

Pasco County Schools

West Zephyrhills Elementary School



2017-18 Schoolwide Improvement Plan

West Zephyrhills Elementary School

37900 14TH AVE, Zephyrhills, FL 33542

<https://wzes.pasco.k12.fl.us>

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 | Yes | 88% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 44% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | D | D | C* | D |

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Pasco 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 9 |
| Effective Leadership | 10 |
| Public and Collaborative Teaching | 14 |
| Ambitious Instruction and Learning | 16 |
| 8-Step Planning and Problem Solving Implementation | 21 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 41 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 43 |
| Professional Development Opportunities | 43 |
| Technical Assistance Items | 45 |
| Appendix 3: Budget to Support Goals | 45 |

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 West Zephyrhills Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Learn together, grow together, lead together.

b. Provide the school's vision statement.

Creating inspiring leaders for today and tomorrow.

2. School Environment

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

For the 2017-2018 school year, our teachers and staff will be participating in a Trauma Informed Care program. Sixteen staff members will be trained as "Campus Champions" and will work with our teachers and staff to teach them specific strategies to work with students who have been through a traumatic experience. We will use these new strategies to help us build rapport and trust with our students and provide a safe learning environment for them. In addition, our students will continue to take on leadership roles around campus such as Earth Patrol, Safety Patrol, Buddy Readers, and Office Greeters.

Daily announcements are available on Youtube.com through the WZES Facebook page. This allows parents to have access to student recognition, school events, and information. It provides a window for parents to see what is happening at our school. Through the school's website, parents will have access to daily announcements, monthly newsletters, and a calendar of events. The open lines of communication allows for parents, students, and teachers to work together to create a cohesive environment for students.

Lastly, we are going to work to improve parent involvement by conducting Lunch and Learns with our parents. We are going to begin with our kindergarten parents and invite them to school during the school day with a focus on reading skills. Our Learning Design Coach is going to train the kindergarten parents on how to use Independent Reading Level Assessment (IRLA) skills to read at home with their child. We are going to provide a free lunch for the parent and then have the parent practice the skills with their child after they eat lunch together. This will enable our Learning Design Coach to give the parent feedback. Each parent that participates will also have the opportunity to pick out a free book to take home with them.

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

Systems are in place to ensure the safety of WZES students throughout the day. During arrival all school staff members who do not have classroom responsibilities will supervise and monitor our students through the campus including our car loop, bus loop, and interior hallways. In addition, all school staff members will be assigned a dismissal duty at the end of the school day to ensure that our students exit our campus safely each day. We also have trained fifth grade Student Patrols assigned to various areas on our campus to help enforce our campus safety rules. Emergency responses are identified in the Crisis Plan and drills are scheduled to provide practice for students, teachers, and staff. We have Fire Drills every month and a Severe Weather and Lock Down Drill at least twice a year.

Our school wide rules and Behavior Matrix are posted in every classroom and throughout our campus. For the 2017-2018 school year, our school staff is going to go through specific training through the district to become a Positive Behavior/Intervention School (PBIS). We are also implementing two positive behavior programs to recognize and encourage students who have shown excellent behavior, attendance, and a focus on academics.

The first program is entitled, Top Dog and these students will be recognized quarterly. Top Dog students will be given a rubber Top Dog bracelet each quarter if they meet certain academic, behavior, and attendance requirements. They will also earn special rewards and privileges throughout the quarter such as extra recess, free snack, extra PE, and a movie and popcorn at the end of the quarter. The Top Dog bracelets will be a different color each quarter.

Furthermore, we are instituting a Principal's 100 Club where students caught being good on campus will have their names placed on a bulletin board in the cafeteria. The bulletin board will be set up with 100 numbers and will be used like a Bingo Game. Once a row up or down or diagonal is filled each student whose name is in the winning row will receive a special prize.

Lastly, our school works closely with various community organizations to recognize students throughout the school year such as the Kiwanis Club, Chamber of Commerce, and the Elks Club. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind.

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 Behavioral Team created a Behavior Matrix outlining expected behaviors across campus and on the bus. The behaviors are directly linked to our school wide rules. During the 2017-2018 school year, our staff will be trained to become a Positive Behavior/Intervention School (PBIS). Teachers will also be trained on how to determine if student behavior is classroom managed or office managed based on the Behavior Flow Chart.

Tiered systems of support were also defined and resources were provided for each tier. As a Tier 1 expectation, teachers are expected to review and emphasize school-wide rules. Students will also attend Guidance Lessons/Presentations monthly. Before a child receives a referral for a classroom managed behavior, teachers should document chronic behaviors or incidents on the WZES Incident Form. This document will assist with problem-solving and determining interventions. Tier II/III supports include BEP, individual counseling, small-group counseling, and FBA.

As mentioned above, our school will focus on our student's positive behavior through out Top Dog and Principal's 100 Club school wide incentive programs.

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.

During the 2017-2018 school year, our school will be piloting the Trauma Informed Care Program and sixteen staff members will receive intensive training to become a "Campus Champion". These highly trained staff members will share specific strategies with our staff on how to effectively educate and work with students who have been through trauma. Our school also has one full time school counselor and a second counselor assigned to our school three days per week. Both school counselors will provide classroom lessons, counseling services, and small groups. Furthermore, our school has been assigned one full time social worker and a second one two days per week. Both social workers will work closely with our staff to monitor attendance and provide community resources

for our families. Lastly, our school will work closely with the Zephyrhills High School football coach and provide a mentoring program with the high school football players and our students. The high school football players will come to our school once per quarter to have lunch with our students. Lastly, our school will be partnering with St. Leo University's Men's Basketball Team to provide mentorship with select students throughout the school year.

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.

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics during any grading period
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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 | 6 | 20 | 26 | 38 | 22 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| One or more suspensions | 0 | 1 | 5 | 4 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| Course failure in ELA or Math | 1 | 10 | 30 | 19 | 12 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 38 | 35 | 56 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 1 | 13 | 27 | 23 | 19 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |

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

Administration is going to provide protected planning time each week for our grade level teams to plan together for instruction. Our grade level teachers will plan for Tier I instruction in Reading/ Writing, Math, and Science using resources from adopted core programs. Teachers will also utilize the units on the district myLearning site focusing on best practices and resources that have been planned out for the 21st Century Learner. Teachers will design their instructional day that entails many opportunities for students to apply skills that have been delivered in a precise and cohesive manner. In addition, our teachers will be given eight half-day planning days spread out throughout the school year to provide the teams with opportunities to plan for rigorous instruction, create common formative assessments, and analyze student data to improve instruction.

For the Integrated Humanities Block, our goal this year is to work on an instructional framework that

allows multiple opportunities for students to apply reading skills to authentic texts/tasks. Using the Evidence Guide for the Integrated Humanities Block provided by the district, teachers will incorporate the following components in their Humanities Block: Setting the Stage, Foundational Skill Mini-Lesson, Comprehension Skill Mini-Lesson, Independent Reading & Conferencing, Practice Through Rigorous Tasks, and Writing Process. Teachers will plan around standards and ensure that students are assessed on these standards in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports.

Administration has also created a school wide Intervention Time in the mornings from 9:50 a.m. to 10:20 a.m. four days per week. Specials will not begin until after Intervention Time and no other subject areas will be taught during this protected time. Teachers will provide Tier III supports with a heavy focus on foundational reading skills and math fluency. It will be an "All Hands on Deck" approach where staff members with no classroom responsibilities will push into the classrooms and offer support while the classroom teachers conduct small groups.

For math, we have planned for students to receive many opportunities to use accountable talk through problem-based learning opportunities and to practice math skills through the Eureka math curriculum. Our Math block will consist of the following components: Four Corners, which allows for students to practice one review item, one preview item, and two current math items, Number Talks/ Number of the Day Routines, Unlocking the Problem, Mini-Lesson, Math Centers, and guided Math groups. Teachers will also plan around standards and ensure that students are assessed in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports.

Teachers will have a set time built into their daily schedules to teach the science standards. Their will be a heavy focus on science vocabulary, as well as, hands on science experiments. Third, fourth, and fifth graders will participate in a science lab with the Science Resource teacher/STEM Lab teacher every other week. The Science Resource teacher/STEM Lab teacher will push into the kindergarten, first, and second grade classrooms weekly to assist in teaching our students the science standards. Lastly, our school purchased a Study Island site license for our fifth grade students to assist them in additional science skills practice utilizing our computer lab.

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?

Yes

1. PFEP Link

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

2. Description

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.

School-Wide Recognition

Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn-Around Students. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind.

School Advisory Council

Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. This group helps to make school-based decisions related to resources to support the school and student achievement with Title 1 funds.

Community/Business/Parent Involvement

Our school purchased a Parent Involvement Coordinator to collaborate with community organizations/ business partners to secure resources to support the school and students. Community/business partners/families are invited to the school on a regular basis to work in partnership with the school to promote school events/student achievement. We will also be inviting our parents in during the school day to teach them specific Independent Reading Level (IRLA) reading skills to implement at home when reading with their child.

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 |
|---------------------|---------------------|
| Atkins, Scott | Principal |
| Graham, Shawn | Instructional Coach |
| Carroll, Jill | Instructional Coach |
| Hanlon, Tamara | Teacher, K-12 |
| Burke, Robin | Teacher, K-12 |
| Kessler, Katherine | Teacher, K-12 |
| Madagan, Georgianna | Teacher, K-12 |
| Barrentine, Jamie | Teacher, K-12 |
| McCoy, Amanda | Teacher, K-12 |
| Hines, Rebecca | Other |
| Daughtery, Shannon | Teacher, K-12 |
| Prather, Susan | Teacher, K-12 |
| John, LeAnne | Teacher, K-12 |
| Ritter, Courtney | Teacher, K-12 |
| Gilbert, Peggy | 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.

Responsibilities of Admin

Administrators ensure PLCs meet and use the DuFour Model to plan instruction. They are

responsible for scheduling and providing training and turning theory into practice by conducting walk-throughs and providing feedback. Walk-throughs are also conducted by admin to monitor the Absolutes. With PLC Facilitators, administrators collaboratively make school-wide decisions. Input from business partners is gathered to ensure that the community is aware of school-wide initiatives and to solicit support with our efforts. Administrators provide tiered support as part of the school based problem solving team and work closely with the Guiding Coalition to monitor school-wide goals and initiatives.

PLC Facilitators

PLC Facilitators work closely with admin and teachers to build common knowledge and make data driven decisions at the team level to support school-wide goals and initiatives. They also facilitate conversations around DuFour's 5 questions and guide the team in planning for effective instruction and student engagement.

Discipline IA

The Discipline IA provides Tier 2/3 by assisting with classroom behavior systems as well as BEP and small group behavior interventions. In order to ensure transfer of instruction, the Discipline IA meets with students for check-in/check-out.

Primary Resource Intervention

The Primary Resource Intervention Teachers provide tiered levels of support for IRLA, MTSS, and PLCs by working collaboratively with teams and teachers. The PRIT gathers resources based on teacher need, gathers data, assists teachers with disaggregating data, assists with action planning, and progress monitoring.

Learning Design Coach

The LDC is responsible for contributing to the integration of technology in the instructional program and students' development of literacy skills through modeling, coaching, and collaboration. This includes collaborating with teachers, curriculum leaders, and administrators to implement defined strategies of the literacy program and monitor efforts to ensure effective implementation to best support the District and school vision, mission, and goals.

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.

Data Driven Decisions-Academic

Person(s) Responsible: All instructional staff, PLC Facilitators, Administration

Progress Monitoring: Formatives: every 5-7 days, Summatives: every 4-6 weeks, District Quarterlies BOY/MOY/EOY, IRLA-Ongoing

*At weekly PLCs and TBIT, teachers will problem solve around data and action plan at a Tier I level. At WZES, all decisions are based upon a variety of data sources. In regard to academics, we look at formatives and summatives based on standards contained in units that are planned for during PLCs. We also look closely at FSA data and analyze the big ideas/strands that are tested. District quarterly assessments and IRLA results were also closely monitored and Tier 1 data was discussed and action plans based around team problem solving were developed to ensure that student needs were being met. From all of this data, our Leadership Team, staff, and members of the SAC felt that we needed to acquire and primary intervention teachers to provide coaching and modeling in the primary grades to assist teachers with core instruction and to assist with tiered support. Monies were set aside to purchase our primary intervention teachers. At WZES, professional development opportunities were developed based on data concerns. Another decision made from looking at academic data was

iReady. Our teachers and students needed a sound intervention and enrichment program to assist with providing practice with CCSS skills. This program individualizes a scope and sequence per intermediate student to ensure differentiation for all.

Data Driven Decisions-Engagement

Person(s) Responsible: Shawn Graham (Learning Design Coach), Jill Carroll (Interventionist), Courtney Ritter (Interventionist), Meranda Sutton (Parent Involvement Coordinator), Discipline IA (TBA), Leadership Team/PLC Facilitators

Progress Monitoring: Monthly discipline and attendance checks

*Each month, problem solving/action planning meeting will take place to analyze data, to identify students who are at risk or off track in behavior and attendance, and to make a plan for improving performance.

A priority identified from looking closely at attendance and behavioral data was the need for support in the area of ensuring student engagement. If students are not at school or if they are unfocused due to behavioral issues, then learning is not taking place. We needed someone to support students in this area. Meranda Sutton will assist with monitoring attendance data monthly and work as a liaison between home and school to provide support as needed. Our Discipline IA will monitor discipline data monthly and will assist with providing individual and group support to students based upon needs.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Scott Atkins | Principal |
| LeAnne John | Parent |
| Gina Krutulis | Teacher |
| Meranda Sutton | Education Support Employee |
| Karen Winner-Holmes | Business/Community |
| John Harrell | Parent |
| Kevin Dunsmore | Parent |
| Evynne Dunsmore | Parent |
| Alexia Stinnette | Business/Community |
| | Education Support Employee |
| Diane Quenneville | Education Support Employee |
| Peggy Gilbert | Parent |
| Ashley Thompson | Business/Community |
| Kimberly Jenkins | Business/Community |
| Aubrey Ogilbee | Student |
| | Student |

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

As a SAC Committee, we analyzed and discussed beginning, middle and end of the year data. We gathered input from stakeholders on SAC regarding our progress thus far. We also look at team action plans and discussed formative and summative data. We discussed our progress toward our 2016-2017 SIP goals and planned to continue/refine goals into 2017-18. We talked about our Title 1 expenditures and discussed whether they aligned to the progress made. If progress wasn't made, then we problem solved ways to possibly increase student achievement.

b. Development of this school improvement plan

During the 2016-2017 school year, the SAC members participated in data analysis, brainstorming, and problem solving connected to the 2017-2018 plan. This year, we plan to share goals, action planning, and gather input on the that has been completed so far by our Leadership Team.

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

Lottery dollars

This year, we will discuss our projected lottery funds with our SAC. They will brainstorm a list of ways that we could use the monies to enhance school-wide motivators, resources, and/or personnel hours.

Title 1 expenditures

SAC members were given the opportunity to make suggestions regarding how Title I dollars could be allocated, based upon data, to increase student achievement. Suggestions were considered when making Title I purchases at the LEA Conference.

Fee collection

Fee money collections will be shared with SAC members and we will also share how much each teacher receives for classroom resources.

Business Partners

We will discuss ways that business partners can synergize with WZES to offset costs for initiatives for school/classrooms.

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

Lottery Dollars were used for the following:

We purchased the planners for this year at a cost of \$4536.00, bought 10 new radios for \$1800.00 & purchased secretarial summer hours for Jade at \$1141.34.

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 |
|---------------------|---------------------|
| Barrentine, Jamie | Teacher, K-12 |
| Buckler, Emily | Teacher, K-12 |
| Burke, Robin | Teacher, K-12 |
| Carroll, Jill | Instructional Coach |
| Graham, Shawn | Instructional Coach |
| Hanlon, Tamara | Teacher, K-12 |
| Hines, Rebecca | Other |
| Kessler, Katherine | Teacher, K-12 |
| Tidd, Charlene | Assistant Principal |
| Madagan, Georgianna | Teacher, K-12 |
| McCoy, Amanda | Teacher, K-12 |
| John, LeAnne | Teacher, K-12 |
| Daughtery, Shannon | Teacher, K-12 |
| Prather, Susan | Teacher, K-12 |
| Ritter, Courtney | Teacher, K-12 |
| Gilbert, Peggy | Assistant Principal |

b. Duties

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

ELA Progress Monitoring

The Literacy Leadership Team is responsible for monitoring Tier 1 ELA instruction through frequent reviews of I-Ready, IRLA, and ELA formative assessments. The LLT will also be responsible for conducting regular walk-thrus as another way of tracking/monitoring progress. Additionally, LLT members will assist teams to review student assessment data in order to make decisions regarding providing students with targeted Tier 2 and Tier 3 interventions and/or enrichment experiences.

Celebrations

The LLT will set and track school-wide Reading Goals (number of books read, IRLA levels, I-Ready progress, district Benchmark gains, etc.) and will plan reading celebrations throughout the year to recognize students who have made progress toward meeting Reading Goals.

Reading Support

This year, with the curriculum resources provided through Pearson ReadyGEN, IRLA, I-Ready, and Canvas materials, the Literacy Leadership Team will plan quarterly teacher sharing sessions to discuss what's working and areas of need. Based on the information gained from these meetings, professional development will be planned and team/individual support will be organized.

Reading events

Various reading events will be planned to get students excited about reading. Those events may include author's visits, pajama reading days, caps off to reading, and Read Across America.

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.

Pasco County has developed a multi-tiered system of supports integrated framework and included in that framework is Professional Learning Communities (PLC). The elements of a PLC are a focus on learning, collaborative culture, and results driven. At WZES, members of the instructional staff are a part of a PLC. Grade levels/teams meet weekly to lesson plan/problem-solve around DuFour's four questions-

What is it we expect our students to learn?

How will we know when they have learned it?

How will we respond when some students do not learn?

How will we respond when some students already know it?

To ensure that teams have the time to meet, we have created a master schedule conducive to teachers coming together to collaboratively plan for instruction one day per week. In addition, administration will provide eight half-day planning periods for each grade level team throughout the school year. The half-day planning's have been strategically placed at the beginning and end of each quarter to enable our grade level teams to adequately plan for instruction, create common formative assessments, analyze student data, and adjust instruction as needed.

Furthermore, administration has created a protected school wide Intervention Time in the mornings to provide targeted intensive tier III supports for our students who have not mastered foundational reading skills and math fluency skills.

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

Mentors

At WZES, we assign mentors to brand new teachers in order to support them with various procedural items and with specific content needs. We also recommend that new instructional staff seek out school based and district offered professional development. We allow time for new teachers to visit model classrooms and to participate in coaching opportunities.

PLCs

We have created a Master Schedule where teams of teachers have time to meet and to support one another with planning and with analyzing data to make instructional decisions. This alone is the greatest support for new and seasoned teachers.

Behavior/Academic Support

During the 2017-2018 school year, our school will become a Positive Behavior/Intervention School (PBIS). PBIS training for all staff will begin this summer during our three days of summer training. Grade level teams will meet one day each week and participate in Teacher-Based Intervention Team Meetings to discuss and problem-solve any student academic and/or behavior concerns. Furthermore, our school will be instituting two brand new Positive Behavior Programs this year to encourage and recognize our student's positive behavior. The first program is entitled Top Dog and the other is the Principal's 100.

Professional Development

Administration will create a needs assessment for our staff to see which types of professional development our staff needs throughout the school year. Administration will conduct monthly faculty meetings which will focus on providing specific professional development to meet the needs of our staff. Our Learning Design Coach, Intervention Teacher, ELA and STEM Coaches will provide ongoing support and coaching to our staff. The School Leadership Team is going to conduct monthly Learning Walks and provide feedback to our staff. Our district's support team will also provide professional development opportunities and support to our school throughout the school year.

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

Mentors are assigned to new teachers and to teachers who are struggling with pedagogical issues or other job related activities/assignments. When pairing up staff members, we try to pair like content areas or grade level assignments. We also assign mentors that have had positive/successful mentoring experiences. At WZES, we have allotted time in the Master Schedule for Mentor/Mentee pairings to work together and have always provided the time needed to ensure a successful mentoring experience.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment based on those assessments. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

Administration will monitor the delivery of standards and student application of standards through observing lesson plans and conducting walk-throughs. Also, administration will be a part of data chats and Tier I problem solving efforts. At these data chats, teams will analyze formative and summative data that will also include research and inquiry projects.

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.

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

During PLC planning, teachers plan for formative and summative assessments. As they begin to discuss results from these assessments, they plan for Tier II and Tier III support. In addition, administration has built in a protected school wide Intervention Time four days per week in the mornings. It will be an "All Hands On Deck" approach where the classroom teachers will provide targeted tier III interventions for the students who have not mastered foundational reading skills and/or math fluency skills.

This year, the work of PLC Facilitators entails taking a close look at various subgroups and action planning/problem solving around their data and implementing an intensive plan to increase performance. For example, students with disabilities will have a specific plan to support their needs. We will meet twice a month to talk about their progress and to discuss the plan created to ensure

their success. We will do this for the lowest quartile of students on FSA, and we will gather quarterly data/IRLA data and make a plan for students who made minimal growth during the 2016-2017 school year. Extended School Day will also be available for these students to continue working on individual goals and growth.

Lastly, our school day has been extended by 50 minutes each day for all of our fourth and fifth grade students. This extra time will be focused on writing skills.

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: Extended School Day

Minutes added to school year: 3,600

We will support core instruction during Extended School Day (ESD) by having primary students working on IRLA goals and teachers monitoring progress by conferencing with students. Teachers will group primary students in the ESD program by goals and teachers can provide intensive small groups instruction around reading goals/skills. Students will work on IRLA goals and teachers will provide intensive instruction around reading goals/skills. Also, students will apply skills from core instruction to iReady work in the areas of Reading and Math. iReady is an individualized program that allow students to work on skills at their current level. Teachers can also assign skills that are currently being taught during the day for Tier I instruction.

Strategy Rationale

The IRLA is a formative assessment framework that supports students, teachers, parents, and administrators as they make the Common Core the academic road map for their everyday work. The IRLA maps the reading process from a pre-reading stage to college and career readiness as each student works in a variety of meaningful contexts, the IRLA helps teachers use the lens of Common Core to give immediate, appropriate, and targeted feedback to each student, and to determine and suggest the next learning goal and learning actions which should provide clear direction for that student's literacy direction.

iReady is a technology based intervention program. iReady is a diagnostic tool that we will use to screen all intermediate students and pinpoint their needs down to the sub-skill level. This aids instruction for students by finding where their specific needs are and how we can provide a plan of action of our instruction. The next component of iReady is instructional delivering an automated individualized instructional plan for each student. The final component of the program is a computerized tool that monitors progress for each student, class, grade, school, and district. This computerized tool that monitors progress because it will be used to make instructional decisions to ensure that students are making adequate growth toward mandated benchmarks. Student in ESD will spend equal time on Math and Reading using the iReady program and teachers will use the PDFs from iReady for small group intervention/instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Atkins, Scott, satkins@pasco.k12.fl.us

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

IRLA reports/School Pace will be used to monitor teacher conferencing and student progress. ESD teachers will meet with Admin weekly to discuss data and to make plans for continued support with instruction and with student goal setting.

iReady reports will be used to monitor iReady goals per child and to assist with small group intensive intervention and with student goal setting. ESD teachers will meet weekly with Admin to analyze reports, to discuss student progress, and to problem solve/action plan to ensure student growth.

Strategy: After School Program

Minutes added to school year: 9,000

Our fourth and fifth grade students will have an extended school day each day by 50 minutes. Our teachers will provide intensive writing instruction and support for this extra time.

Strategy Rationale

This additional support will help our fourth and fifth students become better writers through explicit teaching, practice, and 1:1 writing conferences for feedback.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Atkins, Scott, satkins@pasco.k12.fl.us

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

Teachers will keep notes for each student after they complete their 1:1 writing conferences. Students will also complete writing samples that will be graded using our state's FSA writing rubric.

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.

Pre-K to K visits

Each year, we schedule times throughout the year to allow Pre-K students to go and visit Kindergarten classes.

Teachers work together to plan for activities to assist with preparing Pre-K for the transition in to Kindergarten.

K Round-up

One day of the year is scheduled for families to register Kindergarten students and to participate in a school tour.

At this round-up, parents can ask questions and visit classrooms and students can blend with other Kindergarteners to see what their day will entail as a new K student at WZES.

5th grade to Middle School/Middle School Orientation & Infinity Program

Each year, the middle schools in the our feeder pattern allow for 5th graders to visit their middle school campuses. At these visits, students get to tour the campus and sit through a presentation of various groups and/or clubs on campus. The Assistant Principal and Guidance Counselor also comes over to provide information about becoming a 6th grader and scheduling. They also provide tips for a successful transition and discuss the the Infinity Program.

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.

School Advisory Council/Parent Involvement/GATI

Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and to support student achievement. They also make decisions regarding how we are preparing our students for college, career, and life readiness. With Title 1 dollars, WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and the students. Also our Parent Involvement Coordinator works closely with our Great American Teach-In (GATI) liaison to ensure that we are allowing presentations from our diverse stakeholders and various community businesses to take place during our GATI week activities.

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

n/a

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

n/a

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

n/a

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.** Teachers will provide well-planned, rigorous lessons that are aligned to the Florida Standards. (High-Impact Instruction)
- G2.** Teachers will use data from our Early Warning System, Quarterly and Common Formative Assessments to identify, support, and monitor student achievement and behavior. (Data-Driven Decisions)
- G3.** Staff adhere to a collective commitment centered around student achievement and well-being. (Collaborative Culture)

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 provide well-planned, rigorous lessons that are aligned to the Florida Standards. (High-Impact Instruction) 1a

G097780

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Math Achievement District Assessment | 70.0 |
| ELA Achievement District Assessment | 70.0 |
| Statewide Science Assessment Achievement | 70.0 |
| FSA ELA Achievement | 60.0 |
| FSA Mathematics Achievement | 60.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| Math Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of comprehensive training and experience focusing on the "right" work using the Instructional Practice Guide.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Canvas resources/materials
- Common Core Standards
- LDC
- Intervention personnel
- Core materials
- Marzano framework
- Math evidence guide/balanced math block
- Balanced reading block

Plan to Monitor Progress Toward G1. 8

Monthly data conversations with Assistant Superintendent and quarterly walkthroughs with district personnel

Person Responsible

Scott Atkins

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Data sheets from all data areas, walkthrough documentation

G2. Teachers will use data from our Early Warning System, Quarterly and Common Formative Assessments to identify, support, and monitor student achievement and behavior. (Data-Driven Decisions)

1a

G097781

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ELA Achievement District Assessment | 70.0 |
| Math Achievement District Assessment | 70.0 |
| Statewide Science Assessment Achievement | 70.0 |
| FSA ELA Achievement | 60.0 |
| FSA Mathematics Achievement | 60.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| Math Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of clear and decisive understanding of MTSS systems of support, sometimes confusing tier II and tier III interventions
- Lack of teacher understanding of how to provide supports to ensure students are actively involved in all tiers of instruction, including the use of technology

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expertise of psychologist and interventionists
- Support of regional MTSS personnel
- Protocols for data-driven decisions
- Triage support
- District formative tools and benchmark assessments

Plan to Monitor Progress Toward G2. 8

Common formative assessments
Common summative assessments
TBIT/SBIT notes
Intervention documentation
District assessments
Early Warning System
PLC data protocols

Person Responsible

Scott Atkins

Schedule

Every 6 Weeks, from 8/21/2017 to 5/31/2018

Evidence of Completion

Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation

G3. Staff adhere to a collective commitment centered around student achievement and well-being.
(Collaborative Culture) 1a

G097782

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 70.0 |
| Statewide Science Assessment Achievement | 70.0 |
| Math Achievement District Assessment | 70.0 |
| FSA ELA Achievement | 60.0 |
| FSA Mathematics Achievement | 60.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| Math Lowest 25% Gains | 50.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of trauma informed care and practices for students
- Positive school culture needs to be developed

Resources Available to Help Reduce or Eliminate the Barriers 2

- Gallup results
- Input from surveys/data carousels
- Rejuvenation committee plans/actions
- Master calendar of celebration events
- Trauma Informed Care Training
-

Plan to Monitor Progress Toward G3. 8

Monitoring Engagement:

District Assessment BOY and EOY data

IRLA ongoing level checks and School Pace class level documentation/data

Math Fluency Checks (December and May)

Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals.

Formatives

Summative

Gallup data student/teachers

Parent feedback

Students surveys/conversations

Person Responsible

Scott Atkins

Schedule

Every 6 Weeks, from 8/8/2017 to 5/31/2018

Evidence of Completion

Data Chat Problem Solving/Action Plans (Tier I)

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will provide well-planned, rigorous lessons that are aligned to the Florida Standards. (High-Impact Instruction) **1**

 G097780

G1.B1 Lack of comprehensive training and experience focusing on the "right" work using the Instructional Practice Guide. **2**

 B262834

G1.B1.S1 PLCs will meet weekly during common, protected time to discuss targeted standards and will utilize components of the Instructional Practice Guide to design lessons. **4**

 S278318

Strategy Rationale

Professional Learning Communities (PLC)- An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Action Step 1 **5**

A professional development schedule will be created to plan strategically for the needs of the school.

Person Responsible

Scott Atkins

Schedule

On 8/14/2017

Evidence of Completion

Professional development schedule

Action Step 2 **5**

PLCs will meet weekly during common, protected time to discuss targeted standards and utilize the Instructional Practice Guide to design lessons.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC mminutes

Action Step 3 5

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards. We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

Person Responsible

Scott Atkins

Schedule

Monthly, from 8/30/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Action Step 4 5

Within PLCs, teams will be assigned a triage person from the Leadership Team and/or the SIT who will meet with them weekly to assist in disaggregating data and creating an action plan.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Twice monthly triage team meeting, disaggregated data, action plans, teacher survey data

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

We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

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

We will conduct walkthroughs, monitor growth based on Instructional Practice Guide and provide feedback based upon observations. The feedback will be used to develop focused action steps which will be monitored and followed up on.

Person Responsible

Scott Atkins

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

walk-through documentation, IRLA check data, and math fluency data

G1.B1.S2 We will build understanding/proficiency of planning around the components of Eureka Math (including fluency standards and the balanced math block). 4

S278319

Strategy Rationale

Fluency affects every aspect of learning and understanding the mathematical processes. Therefore, Number Talks will provide students with the foundation of number sense along with numerous strategies to solve complex problems. The Balanced Math Block is essential in order to ensure that students are exposed to rigorous activities that work within the brain to transfer from short-term to long-term memory.

Action Step 1 5

Teachers will receive initial professional development on Eureka Math

Person Responsible

Peggy Gilbert

Schedule

On 8/11/2017

Evidence of Completion

Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data

Action Step 2 5

The Math Trainer and new math coach will provide professional development Eureka modules--ongoing throughout the school year

Person Responsible

Peggy Gilbert

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Coaching log, fluency check data, teacher reflections, teacher survey data

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

PLC and PD minutes will indicate this has occurred. Classroom visits will also indicate this has occurred.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Minutes

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

Walkthroughs and analysis of student data

Person Responsible

Scott Atkins


Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Walkthrough data will demonstrate the existence of components of balanced math block and math data will show improvement.

G2. Teachers will use data from our Early Warning System, Quarterly and Common Formative Assessments to identify, support, and monitor student achievement and behavior. (Data-Driven Decisions) **1**

 G097781

G2.B1 Lack of clear and decisive understanding of MTSS systems of support, sometimes confusing tier II and tier III interventions **2**

 B262839

G2.B1.S1 Create a system for tracking individual student progress, for identifying Tier 1-3 themes across grade levels, and for assigning tiered supports per child. **4**

 S278321

Strategy Rationale

Students learn differently and at their own pace. It is vital to monitor the progress of each student compared to the grade-level expectations. If a struggling student is identified early, the chances of closing the learning gap are much higher. Furthermore, students can focus on a specific skill or strategy based on their individual needs.

When teachers meet to discuss data, patterns may begin to show across the grade level. It is important for all teachers to conclude that the pattern is a Tier 1 issue and address the issue accordingly.

Teachers and administrators who recognize the needs of today's society and students, and their impact on teaching and learning, realize the importance of student-centered classrooms that make technology a vital part of their lessons. When students participate in authentic tasks and are at the center of their learning it builds greater responsibility in the classroom, and raises academic rigor. When students take ownership of learning, they achieve at high levels. Teachers can empower students through problem-based learning and differentiation, where students pose questions and actively seek answers. Computer technology is then used seamlessly throughout the day for information, communication, collaboration, and product generation.

Action Step 1 **5**

We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process.

Person Responsible

Scott Atkins

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

system design

Action Step 2 5

We will create and use a school-wide assessment calendar in SharePoint.

Person Responsible

Peggy Gilbert

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

calendar of assessments, team by team tracking system, individual student tiered support services documentation

Action Step 3 5

Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data

Action Step 4 5

Teachers will engage in professional development on the uses of iReady data.

Person Responsible

Shawn Graham

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data

Action Step 5 5

Add a .5 School Counselor to support the work of MTSS

Person Responsible

Scott Atkins

Schedule

On 9/29/2017

Evidence of Completion

payroll

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

PLCs will conduct SBIT/TBIT and complete decision making protocols based on tiered supports.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

SBIT/TBIT Notes, progress monitoring data, IRLA data, PLC protocols, EWS student data

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

Common formative/summative assessments will take place within grade-level teams

Person Responsible

Scott Atkins


Schedule

Weekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

PLC assessment protocol, decision making protocol, action plans based on tiered supports, lesson plans

G2.B2 Lack of teacher understanding of how to provide supports to ensure students are actively involved in all tiers of instruction, including the use of technology **2**

 B262840

G2.B2.S1 Provide support and tools for teachers to ensure that students are actively participating in learning tasks that are authentic in nature, build problem-based learning, and that integrate technology.

4

 S278322

Strategy Rationale

Teachers and administrators who recognize the needs of today's society and students, and their impact on teaching and learning, realize the importance of student-centered classrooms that make technology a vital part of their lessons. When students participate in authentic tasks and are at the center of their learning it builds greater responsibility in the classroom, and raises academic rigor. When students take ownership of learning, they achieve at high levels. Teachers can empower students through problem-based learning and differentiation, where students pose questions and actively seek answers. Computer technology is then used seamlessly throughout the day for information, communication, collaboration, and product generation.

Action Step 1 **5**

Secure rental of iPad Pros, Apple pencils, and a variety of STEM lab materials to develop authentic, problem-based learning tasks. Procure technical assistance and subscribe to AirServer.

Person Responsible

Scott Atkins

Schedule

On 10/31/2017

Evidence of Completion

packing slips

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

Administration and the district support will monitor the application of teachers planning for and having students participate in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Lesson plans/PLC Note Taking Tool will indicate plans/assessments for rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Student Data indicates students increased proficiency in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Person Responsible

Scott Atkins

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Weekly Data Walk-Through trends, Lesson Plans, PLC Note taking, Formative/Summative data/action plans

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

Administration and District Support Team will monitor the application of teachers planning for and having students participate in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Lesson plans/PLC Note Taking Tool will indicate plans/assessments for rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Student Data indicates students increased proficiency in rigorous learning tasks that are authentic in nature, build problem-based learning, and integrate technology.

Person Responsible

Scott Atkins

Schedule

Weekly, from 8/28/2017 to 5/31/2018


Evidence of Completion

Walk-Through trends, Lesson Plans, PLC Note Taking Tool, Formative/Summative data/action plans

G3. Staff adhere to a collective commitment centered around student achievement and well-being.
(Collaborative Culture) 1

 G097782

G3.B3 Lack of understanding of trauma informed care and practices for students 2

 B262843

G3.B3.S1 Trauma Informed Care and practices will be implemented through the "Campus Champions" when working with students who has had trauma in their lives. 4

 S278326

Strategy Rationale

Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma.

Action Step 1 5

Teachers will be trained in Trauma Informed Care. Campus Champions will continue to provide support, training, and feedback for staff throughout the year.

Person Responsible

Scott Atkins

Schedule

Quarterly, from 8/8/2017 to 6/6/2018

Evidence of Completion

agendas

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

Campus Champions will provide support, training, and feedback to for staff throughout the year.

Person Responsible

Scott Atkins

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Action plan, walkthrough data, staff and student surveys

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

EWS data will be analyzed.

Person Responsible

Scott Atkins

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

EWS data will show improvements.

G3.B6 Positive school culture needs to be developed **2**

 B262846

G3.B6.S1 Staff will maintain a culture of caring and commitment through communication. **4**

 S278328

Strategy Rationale

School culture will be addressed through engaging parents, community, and teachers in ongoing school-level activities.

Action Step 1 **5**

Staff will implement school-wide behavior systems and family community engagement activities (e.g., school-wide rules, behavior matrix) newsletter, family nights, open house, and meet the Teacher Day.

Person Responsible

Scott Atkins

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance sheets, EWS data, PBIS meeting notes

Action Step 2 **5**

School leadership will schedule special events on school-wide calendar for the year.

Person Responsible

Scott Atkins

Schedule

Quarterly, from 8/7/2017 to 6/7/2018

Evidence of Completion

Activities scheduled on calendar

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

The school leadership will review data related to school culture at least quarterly and develop targeted plans.

Person Responsible

Scott Atkins

Schedule

Quarterly, from 8/7/2017 to 5/14/2018

Evidence of Completion

School Leadership Team Meeting notes, Staff/Student Gallup data, Student/Teachers interviews/focus group data

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Review of calendar to ensure activities are schedule and have been communicated to key stakeholders.

Person Responsible

Scott Atkins

Schedule

On 5/10/2018

Evidence of Completion

Calendar and attendance rosters from events

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Leadership team will analyze data quarterly and share reflections and next steps with staff.

Person Responsible

Scott Atkins

Schedule

Quarterly, from 8/7/2017 to 5/14/2018

Evidence of Completion

Increase in data points and action plans implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Leadership team will review calendar and activities and make adjustments as needed.

Person Responsible

Scott Atkins

Schedule

Quarterly, from 8/7/2017 to 6/7/2018



Evidence of Completion

Increase in attendance of special events and evidence of recognition (positive referrals, positive feedback notes, etc)

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|----------------|-------------------------------|--|-------------------------|
| 2018 | | | | | |
| G1.B1.S2.A1 A374912 | Teachers will receive initial professional development on Eureka Math | Gilbert, Peggy | 8/1/2017 | Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data | 8/11/2017 one-time |
| G1.B1.S1.A1 A374908 | A professional development schedule will be created to plan strategically for the needs of the... | Atkins, Scott | 8/1/2017 | Professional development schedule | 8/14/2017 one-time |
| G2.B1.S1.A5 A374918 | Add a .5 School Counselor to support the work of MTSS | Atkins, Scott | 9/1/2017 | payroll | 9/29/2017 one-time |
| G2.B2.S1.A1 A374919 | Secure rental of iPad Pros, Apple pencils, and a variety of STEM lab materials to develop... | Atkins, Scott | 10/2/2017 | packing slips | 10/31/2017 one-time |
| G3.B6.S1.MA3 M404843 | Review of calendar to ensure activities are schedule and have been communicated to key... | Atkins, Scott | 8/7/2017 | Calendar and attendance rosters from events | 5/10/2018 one-time |
| G3.B6.S1.MA1 M404840 | Leadership team will analyze data quarterly and share reflections and next steps with staff. | Atkins, Scott | 8/7/2017 | Increase in data points and action plans implemented with fidelity. | 5/14/2018 quarterly |
| G3.B6.S1.MA1 M404842 | The school leadership will review data related to school culture at least quarterly and develop... | Atkins, Scott | 8/7/2017 | School Leadership Team Meeting notes, Staff/Student Gallup data, Student/Teachers interviews/focus group data | 5/14/2018 quarterly |
| G1.MA1 M404830 | Monthly data conversations with Assistant Superintendent and quarterly walkthroughs with district... | Atkins, Scott | 8/14/2017 | Data sheets from all data areas, walkthrough documentation | 5/31/2018 monthly |
| G2.MA1 M404835 | Common formative assessments Common summative assessments TBIT/SBIT notes Intervention... | Atkins, Scott | 8/21/2017 | Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation | 5/31/2018 every-6-weeks |
| G3.MA1 M404844 | Monitoring Engagement: District Assessment BOY and EOY data IRLA ongoing level checks and School... | Atkins, Scott | 8/8/2017 | Data Chat Problem Solving/Action Plans (Tier I) | 5/31/2018 every-6-weeks |
| G1.B1.S1.MA1 M404826 | We will conduct walkthroughs, monitor growth based on Instructional Practice Guide and provide... | Atkins, Scott | 8/14/2017 | walk-through documentation, IRLA check data, and math fluency data | 5/31/2018 monthly |
| G1.B1.S1.MA1 M404827 | We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track... | Atkins, Scott | 8/14/2017 | walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans | 5/31/2018 weekly |
| G1.B1.S1.A2 A374909 | PLCs will meet weekly during common, protected time to discuss targeted standards and utilize the... | Atkins, Scott | 8/14/2017 | PLC mminutes | 5/31/2018 weekly |
| G1.B1.S1.A3 A374910 | Teachers will be provided with professional development on making sure that activities align with... | Atkins, Scott | 8/30/2017 | Sign-in sheets, PLC Note-Taking Tool, Coaching Cycles, walk-throughs, lesson plans, standards-based assessment results, quarterly assessment data, teacher survey data | 5/31/2018 monthly |
| G1.B1.S1.A4 A374911 | Within PLCs, teams will be assigned a triage person from the Leadership Team and/or the SIT who... | Atkins, Scott | 8/28/2017 | Twice monthly triage team meeting, disaggregated data, action plans, teacher survey data | 5/31/2018 weekly |
| G2.B1.S1.MA1 M404831 | Common formative/summative assessments will take place within grade-level teams | Atkins, Scott | 8/28/2017 | PLC assessment protocol, decision making protocol, action plans based on tiered supports, lesson plans | 5/31/2018 weekly |
| G2.B1.S1.MA1 M404832 | PLCs will conduct SBIT/TBIT and complete decision making protocols based on tiered supports. | Atkins, Scott | 8/21/2017 | SBIT/TBIT Notes, progress monitoring data, IRLA data, PLC protocols, EWS student data | 5/31/2018 weekly |

Pasco - 0091 - West Zephyrhills Elem. School - 2017-18 SIP
West Zephyrhills Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|----------------|-------------------------------|--|-----------------------|
| G2.B1.S1.A1  A374914 | We will create a system for tracking individual student progress by identifying Tier 1-3 supports... | Atkins, Scott | 9/1/2017 | system design | 5/31/2018 biweekly |
| G2.B1.S1.A2  A374915 | We will create and use a school-wide assessment calendar in SharePoint. | Gilbert, Peggy | 8/7/2017 | calendar of assessments, team by team tracking system, individual student tiered support services documentation | 5/31/2018 weekly |
| G2.B1.S1.A3  A374916 | Teachers will be provided with professional development on the MTSS process, planning for Tier 2... | Atkins, Scott | 8/14/2017 | Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/ TBIT notes PLC tool assessment calendar by grade level Teacher survey data | 5/31/2018 weekly |
| G2.B1.S1.A4  A374917 | Teachers will engage in professional development on the uses of iReady data. | Graham, Shawn | 8/7/2017 | Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/ TBIT notes PLC tool assessment calendar by grade level Teacher survey data | 5/31/2018 weekly |
| G2.B2.S1.MA1  M404833 | Administration and District Support Team will monitor the application of teachers planning for and... | Atkins, Scott | 8/28/2017 | Walk-Through trends, Lesson Plans, PLC Note Taking Tool, Formative/ Summative data/action plans | 5/31/2018 weekly |
| G2.B2.S1.MA1  M404834 | Administration and the district support will monitor the application of teachers planning for and... | Atkins, Scott | 10/2/2017 | Weekly Data Walk-Through trends, Lesson Plans, PLC Note taking, Formative/Summative data/action plans | 5/31/2018 weekly |
| G3.B3.S1.MA1  M404838 | EWS data will be analyzed. | Atkins, Scott | 8/21/2017 | EWS data will show improvements. | 5/31/2018 monthly |
| G3.B3.S1.MA1  M404839 | Campus Champions will provide support, training, and feedback to for staff throughout the year. | Atkins, Scott | 8/8/2017 | Action plan, walkthrough data, staff and student surveys | 5/31/2018 monthly |
| G1.B1.S2.MA1  M404828 | Walkthroughs and analysis of student data | Atkins, Scott | 9/5/2017 | Walkthrough data will demonstrate the existence of components of balanced math block and math data will show improvement. | 5/31/2018 biweekly |
| G1.B1.S2.MA1  M404829 | PLC and PD minutes will indicate this has occurred. Classroom visits will also indicate this has... | Atkins, Scott | 8/28/2017 | Minutes | 5/31/2018 weekly |
| G3.B6.S1.A1  A374924 | Staff will implement school-wide behavior systems and family community engagement activities (e.g.,.... | Atkins, Scott | 9/1/2017 | Attendance sheets, EWS data, PBIS meeting notes | 6/1/2018 monthly |
| G1.B1.S2.A2  A374913 | The Math Trainer and new math coach will provide professional development Eureka modules--ongoing... | Gilbert, Peggy | 9/5/2017 | Coaching log, fluency check data, teacher reflections, teacher survey data | 6/1/2018 monthly |
| G3.B3.S1.A1  A374923 | Teachers will be trained in Trauma Informed Care. Campus Champions will continue to provide... | Atkins, Scott | 8/8/2017 | agendas | 6/6/2018 quarterly |
| G3.B6.S1.MA4  M404841 | Leadership team will review calendar and activities and make adjustments as needed. | Atkins, Scott | 8/7/2017 | Increase in attendance of special events and evidence of recognition (positive referrals, positive feedback notes, etc) | 6/7/2018 quarterly |
| G3.B6.S1.A2  A374925 | School leadership will schedule special events on school-wide calendar for the year. | Atkins, Scott | 8/7/2017 | Activities scheduled on calendar | 6/7/2018 quarterly |

V. Professional Development Opportunities

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

G1. Teachers will provide well-planned, rigorous lessons that are aligned to the Florida Standards. (High-Impact Instruction)

G1.B1 Lack of comprehensive training and experience focusing on the "right" work using the Instructional Practice Guide.

G1.B1.S1 PLCs will meet weekly during common, protected time to discuss targeted standards and will utilize components of the Instructional Practice Guide to design lessons.

PD Opportunity 1

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards. We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations.

Facilitator

Leadership Team

Participants

K-5 Teachers

Schedule

Monthly, from 8/30/2017 to 5/31/2018

G3. Staff adhere to a collective commitment centered around student achievement and well-being.
(Collaborative Culture)

G3.B3 Lack of understanding of trauma informed care and practices for students

G3.B3.S1 Trauma Informed Care and practices will be implemented through the "Campus Champions" when working with students who has had trauma in their lives.

PD Opportunity 1

Teachers will be trained in Trauma Informed Care. Campus Champions will continue to provide support, training, and feedback for staff throughout the year.

Facilitator

Kelly Davey

Participants

Classroom Teachers

Schedule

Quarterly, from 8/8/2017 to 6/6/2018

VI. Technical Assistance Items

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

G2. Teachers will use data from our Early Warning System, Quarterly and Common Formative Assessments to identify, support, and monitor student achievement and behavior. (Data-Driven Decisions)

G2.B1 Lack of clear and decisive understanding of MTSS systems of support, sometimes confusing tier II and tier III interventions

G2.B1.S1 Create a system for tracking individual student progress, for identifying Tier 1-3 themes across grade levels, and for assigning tiered supports per child.

TA Opportunity 1

Teachers will engage in professional development on the uses of iReady data.

Facilitator

Shawn Graham, PLC Facilitators

Participants

Instructional Staff

Schedule

Weekly, from 8/7/2017 to 5/31/2018

VII. Budget

| | | | | | | |
|---|-------------|--|--|----------------|------|-------------|
| 1 | G1.B1.S1.A1 | A professional development schedule will be created to plan strategically for the needs of the school. | | | | \$41,151.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 120-Classroom Teachers | 0091 - West Zephyrhills Elem. School | UniSIG | 0.75 | \$33,000.00 |
| | | | Notes: Teacher Salary - 3 Day Summer Professional Development training for all staff (64 teachers, 6 hours a day) | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 0091 - West Zephyrhills Elem. School | UniSIG | 0.01 | \$2,300.00 |
| | | | Notes: Other Certified Personnel Salary - 3 Day Summer Professional Development training for all staff. Coaches, Learning Design Coaches, Guidance (5 people, 6 hours a day) | | | |
| | 6400 | 210-Retirement | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,796.00 |
| | | | Notes: 3 Day Summer Professional Development training for all staff. Coaches, Learning Design Coaches, Guidance (7.92%) | | | |
| | 6400 | 220-Social Security | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,701.00 |

Pasco - 0091 - West Zephyrhills Elem. School - 2017-18 SIP
West Zephyrhills Elementary School

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|----------|--------------------|---|---|----------------|-----|--------------------|
| | | | <i>Notes: 3 Day Summer Professional Development training for all staff. Coaches, Learning Design Coaches, Guidance (.765%)</i> | | | |
| | 6400 | 240-Workers Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$318.00 |
| | | | <i>Notes: 3 Day Summer Professional Development training for all staff. Coaches, Learning Design Coaches, Guidance (.9%)</i> | | | |
| | 6400 | 250-Unemployment Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$36.00 |
| | | | <i>Notes: 3 Day Summer Professional Development training for all staff. Coaches, Learning Design Coaches, Guidance (.1%)</i> | | | |
| 2 | G1.B1.S1.A2 | PLCs will meet weekly during common, protected time to discuss targeted standards and utilize the Instructional Practice Guide to design lessons. | | | | \$46,979.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 120-Classroom Teachers | 0091 - West Zephyrhills Elem. School | UniSIG | | \$38,000.00 |
| | | | <i>Notes: Teacher Salary for additional Planning time outside the school day (64 teachers, 5 days a year, 4 hours per day)</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,300.00 |
| | | | <i>Notes: Other Certified Personnel for additional Planning time outside the school day (5 people, 4 days, 4 hours per day)</i> | | | |
| | 6300 | 210-Retirement | 0091 - West Zephyrhills Elem. School | UniSIG | | \$3,192.00 |
| | | | <i>Notes: Additional Planning time outside the school day (7.92%)</i> | | | |
| | 6300 | 220-Social Security | 0091 - West Zephyrhills Elem. School | UniSIG | | \$3,083.00 |
| | | | <i>Notes: Additional Planning time outside the school day (7.65%)</i> | | | |
| | 6300 | 240-Workers Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$363.00 |
| | | | <i>Notes: Additional Planning time outside the school day (.9%)</i> | | | |
| | 6300 | 250-Unemployment Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$41.00 |
| | | | <i>Notes: Additional Planning time outside the school day (.1%)</i> | | | |
| 3 | G1.B1.S1.A3 | Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards. We will build capacity for creating tasks that engage students in complex text and higher order questioning in order to apply new learning to authentic situations. | | | | \$27,958.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 330-Travel | 0091 - West Zephyrhills Elem. School | UniSIG | | \$25,258.00 |
| | | | <i>Notes: Travel to Professional Development - Teachers and Leadership to attend Professional Development Conferences in Florida (FETC in Orlando in January, Solution Tree PLS and RTI Institutes in Orlando in June and July)</i> | | | |

Pasco - 0091 - West Zephyrhills Elem. School - 2017-18 SIP
West Zephyrhills Elementary School

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|---|-------------|---|---|----------------|-----|--------------------|
| | 6400 | 590-Other Materials and Supplies | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,500.00 |
| | | | <i>Notes: Professional Development Books for Teachers</i> | | | |
| | 6400 | 510-Supplies | 0091 - West Zephyrhills Elem. School | UniSIG | | \$200.00 |
| | | | <i>Notes: Other Materials and Supplies for Professional Development Activities, (folders, binders, paper, post it notes, markers for Summer PD days)</i> | | | |
| 4 | G1.B1.S1.A4 | Within PLCs, teams will be assigned a triage person from the Leadership Team and/or the SIT who will meet with them weekly to assist in disaggregating data and creating an action plan. | | | | \$0.00 |
| 5 | G1.B1.S2.A1 | Teachers will receive initial professional development on Eureka Math | | | | \$0.00 |
| 6 | G1.B1.S2.A2 | The Math Trainer and new math coach will provide professional development Eureka modules--ongoing throughout the school year | | | | \$0.00 |
| 7 | G2.B1.S1.A1 | We will create a system for tracking individual student progress by identifying Tier 1-3 supports by student within the PLC process. | | | | \$31,926.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,800.00 |
| | | | <i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. 5 teachers, 4 days, 4 hours per day</i> | | | |
| | 5100 | 210-Retirement | 0091 - West Zephyrhills Elem. School | UniSIG | | \$222.00 |
| | | | <i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (7.92%)</i> | | | |
| | 5100 | 220-Social Security | 0091 - West Zephyrhills Elem. School | UniSIG | | \$214.00 |
| | | | <i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (7.65%)</i> | | | |
| | 5100 | 240-Workers Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$25.00 |
| | | | <i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (.9%)</i> | | | |
| | 5100 | 250-Unemployment Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$3.00 |
| | | | <i>Notes: Teacher Salary for Kindergarten Camp during the summer 2018. (.1%)</i> | | | |
| | 5100 | 120-Classroom Teachers | 0091 - West Zephyrhills Elem. School | UniSIG | | \$23,000.00 |
| | | | <i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 6 teachers, 103.5 hours each (4 hours a day, 4 days a week, 1 7.5 hour planning day)</i> | | | |
| | 5100 | 210-Retirement | 0091 - West Zephyrhills Elem. School | UniSIG | | \$1,822.00 |
| | | | <i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (7.92%)</i> | | | |
| | 5100 | 220-Social Security | 0091 - West Zephyrhills Elem. School | UniSIG | | \$1,760.00 |
| | | | <i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (7.65%)</i> | | | |

Pasco - 0091 - West Zephyrhills Elem. School - 2017-18 SIP
West Zephyrhills Elementary School

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|----|-------------|--|--|----------------|-----|---------------------|
| | 5100 | 240-Workers Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$207.00 |
| | | | <i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018</i> | | | |
| | 5100 | 250-Unemployment Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$23.00 |
| | | | <i>Notes: Teacher Salary - 6 Week Summer Program for grade K, 1, 2 in the summer 2018 (.9%)</i> | | | |
| | 7800 | 790-Miscellaneous Expenses | 0091 - West Zephyrhills Elem. School | UniSIG | | \$400.00 |
| | | | <i>Notes: Transportation for Summer Kindergarten Camp</i> | | | |
| | 5100 | 510-Supplies | 0091 - West Zephyrhills Elem. School | UniSIG | | \$1,450.00 |
| | | | <i>Notes: Consumable Supplies for ESY Programs (Student supplies for ESY program. Folders, notebooks, paper, pencils, post in notes)</i> | | | |
| 8 | G2.B1.S1.A2 | We will create and use a school-wide assessment calendar in SharePoint. | | | | \$0.00 |
| 9 | G2.B1.S1.A3 | Teachers will be provided with professional development on the MTSS process, planning for Tier 2 and Tier 3, and progress monitoring. | | | | \$0.00 |
| 10 | G2.B1.S1.A4 | Teachers will engage in professional development on the uses of iReady data. | | | | \$0.00 |
| 11 | G2.B1.S1.A5 | Add a .5 School Counselor to support the work of MTSS | | | | \$46,583.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6120 | 130-Other Certified Instructional Personnel | 0091 - West Zephyrhills Elem. School | UniSIG | 0.5 | \$37,000.00 |
| | | | <i>Notes: .5 Guidance Counselor</i> | | | |
| | 6120 | 210-Retirement | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,931.00 |
| | | | <i>Notes: .5 Guidance Counselor Retirement (7.92%)</i> | | | |
| | 6120 | 220-Social Security | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,831.00 |
| | | | <i>Notes: .5 Guidance Counselor FICA (7.65%)</i> | | | |
| | 6120 | 230-Group Insurance | 0091 - West Zephyrhills Elem. School | UniSIG | | \$3,451.00 |
| | | | <i>Notes: .5 Guidance Counselor Group Insurance</i> | | | |
| | 6120 | 240-Workers Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$333.00 |
| | | | <i>Notes: .5 Guidance Counselor Workers Comp (.9%)</i> | | | |
| | 6120 | 250-Unemployment Compensation | 0091 - West Zephyrhills Elem. School | UniSIG | | \$37.00 |
| | | | <i>Notes: .5 Guidance Counselor Unemployment (.1%)</i> | | | |
| 12 | G2.B2.S1.A1 | Secure rental of iPad Pros, Apple pencils, and a variety of STEM lab materials to develop authentic, problem-based learning tasks. Procure technical assistance and subscribe to AirServer. | | | | \$119,259.00 |

Pasco - 0091 - West Zephyrhills Elem. School - 2017-18 SIP
West Zephyrhills Elementary School

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|--------|-------------|--|---|----------------|-----|--------------|
| | 5100 | 360-Rentals | 0091 - West Zephyrhills Elem. School | UniSIG | | \$62,000.00 |
| | | | Notes: 64 iPad Pros for classrooms to be used for interactive lessons and students sharing work | | | |
| | 6500 | 390-Other Purchased Services | 0091 - West Zephyrhills Elem. School | UniSIG | | \$2,880.00 |
| | | | Notes: Technician fees to manage iPads. | | | |
| | 5100 | 360-Rentals | 0091 - West Zephyrhills Elem. School | UniSIG | | \$640.00 |
| | | | Notes: AirServer Subscription for Classroom Computers to project from computer to white board. | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 0091 - West Zephyrhills Elem. School | UniSIG | | \$6,930.00 |
| | | | Notes: Apple Pencils for the iPad Pros | | | |
| | 5100 | 590-Other Materials and Supplies | 0091 - West Zephyrhills Elem. School | UniSIG | | \$46,809.00 |
| | | | Notes: STEM Lab Materials (Robotics, Legos, Rigamajig Simple Machines Kit, Dash Robots, Makey Makey, Drones, Kano Computers, Discover Engineering Kit. K,Nex, Snap Circuits, Pump Rockets, Gears Set), Student Books for ESY Programs | | | |
| 13 | G3.B3.S1.A1 | Teachers will be trained in Trauma Informed Care. Campus Champions will continue to provide support, training, and feedback for staff throughout the year. | | | | \$0.00 |
| 14 | G3.B6.S1.A1 | Staff will implement school-wide behavior systems and family community engagement activities (e.g., school-wide rules, behavior matrix) newsletter, family nights, open house, and meet the Teacher Day. | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 510-Supplies | 0091 - West Zephyrhills Elem. School | UniSIG | | \$3,500.00 |
| | | | Notes: Consumable Supplies for Parent and Community Engagement Events. Folders, paper, pencils, snacks and refreshments for parent events. | | | |
| | 6150 | 590-Other Materials and Supplies | 0091 - West Zephyrhills Elem. School | UniSIG | | \$1,500.00 |
| | | | Notes: Other Materials and Supplies for Parent and Community Engagement Events. Resource and PD books for parent resource center and parent events. | | | |
| 15 | G3.B6.S1.A2 | School leadership will schedule special events on school-wide calendar for the year. | | | | \$0.00 |
| Total: | | | | | | \$318,856.00 |