Polk County Public Schools

Wendell Watson Elementary School

2017-18 Schoolwide Improvement Plan

Wendell Watson Elementary School

6800 WALT WILLIAMS RD, Lakeland, FL 33809

http://schools.polk-fl.net/wwe

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	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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

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 Wendell Watson Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

At Wendell Watson Elementary, a school wide Positive Behavior Support plan is implemented. Students are taught at the beginning of the school year 5 school-wide expectations. Positive Attitude, Respectful Behavior, Independent Thinker, Dedication to Safety, and Engaged in Learning: PRIDE. School wide expectations are visible and posted throughout the campus. PRIDE expectations are modeled and reviewed utilizing our daily news show. Teachers assist with teaching the expectations throughout the school year.
Adult supervison of students is in place securing a safe environment both before, during and after school. Students are encouraged to report any behaviors that are not in line with our school wide expectations. District expectations of student access during the school day are in place including arrival, access during the school day and dismissal.

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

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

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may 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.

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	9	13	14	9	8	0	0	0	0	0	0	0	54
One or more suspensions	0	3	2	6	2	4	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	13	28	20	0	0	0	0	0	0	0	61
Previously Retained	8	8	19	28	17	17	0	0	0	0	0	0	0	97

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

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

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

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/456172.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Burgess, Kelly	Principal
Poe-Liburd, Tanya	Assistant Principal
Burkholder, Brooke	School Counselor
Collinswools, Susan	Teacher, K-12
Everage, Robin	Teacher, K-12
Francis, Sharon	Dean
Thompson, Mallory	Teacher, K-12
Olszewski, Marlene	Teacher, K-12
Jones, Ashley	Teacher, K-12
Jones, Deann	Teacher, K-12
Greenlee, Justine	Teacher, K-12
Richard, Shari	Instructional Coach

b. Duties

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

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

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

School Leadership aligns all available resources so that all students are successful. Model classrooms are identified, PLC meetings support the needs provided by data and classroom observations. School budget funds are set aside to support professional learning through collaboration with General Education and ESE teachers. Teacher collaboration is set on a weekly basis within teams and with administration. Kelly Burgess and Tanya Poe-Liburd cooridnate all Professional Learning Community Meetings, and arrange all school leadership team meetings.
Tier 2 meetings are supported by Courtney Brown, School Psychologist, Shari Richard, Instructional Coach, and Brooke Burkholder, Guidance Counselor. Teams meet to discuss on-going progress monitoring data and effective strategies.
Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school programs, supplemental instructional materials, resource teachers, professional development for the staff, and resources for parents.

2. School Advisory Council (SAC)

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

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

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's school improvement plan was reviewed and adjusted according to the FSA test results. While strategies from the school improvement plan were reviewed by all stakeholders continually throughout the 2016-2017 school year, assessment data did show increase in student achievement.

b. Development of this school improvement plan

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

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

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Burgess, Kelly	Principal
Poe-Liburd, Tanya	Assistant Principal
Alexander, Kamden	Teacher, K-12
Cauthen, Tara	Teacher, K-12
Clark, Sheri	Teacher, K-12
Freel, Jennifer	Teacher, K-12
Holmes, Kathryn	Teacher, K-12
Richard, Shari	

b. Duties

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

We use our school daily news show to promote our Accelerated Reading Program. We implement Book Clubs, While visiting the Media Center, our specialist discusses series, authors and types of texts. We promote Literacy through our classroom and school newsletters, family events such as Orientation, Family Nights and grade level curriculum nights. The instructional resource teacher supports teachers in grades K-5 in curriculum development, instructional strategies, and instructional support during collaborative planning meetings, student support in class, and with modeling as needed.

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.

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 900

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burgess, Kelly, kelly.burgess@polk-fl.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

Wendell Watson Elementary maintained a school rating of B for the 2016-1017 school year. The Florida Standards Assessment data indicates that while the number of students scoring at or above proficient is rising, the percentage of students making learning gains is not increasing.

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

Wendell Watson Elementary had a number of new teachers during the 2016-2017 school year. Another contributing factor for the decline in the number of students making learning gains has been identified as lack of rigorous tasks and differentiated small group instruction.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If differentiated content area instruction is provided to meet the needs of all students by engaging learners in small group instruction driven by progress monitoring data then the number of students scoring at or above the proficiency level will increase by 6%.

G2.   If we build a school-wide community where students view themselves as an integral part and are responsible for their role in the community then the percentage of student excessive absences will decrease by 5%.

Strategic Goals Detail

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

G1. If differentiated content area instruction is provided to meet the needs of all students by engaging learners in small group instruction driven by progress monitoring data then the number of students scoring at or above the proficiency level will increase by 6%. 1a

🔑 G097818

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	71.0
FSA Mathematics Achievement	73.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent instructional delivery of rigorous tasks in small groups and appropriate activities from teacher to teacher.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative Assessments

- Progress monitoring assessments

- Learning Maps for all content areas

- Words Their Way

- Book Study with topics that include differentiation

Plan to Monitor Progress Toward G1. 8

Collection of progress monitoring data to determine progress towards goal

Person Responsible

Kelly Burgess

Schedule

Quarterly, from 8/24/2017 to 5/24/2018

Evidence of Completion

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

G2. If we build a school-wide community where students view themselves as an integral part and are responsible for their role in the community then the percentage of student excessive absences will decrease by 5%. 1a

🔑 G097819

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	92.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation and reinforcement of the concepts and strategies from CHAMPs by teachers and staff

- Inconsistent use of rigorous and engaging tasks for students by teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPs materials

- Reading Wonders

- The Essential 55

- Skills Streaming

Plan to Monitor Progress Toward G2. 8

Progress monitoring data

Person Responsible
Kelly Burgess

Schedule
Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion
STAR Early and Reading indicating students meeting proficiency levels indicated by each assessment

Plan to Monitor Progress Toward G2. 8

Attendance Data

Person Responsible
Kelly Burgess

Schedule
Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Monthly attendance averages indicating student attendance is above 92%.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If differentiated content area instruction is provided to meet the needs of all students by engaging learners in small group instruction driven by progress monitoring data then the number of students scoring at or above the proficiency level will increase by 6%. [1]

🔑 G097818

G1.B1 Inconsistent instructional delivery of rigorous tasks in small groups and appropriate activities from teacher to teacher. [2]

🔑 B263015

G1.B1.S1 The instructional coach will facilitate collaborative planning sessions. Professional development will be offered on topics including Rigorous Center activities, Differentiated Instruction, and Balanced Literacy Framework. Administration will conduct weekly walk-throughs and provide feedback on teacher instructional delivery, student work samples and rigorous center activities. [4]

🔑 S278491

Strategy Rationale

Increase student achievement for all students

Action Step 1 [5]

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

Person Responsible

Kelly Burgess

Schedule

Weekly, from 8/24/2017 to 5/24/2018

Evidence of Completion

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

Action Step 2 [5]

Provide professional development on the following topics: Rigorous Center Activities, Differentiated Instruction, Balanced Literacy Framework

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

PD Sign-in sheets, Classroom observations, Lesson Plans and Student Work Samples

Action Step 3 `5`

Provide opportunities for teachers to participate in various book study topics and observe model classrooms.

Person Responsible

Kelly Burgess

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

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

Person Responsible

Kelly Burgess

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment data including STAR, iSTATION, BEAR Inventory, formative assessments, weekly assessments

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

Classroom walk-throughs and teacher feedback regarding teacher instructional delivery and rigorous centers will be used to monitor for fidelity of implementation.

Person Responsible

Kelly Burgess

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observation notes, Teacher feedback, Student work samples, Progress monitoring data

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

Collection of student data to determine progress toward goal

Person Responsible

Kelly Burgess

Schedule

Every 6 Weeks, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G2. If we build a school-wide community where students view themselves as an integral part and are responsible for their role in the community then the percentage of student excessive absences will decrease by 5%. 1

🔑 G097819

G2.B1 Inconsistent implementation and reinforcement of the concepts and strategies from CHAMPs by teachers and staff 2

🔑 B263016

G2.B1.S1 Follow-up with teachers and staff through professional development, monitoring and feedback. 4

🔑 S278492

Strategy Rationale

To ensure timely, pervasive implementation of the concepts and strategies.

Action Step 1 5

Provide professional development on STOIC

Person Responsible

Tanya Poe-Liburd

Schedule

Semiannually, from 8/4/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, classroom observation notes

Action Step 2 5

Provide professional development on student engagement activities

Person Responsible

Tanya Poe-Liburd

Schedule

On 9/21/2017

Evidence of Completion

Sign-in sheets, classroom observation notes

Action Step 3 `5`

Provide opportunities for Family Engagement, ie. Academic Nights and Coffee with the Principal

Person Responsible

Sharon Francis

Schedule

Triannually, from 9/28/2017 to 5/18/2018

Evidence of Completion

Parent Sign in sheets

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

Monitor timely implementation and reinforcement while completing classroom walk-throughs

Person Responsible

Tanya Poe-Liburd

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observation notes and feedback

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

Administration will complete classroom walk-throughs on a weekly basis to the fidelity of implementation.

Person Responsible

Tanya Poe-Liburd

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom observation notes and feedback, Student work samples

G2.B2 Inconsistent use of rigorous and engaging tasks for students by teachers 2

🔑 B263017

G2.B2.S1 Provide professional development on rigorous and engaging tasks 4

🔑 S278493

Strategy Rationale

Increase student achievement

Action Step 1 5

Provide professional development on student engagement activities

Person Responsible

Kelly Burgess

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work samples,Sign-in sheets

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					
G2.B1.S1.A2 A375154	Provide professional development on student engagement activities	Poe-Liburd, Tanya	9/21/2017	Sign-in sheets, classroom observation notes	9/21/2017 one-time
G2.B1.S1.A3 A375155	Provide opportunities for Family Engagement, ie. Academic Nights and Coffee with the Principal	Francis, Sharon	9/28/2017	Parent Sign in sheets	5/18/2018 triannually
G1.MA1 M405213	Collection of progress monitoring data to determine progress towards goal	Burgess, Kelly	8/24/2017	lesson plans, on-going progress monitoring (STAR, iSTAION, BEAR Inventory)	5/24/2018 quarterly
G2.MA1 M405216	Progress monitoring data	Burgess, Kelly	8/10/2017	STAR Early and Reading indicating students meeting proficiency levels indicated by each assessment	5/24/2018 triannually
G2.MA2 M405217	Attendance Data	Burgess, Kelly	8/10/2017	Monthly attendance averages indicating student attendance is above 92%.	5/24/2018 monthly
G1.B1.S1.MA1 M405210	Collection of student data to determine progress toward goal	Burgess, Kelly	8/10/2017	Collection and analysis of student work, data database, lesson plans	5/24/2018 every-6-weeks
G1.B1.S1.MA1 M405211	Administration, coach, and/or guidance counselor will meet with teachers to review data	Burgess, Kelly	8/10/2017	Assessment data including STAR, iSTATION, BEAR Inventory, formative assessments, weekly assessments	5/24/2018 every-6-weeks
G1.B1.S1.MA3 M405212	Classroom walk-throughs and teacher feedback regarding teacher instructional delivery and rigorous...	Burgess, Kelly	8/10/2017	Classroom observation notes, Teacher feedback, Student work samples, Progress monitoring data	5/24/2018 weekly
G1.B1.S1.A1 A375150	Analyze data to determine individual student needs and plan instruction to meet those needs.	Burgess, Kelly	8/24/2017	Classroom walk throughs with feedback, student work samples, collaborative planning, sign in sheets for PD, on-going progress monitoring data (STAR, iSTATION, Go Math assessments, ELA assessments, BEAR Inventory)	5/24/2018 weekly
G1.B1.S1.A2 A375151	Provide professional development on the following topics: Rigorous Center Activities,...	Burgess, Kelly	8/3/2017	PD Sign-in sheets, Classroom observations, Lesson Plans and Student Work Samples	5/24/2018 monthly
G1.B1.S1.A3 A375152	Provide opportunities for teachers to participate in various book study topics and observe model...	Burgess, Kelly	8/10/2017		5/24/2018 semiannually
G2.B1.S1.MA1 M405214	Administration will complete classroom walk-throughs on a weekly basis to the fidelity of...	Poe-Liburd, Tanya	8/10/2017	Classroom observation notes and feedback, Student work samples	5/24/2018 weekly
G2.B1.S1.MA1 M405215	Monitor timely implementation and reinforcement while completing classroom walk-throughs	Poe-Liburd, Tanya	8/10/2017	Classroom observation notes and feedback	5/24/2018 weekly
G2.B2.S1.A1 A375156	Provide professional development on student engagement activities	Burgess, Kelly	8/10/2017	Lesson plans, student work samples,Sign-in sheets	5/24/2018 every-2-months
G2.B1.S1.A1 A375153	Provide professional development on STOIC	Poe-Liburd, Tanya	8/4/2017	Sign-in sheets, classroom observation notes	5/25/2018 semiannually

V. Professional Development Opportunities

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

G1. If differentiated content area instruction is provided to meet the needs of all students by engaging learners in small group instruction driven by progress monitoring data then the number of students scoring at or above the proficiency level will increase by 6%.

G1.B1 Inconsistent instructional delivery of rigorous tasks in small groups and appropriate activities from teacher to teacher.

G1.B1.S1 The instructional coach will facilitate collaborative planning sessions. Professional development will be offered on topics including Rigorous Center activities, Differentiated Instruction, and Balanced Literacy Framework. Administration will conduct weekly walk-throughs and provide feedback on teacher instructional delivery, student work samples and rigorous center activities.

PD Opportunity 1

Provide professional development on the following topics: Rigorous Center Activities, Differentiated Instruction, Balanced Literacy Framework

Facilitator

Shari Richard, Kelly Burgess

Participants

Teachers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

PD Opportunity 2

Provide opportunities for teachers to participate in various book study topics and observe model classrooms.

Facilitator

Shari Richard

Participants

Teachers

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

G2. If we build a school-wide community where students view themselves as an integral part and are responsible for their role in the community then the percentage of student excessive absences will decrease by 5%.

G2.B1 Inconsistent implementation and reinforcement of the concepts and strategies from CHAMPs by teachers and staff

G2.B1.S1 Follow-up with teachers and staff through professional development, monitoring and feedback.

PD Opportunity 1

Provide professional development on STOIC

Facilitator

Mallory Thompson

Participants

Teachers/ staff members

Schedule

Semiannually, from 8/4/2017 to 5/25/2018

PD Opportunity 2

Provide professional development on student engagement activities

Facilitator

Katy Holmes

Participants

Classroom teachers

Schedule

On 9/21/2017

G2.B2 Inconsistent use of rigorous and engaging tasks for students by teachers

G2.B2.S1 Provide professional development on rigorous and engaging tasks

PD Opportunity 1

Provide professional development on student engagement activities

Facilitator

Katy Holmes/ Shari Richard

Participants

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Analyze data to determine individual student needs and plan instruction to meet those needs.**				**$11,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1881 - Wendell Watson Elementary School	Title, I Part A		$11,000.00
2	G1.B1.S1.A2	**Provide professional development on the following topics: Rigorous Center Activities, Differentiated Instruction, Balanced Literacy Framework**				**$73,062.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	1881 - Wendell Watson Elementary School	Title, I Part A		$73,062.00
			Notes: Literacy Coach			
3	G1.B1.S1.A3	**Provide opportunities for teachers to participate in various book study topics and observe model classrooms.**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1881 - Wendell Watson Elementary School	Title, I Part A		$4,000.00
			Notes: Professional books for book study			
4	G2.B1.S1.A1	**Provide professional development on STOIC**				**$0.00**
5	G2.B1.S1.A2	**Provide professional development on student engagement activities**				**$25,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6200	610-Library Books	1881 - Wendell Watson Elementary School	Title, I Part A		$25,000.00
			Notes: Classroom Libraries			
6	G2.B1.S1.A3	**Provide opportunities for Family Engagement, ie. Academic Nights and Coffee with the Principal**				**$800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	130-Other Certified Instructional Personnel	1881 - Wendell Watson Elementary School	Title, I Part A		$800.00
			Notes: Science Night			
7	G2.B2.S1.A1	**Provide professional development on student engagement activities**				**$17,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	5000	130-Other Certified Instructional Personnel	1881 - Wendell Watson Elementary School	Title, I Part A		$17,000.00
			Notes: Science Night and on-site field trips			
					Total:	**$130,862.00**