Leadership Council (PLC) meetings. Parents on the School Advisory Council also serve as members of the Parent Leadership Council. Parents representing the ethnic, racial, and social makeup of our school are elected by parents; instructional staff members are elected by instructional staff and classified members are elected by classified employees. The purpose of SAC is to aid in the planning, review, and improvement of the available programs at Waterbridge ES which helps promote student achievement. SAC members and other stakeholder's input will be documented in monthly SAC minutes. The School Improvement Plan (SIP) and monthly minutes will be posted on the school website and paper copies will be available in the main office. Parents are encouraged to comment on the SIP via comment sheets in the SIP binder, located in the main office.

## 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
Carcara, John	Principal
Karim, Jennifer	Instructional Coach
Gonzalez, Arley	Dean
Olmo, Darlene	Other
Perry, Tiffany	Instructional Coach
Steelman, Jessica	Other
Gonzalez, Milagros	Other
Hambrick, Alisa	Assistant Principal
Galvin-Prepetit, Roseanne	Assistant Principal
Gardner, Diane	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.**

MTSS Team Members are: Jay Carcara-Principal, Alisa Hambrick-Assistant Principal/MTSS Coordinator, Roseanne Galvin-Prepetit-Assistant Principal, Darlene Olmo-Exceptional Student Education (ESE) Resource/Staffing Specialist, Diane Gardner- Instructional Coach, Jessica Steelman- Testing/ Title I Coordinator, Arley Gonzalez-Dean, Jennifer Karim - Instructional Coach, Tiffany Perry- Instructional Coach, and Milagros Gonzales-Curriculum Compliance Teacher. If necessary, additional personnel may be invited to attend, including but not limited to classroom teachers, parents, school psychologists, and district coaches. All members of the MTSS team are responsible for tracking the effectiveness of instruction through review of assessment data. When data is received, the MTSS team will determine the appropriate level of tiered support necessary to address academic gaps of students. When identifying academic needs of individual students, the MTSS team will provide additional diagnostic testing as needed, to identify targeted skills for intervention.

### **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.**

Waterbridge continues to implement the processes and procedures for collaborative planning, lesson plans, data disaggregation, Marzano evaluation components and other district initiatives. This will allow us to support each grade-level teacher with their collaborative and individual needs. Instructional coaches have been designated for specific grade levels to provide academic support and model implementation of high-quality, standard-based instruction.

Using multiple sources of data, the Instructional Leadership Team will identify areas of need and determine how subgroups are responding to instruction. Based on Waterbridge's assessment procedures, further diagnostic assessments are administered for students who are performing below proficiency. This additional data will help determine and strategically address individual needs of students in a schoolwide effort to close the achievement gap.

Title X: Homeless: The Homeless Education Program, provided through the McKinney Vento Act, allows our students services if they are classified as homeless. When parents register, they complete

the OCPS Residency Questionnaire. The school guidance counselor is the point of contact for this program and ensures parents are aware of the services available. The school social worker provides resources (i.e. clothing, school supplies, and vouchers) for students identified as homeless under the McKinney Vento Act to eliminate barriers to a free and appropriate education.

Nutrition Programs: Waterbridge Elementary has qualified as Provision II School. All students at qualify for no-cost breakfast and lunch. Our nutritional program offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Nutrition and health lessons are taught through our Physical Education (PE) and Health Programs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
	Parent
Jennifer Adams	Parent
Maralina Anelardo	Parent
Rosa Arocho	Parent
Kinga Ashe	Parent
Meryem Baamrani	Parent
Merly Bolivar	Parent
April Card	Parent
Paulina Castejon	Parent
Shelly Ann Cuellar	Parent
Juliana Fink	Parent
Adela Garcia	Parent
Shani Lucas	Parent
Charmaine Milanes	Parent
Ena Rodriguez	Parent
Rene Rodriguez	Parent
Wendy Sanchez	Parent
Lisa Snyder	Parent
Camille Sterman	Parent
Claudia Valbuena	Parent
Maria Valenzuela	Parent
John Carcara	Principal
Natasha Perinchief	Education Support Employee
Tara Lincoln	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**

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*

The School Advisory Council (SAC) reviewed previous school year's data, identifying gains and deficits. The School Improvement Plan goals were reviewed to identify the areas in need for the 2017-2018 school year. The SAC will collaboratively work with the school, parents, faculty, and community to provide input in order to ensure academic success for all students. The SAC will assist with the development and implementation of the School Improvement Plan and update when necessary.

*b. Development of this school improvement plan*

The SAC has been involved in the development of the plan by providing input via the 2017 OCPS survey, suggestions from previous meetings.

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

SAC will be a part of planning the school's annual budget for the next school year. When budgets are released in the spring SAC will create a committee to review and offer input in the budgeting and planning process.

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

The SAC will analyze the school's needs and research solutions to those needs, as they arise throughout the school year.

**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
Carcara, John	Principal
Karim, Jennifer	Instructional Coach
Perry, Tiffany	Instructional Coach
Galvin-Prepetit, Roseanne	Assistant Principal
Hambrick, Alisa	Assistant Principal

**b. Duties**

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

During grade-level Professional learning Community (PLC) meetings, the Literacy Leadership Team will promote reading success through an intense focus on collaborative data decision-making. Teachers will be provided with strategies and tools to enhance instructional practices which meet the needs of all students. The LLT will meet biweekly to discuss the student academic growth as well as learning gains.

## 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.

Waterbridge's leadership team includes four instructional coaches and an assessment coordinator which are available to support our teachers with instructional practices and data disaggregation. Ongoing collaboration ensures an open channel of communication between teachers and administration. Weekly Professional Learning Community (PLC) meetings are conducted with a focus on data driven decision-making to provide high-quality instruction. We have also created a protected time in which grade level teams meet on a weekly basis in order to plan collaboratively and discuss logistical matters pertaining to the grade level.

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

The administration will follow the district guidelines regarding the process of hiring highly qualified and certified teachers. The principal, assistant principals, and the instructional coaches are responsible for developing and implementing a mentoring program for all teachers with less than a year of teaching experience, new to the district, and/or new to the school. The program includes assigning mentors to new teachers, monthly professional development designed specifically for new teachers, and monthly expert panel series for teachers to learn from and collaborate with veteran teachers.

In order to retain and support our highly qualified teachers, the leadership team will continue to provide job-embedded professional development opportunities, Professional Learning Communities (PLC), instructional support using the coaching cycle, and instructional rounds that will help enhance teacher knowledge and skills.

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

Mentors are assigned to all teachers with less than a year of teaching experience, new to the district, and teachers new to the school. Mentors are selected and paired with teachers based on their teaching experience. Mentors must have consistently demonstrated student academic growth in their classrooms and must also have the required district Clinical Educator training. Mentors work with their novice teacher in many areas such as lesson planning, curriculum development, high-yield teaching strategies, home-school communication, classroom management, and assessment development. Mentors and teachers meet on a regular basis throughout the school year.

Mentors are available to help new teachers learn school procedures for efficient school operations. The instructional coaches and assistant principals provide additional support in the form of monthly professional development in addition to the weekly professional development provided to all staff members. Additionally, voluntary job-embedded professional development sessions will be provided to meet the needs of our new teachers on a bi-weekly basis.

## 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.**

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

## **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Waterbridge uses formative and summative assessments to identify and monitor the lowest quartile of students in grades K-5. Students are identified using previous year data, i-Ready, and current formative/common assessments. Students in the lowest quartile are offered before- and after-school tutoring program which takes place, four days a week for one hour.

During the school day, all students receive intervention or enrichment during the schoolwide intervention block. Students who receive tier 2 or tier 3 interventions are closely monitored through the MTSS process. During this block, teachers use district-approved interventions to reach each learner and target their weaknesses or strengths.

**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:** Before School Program

**Minutes added to school year:** 5,520

Before- and after-school tutoring will be used to address the needs of our students working below proficiency based on prior year Florida State Assessment (FSA) data and those students predicted to score below proficiency based on i-Ready proficiency predictability. Students will be grouped in flexible skills groups and receive interventions based on deficiencies. In addition to direct instruction, individualized computer programs such as i-Ready will also be implemented to provide support.

### **Strategy Rationale**

The before- and after-school program supports and facilitates an extended learning opportunity. This will offer students a chance to work on skills in a safe learning environment that utilizes research-based materials.

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Carcara, John, john.carcara@ocps.net

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

To assess the effectiveness of the interventions, students will be monitored based on deficit skills during the beginning, middle, and end of tutoring. Assessments will be conducted in October, January and March. Students will be placed in skill-based groups as a result of classroom assessment data as well as ongoing diagnostic assessments.

## 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.

Waterbridge Elementary has a Voluntary Pre-Kindergarten (VPK) program on campus to support with the transition from preschool to kindergarten. To ensure a smooth transition, prior to entering kindergarten all VPK students are administered the Phonemic Awareness Skills Test (PAST) assessment to determine readiness.

### 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 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

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

## Strategic Goals Summary

- G1.** Teachers will design and deliver effective standards-based instruction which will increase the achievement of students in the lowest quartile in both ELA and Math. (District Priority #2: Accelerate Student Performance)
  
- G2.** Teachers will engage students in collaborative structures which will help promote accountable talk, group work and interdependence while engaged in cognitively complex tasks which meets the rigor and Depth of Knowledge (DOK) of the standards. (District Priority #2: Accelerate Student Performance)

## 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 design and deliver effective standards-based instruction which will increase the achievement of students in the lowest quartile in both ELA and Math. (District Priority #2: Accelerate Student Performance) 1a

G095072

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	65.0
Math Gains	70.0
Math Lowest 25% Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack understanding of how to apply learning, presented in professional development to drive instruction and strategically target the lowest quartile.

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

- "The Art and Science of Teaching" by Robert Marzano
- "Becoming a Reflective Teacher" by Robert Marzano
- "Coaching Classroom Instruction" by Robert Marzano
- iObservation Resource Library
- Resource support for every teacher
- Grade Level Professional Learning Communities
- Deliberate Practice Professional Learning Communities
- MTSS Support Team
- Research-based intervention curriculum
- Orange County Public Schools Curriculum Resource Materials (CRM's)
- District Professional Learning Community (DPLC)

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

The Instructional Leadership Team and teachers will analyze student data to monitor progress toward meeting our goal.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 8/15/2017 to 5/30/2018

**Evidence of Completion**

Student data, iObservation data, lesson plans, PLC minutes, documented feedback provided to teachers

**G2.** Teachers will engage students in collaborative structures which will help promote accountable talk, group work and interdependence while engaged in cognitively complex tasks which meets the rigor and Depth of Knowledge (DOK) of the standards. (District Priority #2: Accelerate Student Performance) 1a

G095073

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	65.0
Math Gains	70.0
Math Lowest 25% Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited experience with creating collaborative structures which promote accountable talk while engaged in cognitively complex tasks during whole and small group instruction.

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

- Kagan Structures
- Resource support for every teacher
- Grade Level Professional Learning Communities
- Orange County Public Schools Curriculum Resource Materials (CRM's)
- District Professional Learning Community (DPLC)

**Plan to Monitor Progress Toward G2.** 8

The Instructional Leadership Team will regularly monitor progress toward this goal. The team will track accelerated growth in student achievement data as a result of increased implementation of collaborative structures.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans, iObservation data, PLC meeting minutes, student assessment data

## 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 design and deliver effective standards-based instruction which will increase the achievement of students in the lowest quartile in both ELA and Math. (District Priority #2: Accelerate Student Performance)

1

G095072

**G1.B1** Teachers lack understanding of how to apply learning, presented in professional development to drive instruction and strategically target the lowest quartile. 2

B255879

**G1.B1.S1** The instructional leadership team will participate in weekly PLC meetings with classroom teachers to review data from formative and summative assessments to determine whether effective standards-based instruction is having a positive impact on student achievement. 4

S270453

### Strategy Rationale

Modeling various instructional strategies with the students in the lowest quartile will assist teachers in providing high quality instruction to these students.

### Action Step 1 5

The Instructional Leadership Team will support teachers using the coaching cycle, in applying learning gained through professional development.

#### Person Responsible

John Carcara

#### Schedule

Quarterly, from 8/15/2017 to 5/30/2018

#### Evidence of Completion

Professional development sign-in sheets, PLC minutes, iObservation data

### Action Step 2 5

Members of the Instructional Leadership Team (ILT) will meet with designated teachers to provide support in the planning and implementation of instructional strategies that will target the lowest quartile students during whole group, small group and intervention time.

#### Person Responsible

John Carcara

#### Schedule

Weekly, from 8/15/2017 to 5/30/2018

#### Evidence of Completion

Lesson plans, MTSS intervention plans, PLC meeting minutes, student assessment data

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

The Instructional Leadership Team will monitor SharePoint weekly in order to review PLC minutes, lesson plans, and student assessment data.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/4/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans, documented feedback provided to teachers, PLC minutes, iObservation data

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

The Instructional Leadership Team and teachers will analyze student data to monitor the effectiveness of instructional strategies used in the classroom.

**Person Responsible**

John Carcara

**Schedule**

Weekly, from 9/4/2017 to 5/30/2018

***Evidence of Completion***

Student data, iObservation data, lesson plans, documented feedback provided to teachers

**G2.** Teachers will engage students in collaborative structures which will help promote accountable talk, group work and interdependence while engaged in cognitively complex tasks which meets the rigor and Depth of Knowledge (DOK) of the standards. (District Priority #2: Accelerate Student Performance) 1

G095073

**G2.B1** Teachers have limited experience with creating collaborative structures which promote accountable talk while engaged in cognitively complex tasks during whole and small group instruction. 2

B255880

**G2.B1.S1** The instructional leadership team will participate in weekly PLC meetings with classroom teachers to review data from formative and summative assessments to determine whether collaborative structures are being effectively implemented. Actionable growth feedback will be provided through iObservation on a regular basis along with individual conferences to help support implementation. 4

S270454

### Strategy Rationale

As teacher proficiency in creating collaborative structures increases, accountable talk will help facilitate student engagement in cognitively complex tasks.

### Action Step 1 5

The Instructional Leadership Team will develop a professional development calendar that aligns student collaborative structures with the Marzano Instructional Framework elements.

#### Person Responsible

John Carcara

#### Schedule

Monthly, from 8/15/2017 to 5/30/2018

#### Evidence of Completion

Sign-in sheets, agendas, teacher reflection logs

### Action Step 2 5

The Instructional Leadership Team, in collaboration with expert teachers, will introduce and model various strategies once a month during common planning time.

#### Person Responsible

John Carcara

#### Schedule

Monthly, from 8/15/2017 to 5/30/2018

#### Evidence of Completion

Sign-in sheets, agendas, teacher reflection logs

### Action Step 3 5

Teachers will be given a 3-week window to practice implementing the strategy in the classroom at least 2 or 3 times depending on the strategy with non-evaluative feedback from an Instructional Leadership Team (ILT) member.

#### **Person Responsible**

John Carcara

#### **Schedule**

Monthly, from 8/15/2017 to 5/30/2018

#### **Evidence of Completion**

iObservation feedback, teacher lesson plans

### Action Step 4 5

The Instructional Leadership Team will debrief regarding teacher progress in use of the strategies at the weekly ILT meetings and determine the effectiveness of application and any additional needs for support.

#### **Person Responsible**

John Carcara

#### **Schedule**

Monthly, from 8/15/2017 to 5/30/2018

#### **Evidence of Completion**

PLC meeting minutes, lesson plans, reflection logs, iObservation feedback

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

The Instructional Leadership Team will conduct weekly team meetings to discuss progress and schedule times for rigor walks to observe teachers applying strategies.

#### **Person Responsible**

John Carcara

#### **Schedule**

Monthly, from 8/15/2017 to 5/30/2018

#### **Evidence of Completion**

Meeting minutes, observation schedules, iObservation data, documented feedback provided to teachers

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

The Instructional Leadership Team will conduct classroom observations to determine the effectiveness of collaborative structures during whole and small group instruction.

**Person Responsible**

John Carcara

**Schedule**

Monthly, from 8/15/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans, iObservation data, student performance data, documented feedback provided to teachers

## 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  M386951	The Instructional Leadership Team and teachers will analyze student data to monitor progress toward...	Carcara, John	8/15/2017	Student data, iObservation data, lesson plans, PLC minutes, documented feedback provided to teachers	5/30/2018 monthly
G2.MA1  M386954	The Instructional Leadership Team will regularly monitor progress toward this goal. The team will...	Carcara, John	8/14/2017	Lesson plans, iObservation data, PLC meeting minutes, student assessment data	5/30/2018 monthly
G1.B1.S1.MA1  M386949	The Instructional Leadership Team and teachers will analyze student data to monitor the...	Carcara, John	9/4/2017	Student data, iObservation data, lesson plans, documented feedback provided to teachers	5/30/2018 weekly
G1.B1.S1.MA1  M386950	The Instructional Leadership Team will monitor SharePoint weekly in order to review PLC minutes,...	Carcara, John	9/4/2017	Lesson plans, documented feedback provided to teachers, PLC minutes, iObservation data	5/30/2018 weekly
G1.B1.S1.A1  A362114	The Instructional Leadership Team will support teachers using the coaching cycle, in applying...	Carcara, John	8/15/2017	Professional development sign-in sheets, PLC minutes, iObservation data	5/30/2018 quarterly
G1.B1.S1.A2  A362115	Members of the Instructional Leadership Team (ILT) will meet with designated teachers to provide...	Carcara, John	8/15/2017	Lesson plans, MTSS intervention plans, PLC meeting minutes, student assessment data	5/30/2018 weekly
G2.B1.S1.MA1  M386952	The Instructional Leadership Team will conduct classroom observations to determine the...	Carcara, John	8/15/2017	Lesson plans, iObservation data, student performance data, documented feedback provided to teachers	5/30/2018 monthly
G2.B1.S1.MA1  M386953	The Instructional Leadership Team will conduct weekly team meetings to discuss progress and...	Carcara, John	8/15/2017	Meeting minutes, observation schedules, iObservation data, documented feedback provided to teachers	5/30/2018 monthly
G2.B1.S1.A1  A362116	The Instructional Leadership Team will develop a professional development calendar that aligns...	Carcara, John	8/15/2017	Sign-in sheets, agendas, teacher reflection logs	5/30/2018 monthly
G2.B1.S1.A2  A362117	The Instructional Leadership Team, in collaboration with expert teachers, will introduce and model...	Carcara, John	8/15/2017	Sign-in sheets, agendas, teacher reflection logs	5/30/2018 monthly
G2.B1.S1.A3  A362118	Teachers will be given a 3-week window to practice implementing the strategy in the classroom at...	Carcara, John	8/15/2017	iObservation feedback, teacher lesson plans	5/30/2018 monthly
G2.B1.S1.A4  A362119	The Instructional Leadership Team will debrief regarding teacher progress in use of the strategies...	Carcara, John	8/15/2017	PLC meeting minutes, lesson plans, reflection logs, iObservation feedback	5/30/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Teachers will design and deliver effective standards-based instruction which will increase the achievement of students in the lowest quartile in both ELA and Math. (District Priority #2: Accelerate Student Performance)

**G1.B1** Teachers lack understanding of how to apply learning, presented in professional development to drive instruction and strategically target the lowest quartile.

**G1.B1.S1** The instructional leadership team will participate in weekly PLC meetings with classroom teachers to review data from formative and summative assessments to determine whether effective standards-based instruction is having a positive impact on student achievement.

### PD Opportunity 1

The Instructional Leadership Team will support teachers using the coaching cycle, in applying learning gained through professional development.

#### Facilitator

Leadership Team

#### Participants

Teachers

#### Schedule

Quarterly, from 8/15/2017 to 5/30/2018

**G2.** Teachers will engage students in collaborative structures which will help promote accountable talk, group work and interdependence while engaged in cognitively complex tasks which meets the rigor and Depth of Knowledge (DOK) of the standards. (District Priority #2: Accelerate Student Performance)

**G2.B1** Teachers have limited experience with creating collaborative structures which promote accountable talk while engaged in cognitively complex tasks during whole and small group instruction.

**G2.B1.S1** The instructional leadership team will participate in weekly PLC meetings with classroom teachers to review data from formative and summative assessments to determine whether collaborative structures are being effectively implemented. Actionable growth feedback will be provided through iObservation on a regular basis along with individual conferences to help support implementation.

### **PD Opportunity 1**

The Instructional Leadership Team will develop a professional development calendar that aligns student collaborative structures with the Marzano Instructional Framework elements.

#### **Facilitator**

Leadership team

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/15/2017 to 5/30/2018

### **PD Opportunity 2**

The Instructional Leadership Team, in collaboration with expert teachers, will introduce and model various strategies once a month during common planning time.

#### **Facilitator**

Leadership team and Teacher Leaders

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/15/2017 to 5/30/2018

### **PD Opportunity 3**

Teachers will be given a 3-week window to practice implementing the strategy in the classroom at least 2 or 3 times depending on the strategy with non-evaluative feedback from an Instructional Leadership Team (ILT) member.

#### **Facilitator**

Leadership team

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/15/2017 to 5/30/2018

## VI. Technical Assistance Items

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

**G2.** Teachers will engage students in collaborative structures which will help promote accountable talk, group work and interdependence while engaged in cognitively complex tasks which meets the rigor and Depth of Knowledge (DOK) of the standards. (District Priority #2: Accelerate Student Performance)

**G2.B1** Teachers have limited experience with creating collaborative structures which promote accountable talk while engaged in cognitively complex tasks during whole and small group instruction.

**G2.B1.S1** The instructional leadership team will participate in weekly PLC meetings with classroom teachers to review data from formative and summative assessments to determine whether collaborative structures are being effectively implemented. Actionable growth feedback will be provided through iObservation on a regular basis along with individual conferences to help support implementation.

### TA Opportunity 1

The Instructional Leadership Team will debrief regarding teacher progress in use of the strategies at the weekly ILT meetings and determine the effectiveness of application and any additional needs for support.

#### Facilitator

Leadership Team

#### Participants

Teachers

#### Schedule

Monthly, from 8/15/2017 to 5/30/2018

## VII. Budget

1	G1.B1.S1.A1	The Instructional Leadership Team will support teachers using the coaching cycle, in applying learning gained through professional development.				\$0.00
2	G1.B1.S1.A2	Members of the Instructional Leadership Team (ILT) will meet with designated teachers to provide support in the planning and implementation of instructional strategies that will target the lowest quartile students during whole group, small group and intervention time.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	500-Materials and Supplies	1051 - Waterbridge Elementary	General Fund		\$6,000.00
3	G2.B1.S1.A1	The Instructional Leadership Team will develop a professional development calendar that aligns student collaborative structures with the Marzano Instructional Framework elements.				\$0.00

**Orange - 1051 - Waterbridge Elementary - 2017-18 SIP**  
*Waterbridge Elementary*

<b>4</b>	<b>G2.B1.S1.A2</b>	<b>The Instructional Leadership Team, in collaboration with expert teachers, will introduce and model various strategies once a month during common planning time.</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1051 - Waterbridge Elementary	General Fund		\$3,500.00
<b>5</b>	<b>G2.B1.S1.A3</b>	<b>Teachers will be given a 3-week window to practice implementing the strategy in the classroom at least 2 or 3 times depending on the strategy with non-evaluative feedback from an Instructional Leadership Team (ILT) member.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A4</b>	<b>The Instructional Leadership Team will debrief regarding teacher progress in use of the strategies at the weekly ILT meetings and determine the effectiveness of application and any additional needs for support.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$9,500.00</b>