R. Bruce Wagner Elementary School

2017-18 Schoolwide Improvement Plan

R. Bruce Wagner Elementary School

5500 YATES RD, Lakeland, FL 33811

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

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	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 R. Bruce Wagner 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.

We will ensure learning takes place for all through high expectations, family involvement, and instruction rich in communication & technology.

b. Provide the school's vision statement.

Students, families, and staff work hand in hand to develop responsible, respectful, reliable, lifelong learners . . . every child, every family, every day...Learning for All; Whatever it Takes!

2. School Environment

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

Teachers employ a variety of strategies and activities at the beginning of the year to learn important information about students' backgrounds and cultures, often through class- or team-building exercises. School-based events provide opportunities for parents to visit the campus and learn about the educational goals for their children (orientation, parent information night in early fall, grade level specific parent education nights, student portfolio night). Parent conferences are held with as many parents as possible in the first 2-3 months of the school year. All of these events focused on the parents provide a window for the teachers and school into the background and cultures of the students, and when teachers and parents have a positive, informed relationship, students respond positively to learning.

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

Our school utilizes a Positive Behavior Support System which has its foundations in identifying expected, appropriate behaviors, teaching these behaviors to students at the beginning of the year, reteaching as needed throughout the year, and reinforcing those positive choices. This system provides the parameters for students to know the boundaries, expectations, and safety procedures within the classrooms, across the campus, and on the bus traveling to and from school. During the 2017-18 year, teachers will also be incorporating Skillstreaming lessons, unique to the needs of their classes, to include role playing situations for students to practice the behaviors that create a safe and respectful climate with others.

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 Positive Behavior Support system focuses on the appropriate behaviors that create a learning-focused environment (see item b above). Within the system, there are also consequences for negative behaviors, such as in-school refocusing and teaching opportunities, parent communication, and office intervention. All instructional and non-instructional staff participate in annual training to ensure procedures are fairly and consistently enforced in all areas of the campus. Major and minor behavioral infractions are identified, with consequences matched to the level of infraction. R. Bruce

Wagner will also focus behavioral expectations around CHAMPS and creating classroom management plans.

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.

Skillstreaming lessons are utilized by teachers when a class need or small group need is identified within the class or grade level. The guidance counselor supports the affective needs of students through whole class guidance lessons each year, small group meetings, and some individual counseling support. A mentoring program is in place that matches adults (parents or community members) with individual students or small groups of students for support that is focused more on social-emotional rather than academic help. The school personnel works in tandem with itinerant personnel (social worker, mental health counselor, psychologist) to share pertinent information related to student emotional health. Monthly grade level MTSS meetings address academic and behavioral interventions for each teacher's class.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

The district's automated attendance system tracks students' attendance and our school's terminal operator generates the attendance report weekly for review with the school social worker. The system tracks students with excessive absences or tardies who are missing instructional time. Data related to out of school suspensions or poor academic achievement (failing grades in ELA or Math) are reviewed by the administration at least each nine weeks. Suspension data is also reviewed by the school-wide Positive Behavior Support Team. Administration and the current year teachers review the names and scores of students on the prior year state assessment in order to determine students in the lowest quartile of achievement. The school-based Interventionists are also involved in this process in order to develop the most appropriate interventions.

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	0	7	18	15	8	7	0	0	0	0	0	0	0	55
One or more suspensions	0	1	5	3	1	2	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	37	18	0	0	0	0	0	0	0	89

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	5	2	5	4	4	0	0	0	0	0	0	0	24

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

Students are provided intervention support through classroom based Immediate Intensive Intervention (iii) or academic support through ESE teachers or paras, ESOL para support, or in small groups with the school-based Interventionists. Letters are mailed to the parents of students at the first signs of attendance or tardy issues, and letters continue to be mailed if absences or tardies increase. If EWS indicators reflect a problem for an ESE student, the parents, the ESE Facilitator, ESE teacher(s), and/or the classroom teacher meet to review the IEP if the issue is with academics, or develop a Behavior Intervention Plan and Functional Behavior Assessment if the issue is with behavioral concerns for the student. The school's leadership team for MTSS (principal, assistant principal, guidance counselor, ESE facilitator, and the two Interventionists) meet with each grade level and teacher individually each month to review overall class data on progress monitoring assessments (FAIR, etc.) and consider students with EWS indicators carefully within the context of progress and achievement.

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/432571.

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.

The school has a strong partnership with the Parent and Teacher Association, local churches, business partners who sponsor school spirit nights, and other community organizations that support school initiatives, such as Keep Polk County Beautiful, City of Lakeland, Books are Fun, Kiwanis, and Rotary Club. Many organizations and businesses provide direct resources to the school, while others are in partnership providing opportunities for the school to invest in their organization and in turn the organization returns support to the school.

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
Foster, Ryan	Principal
Allen, Marieka	Instructional Coach
Guptill, Erin	Instructional Coach
Wiedenman, Jennifer	Dean
Weeks, Sudi	Instructional Coach
Upton, Tracie	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.

Ryan Foster- Principal, Lead meetings and monitor all school data
Tracie Upton- Asst. Principal, Assist in gathering school assessment data and monitoring MTSS
Maria Guerrero- Guidance Counselor, Lead PST meetings and work with teachers to gather data for students
Sudi Weeks- Math Coach, Monitor and analyze data, especially in math; support teachers with interventions
Marieka Allen- ELA Coach, Monitor and analyze data, especially in reading; support teachers with interventions
Byron Williams-ESE Facilitator, Monitor and analyze data; support teachers with interventions
Erin Guptill-Interventionist- Monitor and analyze data; support teachers with interventions.

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

The Leadership Team meets once a week to formally to ensure the alignment of personnel, material resources, and teacher & student needs for support. Following each series of progress monitoring data collection (9 week assessments, STAR, class assessment), Leadership Team members assist teachers with data disaggregation. Monthly meetings related to MTSS are also held, with the Leadership Team members each being matched with a teacher from the grade level, in order to ensure proper focus is given to coordinating support. All funding received through federal, state, or local funds will be utilized as stipulated from the originating agency or organization in order to support student learning, address academic deficits, meet basic student needs (i.e. nutrition programs), parent involvement programs and initiatives, and providing for support personnel or materials that will support student learning with ELL, ESE, following all IDEA guidelines. We will use Title I funds to support learning.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ryan Foster	Principal
Brian Negron	Parent
Ann Mitchell	Parent
Blanca Medina	Parent
Leonette Weeks	Teacher
Maria Guerrero	Teacher
Heather Kessler	Parent
Angela Lopez	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

The School Improvement Plan will be reviewed over the course of 2-3 meetings with the SAC in 17-18 When the SAC convenes in 17-18 data from the previous school year will be reviewed to evaluate the success of the strategies implemented and discuss the Goals and Strategies for the 2017-18 plan.

b. Development of this school improvement plan

The SAC reviews the goals and strategies proposed in the SIP, provides input regarding the academic and non-academic focus areas. SAC and PTA representatives will participate in a review of the SIP during its development. **Once plan is developed, the SIP will be shared via website, printed for parent involvement notebook in front office, and on Facebook.**

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

SAC members participated in multiple conversations related to the expenditures and effective uses of the school budget as it related to Parent Involvement activities. Considerable input was provided to questions and areas of focus for the annual Parent Involvement Plan, which is a component of the SIP. The SAC also contributed to discussions related to proposed expenses with Technology Funds and voted to support the proposal.

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

No funds available at this time.

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
Foster, Ryan	Principal
Allen, Marieka	Instructional Coach
Guptill, Erin	Instructional Coach
Wiedenman, Jennifer	Dean
Upton, Tracie	Assistant Principal
Weeks, Sudi	Instructional Coach

b. Duties

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

Professional Development and training related to STAR and iStation and data interpretation.

STAR and Accelerated Reader - effective monitoring of student involvement and progress

Lesson Plan development focused on rigor, text complexity, text support for student responses, and learning scales, utilizing the Reading Wonders series and other resources, including the incorporation of reading strategies in math, science, and social studies.

Effective implementation of Reading iii strategies, focusing on fidelity, proven processes and materials, with accurate progress monitoring.

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, K-5, have common planning time daily for a 50 minute period. Teams have 5-9 members. Collaborative planning sessions will be to discuss plans, learning goals based on standards, and review assessments occur weekly, review student work, plan lessons and observations. Teams will plan on Tuesday for Reading and Thursday for Math. If a Tuesday is not available, Reading will take place on Wednesday.

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

Utilize the district resources when hiring new, Highly Qualified teachers, and select candidates with strong potential to be successful in the classroom.
Utilize members of the Leadership Team to meet with new teachers on a regular basis to provide support within the classroom.

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

First year teachers will be paired with an experienced peer and participate in monthly meetings to review how classroom instruction and management issues are being addressed.
All new teachers to R. Bruce Wagner will participate in a bi-monthly meeting with the coaches to review expectations at this school

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.

Core instructional materials in ELA and Math have a strong correlation to the Florida Standards, and the district's curriculum maps correlate the standards to each module of learning. However, the teachers at each grade level focus on learning the depth and requirements for learning of each standard, and are striving to align and match student learning and assessment to each standard. This often requires adding to the core curriculum resources, locating more appropriate resources, or developing unique assessment resources to ensure the tasks accurately match the scope of the standards.

b. Instructional Strategies

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

Data is maintained on achievement on standardized tests and various progress monitoring assessments on each student by teachers and administration, providing a method of reviewing each student's achievement and growth throughout the year. When deficiencies are noted for individuals or small groups of students, teachers adjust whole group and small group instruction for reading and math. When appropriate, coordination with Interventionists, ESE teachers, or other support personnel is ensured to match student needs to appropriate interventions.

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: 1,200

Tutoring after school will focus on our ELL/ESE students and students who are also in our lowest 25% in grades 3-5. Lessons will include a literacy focus on standard deficiency of need.

Strategy Rationale

ELL/ESE and the lowest 25% students can struggle to acquire English language skills and other literacy skills, need consistent practice to improve those skills, and often can "word call" but struggle with comprehension of reading material, so support and encouragement is needed. Families of ELL/ESE students are often unable to provide the needed support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Foster, Ryan, ryan.foster@polk-fl.net

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

Accelerated Reader participation and achievement data
STAR data throughout the year to note growth for individual students
ISIP from iStation

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, §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.

Beginning with Kindergarten Round Up in the spring, incoming kindergarten students are screened for basic identification of letters, numbers, shapes, and knowledge. The screening information is provided to the classroom teacher to assist in initial planning for instruction. Kindergarten teachers will utilize other screening tools within the first weeks of the school year to individually assess students knowledge of multiple pre-reading related skills and knowledge. FAIR will be utilized three times a year to monitor students' growth towards grade level expectations.
For students exiting our school for the middle school setting, collaboration with 6th grade teachers occurs in the spring, and the middle school teachers visit our campus to meet with, and do learning activities with the students.

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.

N/A

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

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.

Strength: Science Proficiency
Weaknesses: ELA/math Proficiency; Learning gains

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.

We are not asking complex questions or tasks aligned to the standards, and students are not working on tasks with autonomy.

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 staff implements the MTSS process with fidelity, then we will see a 5 percentage points increase in literacy and math learning gains based on FSA and STAR SGP.

G2.   If we plan for English Language Arts and Math questioning & tasks that match the cognitive complexity aligned to the standard and include student autonomy then we will see a five percentage points increase in K-5 literacy & math achievement.

G3.   If staff promotes a positive climate and implements school-wide expectations with fidelity, then office discipline referrals will decrease 50%.

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 staff implements the MTSS process with fidelity, then we will see a 5 percentage points increase in literacy and math learning gains based on FSA and STAR SGP. `1a`

🔍 G097821

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	58.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal `3`

- Lack of clear understanding of the MTSS plan and tiers & ability to adjust or enhance instruction as appropriate

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

- Planning Agenda

- "decision tree" style for planning

-

Plan to Monitor Progress Toward G1. `8`

STAR ELA and Math data will be analyzed for learning gains using the SGP.

Person Responsible
Ryan Foster

Schedule
Semiannually, from 8/15/2017 to 5/24/2018

Evidence of Completion
Student SGP will be analyzed to see growth Midyear and Spring.

G2. If we plan for English Language Arts and Math questioning & tasks that match the cognitive complexity aligned to the standard and include student autonomy then we will see a five percentage points increase in K-5 literacy & math achievement. 1a

🔑 G097822

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	54.0
ELA Achievement District Assessment	54.0
ELA Achievement District Assessment	54.0
FSA ELA Achievement	54.0
FSA ELA Achievement	50.0
FSA ELA Achievement	56.0
FSA Mathematics Achievement	54.0
FSA Mathematics Achievement	51.0
FSA Mathematics Achievement	68.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for planning, no agenda, no data discussion in planning, loose focus

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading coach and interventionist

- Template for planning

- Weekly agenda

- Performance Matters for data

- STAR reports (AR)

- AR

- iStation

-

Plan to Monitor Progress Toward G2. 8

STAR data will be collected three times a year to compare STAR benchmark achievement to the grade level targets. (Screening Report)

Person Responsible
Ryan Foster

Schedule
Triannually, from 8/14/2017 to 5/11/2018

Evidence of Completion
Tri-Annual STAR data will be collected for ELA and Math and discussed at LT meeting and one-on-one with teachers. This will be compared to the end-of-year targets each time.

G3. If staff promotes a positive climate and implements school-wide expectations with fidelity, then office discipline referrals will decrease 50%. `1a`

🔍 G097823

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	350.0

Targeted Barriers to Achieving the Goal `3`

- Sporadic implementation of school-wide expectations, lack of positive climate, lack of consistency of high expectations of all students, limited of understanding of diverse student population

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

- CHAMPS
-
- PBS
- Poverty Book Study
- Poverty Simulation

Plan to Monitor Progress Toward G3. `8`

Discipline Incident data will be collected on a monthly basis to determine progress toward our goal.

Person Responsible
Jennifer Wiedenman

Schedule
Monthly, from 8/31/2016 to 6/1/2017

Evidence of Completion
Discipline Incident data will be pulled from Genesis to see if the monthly number of incidents are down from last school year at the same month. (50% decrease)

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 staff implements the MTSS process with fidelity, then we will see a 5 percentage points increase in literacy and math learning gains based on FSA and STAR SGP. [1]

🔑 G097821

G1.B4 Lack of clear understanding of the MTSS plan and tiers & ability to adjust or enhance instruction as appropriate [2]

🔑 B263026

G1.B4.S1 Focus collaborative planning around Tier 1 instruction and Tier 2 interventions based on formative assessments/checks for understandings by analyzing real-time individual student data. [4]

🔑 S278512

Strategy Rationale

Teachers will be able to plan tier 1 instruction, formative assessments, and plan for adjusting instruction for tier 2 interventions by looking at real-time student data

Action Step 1 [5]

Update tier 1 lesson plan template to add tier 2 interventions/adjustment of instruction

Person Responsible

Sudi Weeks

Schedule

On 7/26/2017

Evidence of Completion

Completed lesson plan template

Action Step 2 [5]

Create small group lesson plan criteria (not a template)

Person Responsible

Marieka Allen

Schedule

On 7/26/2017

Evidence of Completion

Completed criteria

Action Step 3 5

Training session on MTSS reboot

Person Responsible

Ryan Foster

Schedule

On 8/4/2017

Evidence of Completion

Powerpoints, Quick Reference Guide, agenda, sign in sheet

Action Step 4 5

Monitor the progress of students receiving Tier 2 and 3 interventions

Person Responsible

Ryan Foster

Schedule

Monthly, from 8/22/2017 to 5/24/2018

Evidence of Completion

Agenda notes, LT meetings

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitoring the planning notes and agenda

Person Responsible

Ryan Foster

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Planning agendas with notes about tier 1 and tier 2 strategies

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

Review the MTSS Reboot presentation as a leadership team

Person Responsible

Ryan Foster

Schedule

On 7/31/2017

Evidence of Completion

The presentation notes will be collected with leadership team comments and the creation of an updated presentation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 [7]

Monitor small group instruction during classroom walk throughs as well as tier 1 for evidence of adjustment of instruction

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

We should see teachers adjusting instruction real-time, differentiated activities and instruction.

G2. If we plan for English Language Arts and Math questioning & tasks that match the cognitive complexity aligned to the standard and include student autonomy then we will see a five percentage points increase in K-5 literacy & math achievement. 1

🔑 G097822

G2.B4 Lack of time for planning, no agenda, no data discussion in planning, loose focus 2

🔑 B263031

G2.B4.S1 Create & follow a uniform agenda for planning to include discussion of the standard, what students need to 'know, understand, do' to show mastery, formative assessments, student autonomy & complexity of tasks, and specific student data. 4

🔑 S278513

Strategy Rationale

Admin and Coaches must be aware of keeping the focus of planning on the agenda.

Action Step 1 5

Create the planning agenda.

Person Responsible

Marieka Allen

Schedule

On 8/3/2017

Evidence of Completion

Allen will bring the completed planning agenda to the leadership team before August 3.

Action Step 2 5

Explain the agenda to teachers before the first planning session.

Person Responsible

Ryan Foster

Schedule

On 8/7/2017

Evidence of Completion

Pre-planning week schedule will show the meeting is scheduled.

Action Step 3 `5`

Teachers will gather formative assessment data, give to coaches to collect and chart by grade
level and teachers.

Person Responsible

Sudi Weeks

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Data will be graphed on a spreadsheet/chart paper.

Action Step 4 `5`

Create an action plan to show expectations of where we need to be for implementation

Person Responsible

Ryan Foster

Schedule

On 8/3/2017

Evidence of Completion

Action plan created & shared

Action Step 5 `5`

Train teachers on cognitive complexity using the Marzano framework

Person Responsible

Ryan Foster

Schedule

Every 6 Weeks, from 8/15/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Agenda will be reviewed weekly at planning sessions.

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

meeting notes on agenda

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Graphs will be monitored for completion

Person Responsible

Marieka Allen

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Graphs, notes on planning meeting agenda, data binders

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Pacing of use of planning agenda will follow the implementation action plan created by admin.

Person Responsible

Ryan Foster

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Notes collected quarterly and connected to the action plan

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Student autonomy on appropriate cognitive complexity of tasks based on walk through data

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Walk through data will be collected to analyzing the complexity of student tasks

G3. If staff promotes a positive climate and implements school-wide expectations with fidelity, then office discipline referrals will decrease 50%. 1

🔑 G097823

G3.B3 Sporadic implementation of school-wide expectations, lack of positive climate, lack of consistency of high expectations of all students, limited of understanding of diverse student population 2

🔑 B263039

G3.B3.S1 Staff will implement school-wide expectations with fidelity by using PBS, CHAMPs, common language, common expectations, problem-solving strategies (MTSS for behavior), & proactive strategies. 4

🔑 S278515

Strategy Rationale

With a large and diverse staff, the need for concentration on school-wide expectations is reflected in a high number of office discipline referrals.

Action Step 1 5

Explain school-wide expectations to staff, students, and parents.

Person Responsible

Ryan Foster

Schedule

On 8/3/2017

Evidence of Completion

School-wide expectations sheet

Action Step 2 5

Create monthly focus on class acts & discuss in planning

Person Responsible

Jennifer Wiedenman

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Focus Calendar and agenda notes

Action Step 3 5

Create a scheduled time for morning meetings, to teach social skills, and class acts.

Person Responsible

Ryan Foster

Schedule

On 8/3/2017

Evidence of Completion

Master schedule

Action Step 4 5

Create a school-wide bulletin board to show the class acts

Person Responsible

Jennifer Wiedenman

Schedule

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

Evidence of Completion

Actual board

Action Step 5 5

Engaging Students in Poverty Full-Staff Book Study

Person Responsible

Ryan Foster

Schedule

Monthly, from 9/12/2017 to 5/24/2018

Evidence of Completion

Book study notes

Action Step 6 `5`

Share video of diverse student population including high poverty neighborhoods

Person Responsible

Jennifer Wiedenman

Schedule

On 8/9/2017

Evidence of Completion

Completed video, reflection conversation with teachers, written reflection concerning
questions

Action Step 7 `5`

Create visual reminders of school-wide expectations for common areas-cafeteria, sidewalks,
recess, arrival & dismissal areas, media center, computer labs, classrooms, emergency drills,
office

Person Responsible

Jennifer Wiedenman

Schedule

On 8/3/2017

Evidence of Completion

Visual representations

Action Step 8 `5`

Create videos of common areas and expectations

Person Responsible

Ryan Foster

Schedule

On 8/10/2017

Evidence of Completion

Videos

Action Step 9 5

Grade chairs will designate grade level time to visit common areas and teach expectations-- veterans paired with new teachers

Person Responsible

Schedule

Evidence of Completion

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

Collection of the classroom management and behavior handbook, teachers' procedures and first days plan, CHAMPs common areas posters observed

Person Responsible

Jennifer Wiedenman

Schedule

On 8/9/2017

Evidence of Completion

The handbook will show the expectations set to the staff. The teachers' procedures will serve as evidence as well as the first day plan. Common areas CHAMPs posters will serve as evidence as the common language.

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

Observe behavior management and procedures through classroom walk throughs

Person Responsible

Ryan Foster

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom walk through data will be disaggregated to focus on use of procedures in the classroom as well as the use of PBS and CHAMPs.

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					
G3.B3.S1.A9 A375249	Grade chairs will designate grade level time to visit common areas and teach expectations--veterans...		No Start Date		No End Date one-time
G3.MA1 M405316	Discipline Incident data will be collected on a monthly basis to determine progress toward our...	Wiedenman, Jennifer	8/31/2016	Discipline Incident data will be pulled from Genesis to see if the monthly number of incidents are down from last school year at the same month. (50% decrease)	6/1/2017 monthly
G1.B4.S1.A1 A375231	Update tier 1 lesson plan template to add tier 2 interventions/adjustment of instruction	Weeks, Sudi	7/24/2017	Completed lesson plan template	7/26/2017 one-time
G1.B4.S1.A2 A375232	Create small group lesson plan criteria (not a template)	Allen, Marieka	7/24/2017	Completed criteria	7/26/2017 one-time
G1.B4.S1.MA3 M405305	Review the MTSS Reboot presentation as a leadership team	Foster, Ryan	7/31/2017	The presentation notes will be collected with leadership team comments and the creation of an updated presentation.	7/31/2017 one-time
G2.B4.S1.A1 A375235	Create the planning agenda.	Allen, Marieka	6/27/2017	Allen will bring the completed planning agenda to the leadership team before August 3.	8/3/2017 one-time
G2.B4.S1.A4 A375238	Create an action plan to show expectations of where we need to be for implementation	Foster, Ryan	7/10/2017	Action plan created & shared	8/3/2017 one-time
G3.B3.S1.A1 A375241	Explain school-wide expectations to staff, students, and parents.	Foster, Ryan	8/3/2017	School-wide expectations sheet	8/3/2017 one-time
G3.B3.S1.A3 A375243	Create a scheduled time for morning meetings, to teach social skills, and class acts.	Foster, Ryan	8/3/2017	Master schedule	8/3/2017 one-time
G3.B3.S1.A7 A375247	Create visual reminders of school-wide expectations for common areas-cafeteria, sidewalks, recess,...	Wiedenman, Jennifer	7/18/2017	Visual representations	8/3/2017 one-time
G1.B4.S1.A3 A375233	Training session on MTSS reboot	Foster, Ryan	8/4/2017	Powerpoints, Quick Reference Guide, agenda, sign in sheet	8/4/2017 one-time
G2.B4.S1.A2 A375236	Explain the agenda to teachers before the first planning session.	Foster, Ryan	8/7/2017	Pre-planning week schedule will show the meeting is scheduled.	8/7/2017 one-time
G3.B3.S1.MA1 M405315	Collection of the classroom management and behavior handbook, teachers' procedures and first days...	Wiedenman, Jennifer	8/9/2017	The handbook will show the expectations set to the staff. The teachers' procedures will serve as evidence as well as the first day plan. Common areas CHAMPs posters will serve as evidence as the common language.	8/9/2017 one-time
G3.B3.S1.A6 A375246	Share video of diverse student population including high poverty neighborhoods	Wiedenman, Jennifer	8/9/2017	Completed video, reflection conversation with teachers, written reflection concerning questions	8/9/2017 one-time
G3.B3.S1.A8 A375248	Create videos of common areas and expectations	Foster, Ryan	7/18/2017	Videos	8/10/2017 one-time
G2.MA1 M405311	STAR data will be collected three times a year to compare STAR benchmark achievement to the grade...	Foster, Ryan	8/14/2017	Tri-Annual STAR data will be collected for ELA and Math and discussed at LT meeting and one-on-one with teachers. This will be compared to the end-of-year targets each time.	5/11/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1 M405306	STAR ELA and Math data will be analyzed for learning gains using the SGP.	Foster, Ryan	8/15/2017	Student SGP will be analyzed to see growth Midyear and Spring.	5/24/2018 semiannually
G1.B4.S1.MA1 M405303	Monitor small group instruction during classroom walk throughs as well as tier 1 for evidence of...	Foster, Ryan	8/15/2017	We should see teachers adjusting instruction real-time, differentiated activities and instruction.	5/24/2018 weekly
G1.B4.S1.MA1 M405304	Monitoring the planning notes and agenda	Foster, Ryan	8/15/2017	Planning agendas with notes about tier 1 and tier 2 strategies	5/24/2018 monthly
G1.B4.S1.A4 A375234	Monitor the progress of students receiving Tier 2 and 3 interventions	Foster, Ryan	8/22/2017	Agenda notes, LT meetings	5/24/2018 monthly
G2.B4.S1.MA1 M405307	Pacing of use of planning agenda will follow the implementation action plan created by admin.	Foster, Ryan	8/15/2017	Notes collected quarterly and connected to the action plan	5/24/2018 quarterly
G2.B4.S1.MA4 M405308	Student autonomy on appropriate cognitive complexity of tasks based on walk through data	Foster, Ryan	8/15/2017	Walk through data will be collected to analyzing the complexity of student tasks	5/24/2018 weekly
G2.B4.S1.MA1 M405309	Agenda will be reviewed weekly at planning sessions.	Foster, Ryan	8/15/2017	meeting notes on agenda	5/24/2018 weekly
G2.B4.S1.MA3 M405310	Graphs will be monitored for completion	Allen, Marieka	8/15/2017	Graphs, notes on planning meeting agenda, data binders	5/24/2018 weekly
G2.B4.S1.A3 A375237	Teachers will gather formative assessment data, give to coaches to collect and chart by grade level...	Weeks, Sudi	8/15/2017	Data will be graphed on a spreadsheet/ chart paper.	5/24/2018 weekly
G2.B4.S1.A5 A375239	Train teachers on cognitive complexity using the Marzano framework	Foster, Ryan	8/15/2017		5/24/2018 every-6-weeks
G3.B3.S1.MA1 M405314	Observe behavior management and procedures through classroom walk throughs	Foster, Ryan	8/14/2017	Classroom walk through data will be disaggregated to focus on use of procedures in the classroom as well as the use of PBS and CHAMPs.	5/24/2018 weekly
G3.B3.S1.A2 A375242	Create monthly focus on class acts & discuss in planning	Wiedenman, Jennifer	8/15/2017	Focus Calendar and agenda notes	5/24/2018 monthly
G3.B3.S1.A4 A375244	Create a school-wide bulletin board to show the class acts	Wiedenman, Jennifer	8/3/2017	Actual board	5/24/2018 monthly
G3.B3.S1.A5 A375245	Engaging Students in Poverty Full-Staff Book Study	Foster, Ryan	9/12/2017	Book study notes	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. If staff implements the MTSS process with fidelity, then we will see a 5 percentage points increase in literacy and math learning gains based on FSA and STAR SGP.

G1.B4 Lack of clear understanding of the MTSS plan and tiers & ability to adjust or enhance instruction as appropriate

G1.B4.S1 Focus collaborative planning around Tier 1 instruction and Tier 2 interventions based on formative assessments/checks for understandings by analyzing real-time individual student data.

PD Opportunity 1

Training session on MTSS reboot

Facilitator

Foster

Participants

All K-5 Teachers, ESE teachers

Schedule

On 8/4/2017

G2. If we plan for English Language Arts and Math questioning & tasks that match the cognitive complexity aligned to the standard and include student autonomy then we will see a five percentage points increase in K-5 literacy & math achievement.

G2.B4 Lack of time for planning, no agenda, no data discussion in planning, loose focus

G2.B4.S1 Create & follow a uniform agenda for planning to include discussion of the standard, what students need to 'know, understand, do' to show mastery, formative assessments, student autonomy & complexity of tasks, and specific student data.

PD Opportunity 1

Train teachers on cognitive complexity using the Marzano framework

Facilitator

Foster

Participants

All instructional staff

Schedule

Every 6 Weeks, from 8/15/2017 to 5/24/2018

G3. If staff promotes a positive climate and implements school-wide expectations with fidelity, then office discipline referrals will decrease 50%.

G3.B3 Sporadic implementation of school-wide expectations, lack of positive climate, lack of consistency of high expectations of all students, limited of understanding of diverse student population

G3.B3.S1 Staff will implement school-wide expectations with fidelity by using PBS, CHAMPs, common language, common expectations, problem-solving strategies (MTSS for behavior), & proactive strategies.

PD Opportunity 1

Engaging Students in Poverty Full-Staff Book Study

Facilitator

Ryan Foster

Participants

All Staff

Schedule

Monthly, from 9/12/2017 to 5/24/2018

VI. Technical Assistance Items

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

G2. If we plan for English Language Arts and Math questioning & tasks that match the cognitive complexity aligned to the standard and include student autonomy then we will see a five percentage points increase in K-5 literacy & math achievement.

G2.B4 Lack of time for planning, no agenda, no data discussion in planning, loose focus

G2.B4.S1 Create & follow a uniform agenda for planning to include discussion of the standard, what students need to 'know, understand, do' to show mastery, formative assessments, student autonomy & complexity of tasks, and specific student data.

TA Opportunity 1

Explain the agenda to teachers before the first planning session.

Facilitator

Allen and Weeks

Participants

K-5 Teachers, and ESE Staff

Schedule

On 8/7/2017

G3. If staff promotes a positive climate and implements school-wide expectations with fidelity, then office discipline referrals will decrease 50%.

G3.B3 Sporadic implementation of school-wide expectations, lack of positive climate, lack of consistency of high expectations of all students, limited of understanding of diverse student population

G3.B3.S1 Staff will implement school-wide expectations with fidelity by using PBS, CHAMPs, common language, common expectations, problem-solving strategies (MTSS for behavior), & proactive strategies.

TA Opportunity 1

Explain school-wide expectations to staff, students, and parents.

Facilitator

Foster

Participants

All Staff, Parents, Students

Schedule

On 8/3/2017

VII. Budget

1	G1.B4.S1.A1	Update tier 1 lesson plan template to add tier 2 interventions/adjustment of instruction				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	0191 - R. Bruce Wagner Elementary School	Title, I Part A		$10,000.00
			Notes: Morning and Afternoon tutoring targeting "at-risk" students			
2	G1.B4.S1.A2	Create small group lesson plan criteria (not a template)				$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	0191 - R. Bruce Wagner Elementary School	Title, I Part A		$65,000.00
			Notes: Interventionist			
3	G1.B4.S1.A3	Training session on MTSS reboot				$0.00
4	G1.B4.S1.A4	Monitor the progress of students receiving Tier 2 and 3 interventions				$40,700.92
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - R. Bruce Wagner Elementary School			$13,000.00
			Notes: ss, science weekly			

			0191 - R. Bruce Wagner Elementary School			$424.00
			Notes: tutoring books			
	5100		0191 - R. Bruce Wagner Elementary School	Title, I Part A		$27,276.92
			Notes: Tutoring			
5	**G2.B4.S1.A1**	**Create the planning agenda.**				**$65,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	100-Salaries	0191 - R. Bruce Wagner Elementary School	Title, I Part A		$65,000.00
			Notes: Literacy Coach			
6	**G2.B4.S1.A2**	**Explain the agenda to teachers before the first planning session.**				**$65,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	100-Salaries	0191 - R. Bruce Wagner Elementary School	Title, I Part A		$65,000.00
			Notes: Math Coach			
7	**G2.B4.S1.A3**	**Teachers will gather formative assessment data, give to coaches to collect and chart by grade level and teachers.**				**$12,927.60**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - R. Bruce Wagner Elementary School			$12,927.60
			Notes: math kits for FA			
8	**G2.B4.S1.A4**	**Create an action plan to show expectations of where we need to be for implementation**				**$0.00**
9	**G2.B4.S1.A5**	**Train teachers on cognitive complexity using the Marzano framework**				**$0.00**
10	**G3.B3.S1.A1**	**Explain school-wide expectations to staff, students, and parents.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0191 - R. Bruce Wagner Elementary School	Title, I Part A		$1,500.00
			Notes: pi food			
11	**G3.B3.S1.A2**	**Create monthly focus on class acts & discuss in planning**				**$0.00**
12	**G3.B3.S1.A3**	**Create a scheduled time for morning meetings, to teach social skills, and class acts.**				**$21,144.55**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0191 - R. Bruce Wagner Elementary School			$21,144.55

							Notes: class libraries	

13	G3.B3.S1.A4	Create a school-wide bulletin board to show the class acts	$0.00
14	G3.B3.S1.A5	Engaging Students in Poverty Full-Staff Book Study	$1,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	0191 - R. Bruce Wagner Elementary School	Title, I Part A		$1,500.00

15	G3.B3.S1.A6	**Share video of diverse student population including high poverty neighborhoods**	$0.00
16	G3.B3.S1.A7	**Create visual reminders of school-wide expectations for common areas-cafeteria, sidewalks, recess, arrival & dismissal areas, media center, computer labs, classrooms, emergency drills, office**	$3,800.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0191 - R. Bruce Wagner Elementary School	Title, I Part A		$3,800.00

17	G3.B3.S1.A8	**Create videos of common areas and expectations**	$0.00
18	G3.B3.S1.A9	**Grade chairs will designate grade level time to visit common areas and teach expectations--veterans paired with new teachers**	$0.00
		Total:	**$286,573.07**