Walter Caldwell Elementary School

2017-18 Schoolwide Improvement Plan

Walter Caldwell Elementary School

141 DAIRY RD, Auburndale, FL 33823

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

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	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the 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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Walter Caldwell 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.

Caldwell Elementary will provide high levels of effective instruction along with social and emotional learning that enables students to achieve proficiency of state standards.

b. Provide the school's vision statement.

At Caldwell Elementary our students will achieve grade level mastery and be empowered to grow physically, socially and emotionally.

2. School Environment

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

During the first two weeks of the school year, teachers spend time establishing routines and procedures for behavioral, academic and social expectations. Teacher utilize this time to establish relationships of mutual respect with their students. Collaborative learning structures and activities are utilized to learn about both the students and staff. Teachers utilize what they learn throughout the school year to build upon the relationships established.

Staff have been trained in the CHAMPS Classroom Management Model to provide structure and high expectation across campus.

Teachers review cumulative folders to identify ESE, ESOL or 504 Plans and the needed instructional strategies and accommodations.

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

Caldwell is a Positive Behavior Support School. Students are taught and expected to follow our school wide expectations the BEARS - Be Prepared, Exhibit Self-Control, Act Responsibly, Respect Others and Show Kindness.
Before the instructional day begins, staff members are on duty, campus wide, to oversee student interactions and to promote school wide expectations. During the day, the classroom teachers and support staff monitor student behaviors and reward/reinforce behaviors that meet the expectations established. Posters detailing steps for behavioral skills are posted campus wide as reminders for students. Videos highlighting expectations are also viewed as needed to reinforce expectations. At the close of the day, staff members are present as students are dismissed and leave campus.

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.

Staff have been trained in the CHAMPS Classroom Management Model to provide structure and high expectation across campus. Staff CHAMP classroom activities for:
C - Conversation

H - Help
A - Activity
M - Movement
P - Participation
S - Success

Staff utilizes the the STOIC Model - Structure, Teach, Observe, Interact and Correct student behavior.

As a Positive Behavior Support School, we focus a great deal on positive expectations which in turn has decreased the negative behaviors. We have individual and class level rewards when students follow expectations. The rewards include, but are not limited to:

Yahoos - students can earn a Yahoo for following behavioral expectations or for academic achievement. The Yahoo specifically identifies what the student did well. Teachers submit the Yahoos and it is read on the morning show.

Monthly Bears Celebration - students who arrive on time, attend school regularly, follow BEARS expectations and get their agenda signed weekly get to participate in the celebrations.

GROWL - GROWL stands for Gaining Knowledge, Responsibility, Outstanding Attendance, Work Ethic, Leadership. Students who exhibit GROWL are recognized each nine weeks in a school wide celebration.

Cubby Bear of the Month - Teachers can select one student, each month, who have exhibited (or have improved) the BEARS. The honored students participate in a breakfast and receive rewards for their hard work.

Attendance - student are recognized monthly and at the end of the nine weeks for perfect attendance.

Class Rewards:

BEARS Towers - Classes are rewarded with a "BEAR" for demonstrating any of the school wide expectations while outside of their classrooms. One the class earns 40 BEARS, they are rewarded with a specific prize on the BEARS Tower

Lunch Time Expectations - Classes can earn points at lunch by keeping their eating area clean, lining up quietly, showing respect and keeping quite voices. The class with the most points at the end of the week will be given the opportunity to earn a reward.

Teachers have been trained in what constitutes a major disciplinary action vs. a minor. Minor behavioral problems are to be handled in the classroom. Teachers have the option of time out, using a Buddy Room or Behavioral Reflection forms for the minor behavior problems. For the major behavioral problems, the teacher are to send the students to the office on a referral. The Code of Conduct is utilized to provide consistent consequences based on the infraction.

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.

Due to the relationships that the classroom teacher and support staff have established, they are able to identify social-emotional needs of their students. Social Skills are explicitly taught to the student each day on the CBTV morning news show. Teachers have skills posters that detail steps to follow for key skills such as: accepting no, dealing with anger, ignoring distractions etc...

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On Thursdays an instructional block of time is set up to explicitly teach Social and Emotional Skills to students. We utilize the STRONG Kids Program to teach the social skills. We also utilize strategies from Frame Work for Understanding Poverty and Research Based Strategies by Dr. Ruby Payne.

SHINE is mentoring program that Caldwell has implemented for students who are in need of extra emotional resources. We have partnered with Auburndale High School and local community members and business partners to mentor our students. The mentors meet with students once a week and complete various activities. The activities are focused on Being Prepared, Acting Responsibly, Exhibiting Self-Control, Respecting Everyone and Showing Kindness.

For students who need additional support, Caldwell utilizes the Check-In system. Assigned staff members can check-in on specific students or students can check-in with staff members. The staff member becomes an anchor for the student in need.

Behavioral trackers with built in breaks and rewards are used for students who need Tier 2 or Tier 3 social-emotional or behavioral interventions.

The Guidance Counselor provides counseling for students. Caldwell also partners with Winter Haven Hospital to provide Mental Health Counseling to students who have it identified on either IEPs or 504 Plans.

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.

Caldwell utilizes Polk County's Early Warning System Data through IDEAS and Performance Matters. Attendance, discipline referrals, suspensions, retention, FSA Data, and low performance in Language Arts and Math.

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	23	21	18	22	15	17	0	0	0	0	0	0	0	116
One or more suspensions	0	0	5	3	3	2	0	0	0	0	0	0	0	13
Course failure in ELA or Math	36	31	36	42	21	37	0	0	0	0	0	0	0	203
Level 1 on statewide assessment	0	0	0	20	41	40	0	0	0	0	0	0	0	101
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	2	4	11	14	0	0	0	0	0	0	0	31

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

The MTSS Tier Intervention is utilized for academic and behavior interventions.
An extra hour of reading instruction is provided for students.
PBSI is implemented for behavior and social skills.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/430806.

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.

Caldwell builds and sustains partnerships with our local community through the use of our V.I.P - Very Involved Person Program. Community members and volunteers can either donate their time or financial resources to the school. Based on their contributions, they are recognized at our V.I.P celebrations.

Caldwell has joined the Auburndale Rotary and the Chamber of Commerce. We are participating in various community out-reach programs within the community to continue to make connections and to give back.

The school utilizes its website, Facebook and Twitter account to recognize and thank business partners and community members.

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
Hill, Cheryl	Principal
Ashmore, Kathryn	Assistant Principal
Sylvester, Christopher	Instructional Coach
Pittman, Sherry	Instructional Coach
Swartz, Kimberly	Teacher, K-12

b. Duties

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

Mrs. Hill and Ms. Ashmore, the administrative team, serves as the instructional leaders of the school. Together they analyze the data and look for strengths and weakness in the instructional programs. Based on the needs, they develop topics for PLCs and Professional Development. They utilize walk-throughs, informal and formal observations to identify instructional needs of the staff and work to address the needs. Together they use the various forms of data to evaluate the progress of the school and to determine the next steps that need to be taken to move the school.

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.

Based on student achievement data, the administrative team identifies the areas of need and uses Title One Funds to help purchase additional support staff. A Literacy Coach and Math Coach were hired to work with instructional staff to strengthen Language Arts and Math instruction. A Reading Interventionist was hired to strategically work with Tier 2 and Tier 3 students. Three instructional paras have been hired to provide small group tutoring for students in grades K-5. The paras provide tutoring during Language Arts, Math and/or science instruction. The additional instructional staff allows the school to meet the individual needs of the students.

The school board is providing additional instructional programs that allow for differentiated instruction. Student's current academic levels and STAR data indicate the various programs students participate in.

Administration oversees the effective implementation of the staff and program. The Literacy Coach and Math Coach are utilized to work in close proximity with the Interventionist and instructional paras. They will meet bi-weekly monthly to discuss students, interventions and progress. Based on the outcome of the students' progress, programs and interventions will be re-evaluated.

Title 1, Part A funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students , professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title II Professional Development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licences for software programs and web-based access via Title II-D funds as made available.

Title III provides supplemental resources for English Language Learners and their teachers in Title 1 schools, as well as professional learning opportunities for school staff.

The Hearth Program, funded through Title X, provides support for identified homeless students. Title 1 provide additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant education Program (MEP) funded through Title , Part C.

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Chery Hill	Principal
Kathryn Ashmore	Education Support Employee
Kimberly Swartz	Education Support Employee
Chad Langford	Business/Community
Katrina Dentel	Teacher
Michele Bolds	Teacher
Eric Robinson	Business/Community
Meredith Neimann	Business/Community
Judith Hammerle	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

At the end of the 16-17 school year the SAC reviewed the school improvement plan and discussed implementation of the strategies and the goals that were met based on data. At the start of the 16-17 school year, the committee will once again review the plan and determine what strategies we will continue to implement and what strategies we will re-evaluated.

b. Development of this school improvement plan

The SAC will use the 16-17 SIP Plan along with FSA data, EOY Data and FAIR Data to determine what strategies we will continue to implement and what strategies we will re-evaluated. From there, the committee will work trough the 8 step model to identify strategies for that will increase student achievement..
The SIP will be shared with parents during Open House. The SIP will also be shared on the school website. A hard copy of the SIP will be placed in the front office.

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

The SAC will vote on how the federal funds will be utilized to meet the instructional needs of the students.

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

There are no school improvement funds.

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
Hill, Cheryl	Principal
Ashmore, Kathryn	Assistant Principal
Swartz, Kimberly	Teacher, K-12
Miller, Brandi	Teacher, K-12
Dentel, Katrina	Teacher, K-12
Atchison, Larry	Teacher, K-12
Malone, Elizabeth	Teacher, K-12
Taylor, Nicole	Instructional Technology
Roberts, Jennifer	Teacher, K-12
Irwin, Tamesia	Instructional Media
Pittman, Sherry	Instructional Coach
Albritton, Danielle	Teacher, K-12

b. Duties

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

The Literacy Leadership Team promotes literacy with in the school by:
Meeting monthly to discuss the following:
• Effective instructional strategies
• Quality of student work samples
• Data Analysis
• Differentiated Instruction
• Flexible Grouping
• Literacy Centers
• Vocabulary Instruction
The team will assist with the following
• Monthly Professional Learning Communities
• Modeling effective leadership strategies for teachers
• The team will also oversee:

• Achieve3000 Incentive Program
• Non-Fiction Challenge - students will be challenge to read 10 non-fiction books, within a set window of time, and will have to pass a set number of AR quizzes at 80% or higher passing scores
• Accelerated Reading Program - rewards and recognition for students
• Literacy Parent Nights
The team will consistently communicate the expectations and promote literacy school wide.

D. Public and Collaborative Teaching

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

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

Caldwell encourages positive working relationships between teachers, including collaborative planning and instruction. Each grade level has a common planning period in which they are afforded the opportunity to plan collaboratively. Teachers meet every Tuesday during planning time for Language Arts PLCs. Language Arts instruction is planned with the Literacy Coach and administration. On Thursdays, teachers meet with the Math Coach and administration for math planning.

For the 17-18 school year, we will continue with implementation of the "House System". The House System is intentionally developed for the Caldwell Family. Our family embraces all Caldwell Staff, Bus Drivers and SAC Members. Students are involved in the House through the leadership of their classroom teacher.
The goal of the House System is to strengthen our ability to obtain grade level mastery and to help our students grow physically, socially and emotionally.

The benefits of the House System includes:
• Generate excitement within our school to allow everyone to have a sense of belonging.
• The House System allows us to work towards the betterment of our students, school and community.
• Within the house system, we will use our personal strengths to create an immediate feeling of family.
• Strengthen our Tier 1 for both academics and behavior.
• We will support and encourage each other throughout the year!
• The best part of the implementation of the House System at Caldwell, is it puts a new spin on the things we do already. It allows the staff members to be recognized and reward for meeting instructional norms and school wide expectation.
• While we are creating a little "healthy competition" through the House Points System, we are in turn pushing each other to strengthen our instructional norms and in turn providing a first class education for our students.
• Points are earned for each house by doing what we, as teachers and staff members already do! The house will the most points per nine week will receive a reward. The House with the most points at the end of the year will be crowned House Champion.

Instructional staff participates in vertical visits. They walk with administration into grades levels that are one above and one below them. For example - First Grade classes walk through Kindergarten, First Grade and Second Grade Classes. During these walks we focus on the standards, instructional strategies, student work and expectations. The objective in the vertical visits is to allow the classroom teacher to see various instructional strategies but to also ensure that they are reaching grade level mastery in their instructional program and expectations.

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

In order to recruit, develop and retain highly qualified teachers, Caldwell does the following:

Team Interview - The team approach provides input from different perspectives, as well as, giving the candidate a feel for our school community

New Teacher Meetings – new teachers meet with support staff to discuss high yield strategies, classroom management procedures as well as any other needs the new teacher may have.

Professional Learning Communities – New teachers will participate in Professional Learning Communities that focus on a variety of topics based on student needs as well as professional needs

The Coaching Cycle is utilized with new teachers to support them with instructional practices and behavioral management.

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

New teachers are provided support through New Teacher Meetings. During the meetings, instructional strategies, student engagement, and classroom management strategies are discussed and shared. New teachers are provided the opportunity to observe experienced teachers. They are also afforded the opportunity to have lessons modeled in their classrooms.

New teachers are paired with either the literacy coach or a teacher on the grade level that has been identified as effective/highly effective. The pairing is based on need and availability.

Caldwell has been selected to participate in the i3 Scale Up Mentoring Grant. A mentor is specifically assigned to new teachers. The mentor comes out weekly and works with teachers on individual needs.

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.

In order to ensure that our programs are aligned with the Florida State Standards, the teachers begin with unpacking the standards. They look at the standard and determine what students need to be able to master. From the standards, the teachers look at the provided curriculum and resources. They evaluate the resources and pull out what they can use to strengthen the standard and to ensure mastery. From there, they plan their lessons.
When planning for instruction, the teacher utilizes data from weekly assessments to evaluate whether students have mastered the standards. STAR (Language Arts and Math) data is used to provide instructional guidelines for small groups. Ongoing progress monitoring data from district based writing assessments and IBTP are also used for whole group and small group instruction.

b. Instructional Strategies

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

Caldwell utilizes all forms of data to group student in Language Arts, Math and Science. There is an additional hour of Language Arts Instruction and thirty additional minutes of math instruction.

FSA content cluster data is utilized to identify standards in need

FSA Scale Score Data is utilized to identify bottom 25th percentile and Tier 2 and Tier 3 Interventions. The Scale Scores are also utilized to ability group students for enrichment as well.

STAR Data is utilized for re-teaching during Power Hour and small group instruction.

Ongoing progress monitoring data is use for re-grouping and re-teaching.

Formative assessment and summative data is utilized for grouping and re-teaching

Staff members have an MTSS User Guide that assist with referring students for academic or behavioral support.

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: Weekend Program

Minutes added to school year: 2,100

FSA Boot Camp is a Saturday Tutoring program that focuses on Reading, Math, Writing and Science. All students in grades 3-5 are invited to attend the tutoring. Camp will run from 8:30-12:00. There will be ten Saturday Sessions starting on January 27th and running through March 18th.

Strategy Rationale

Provide students with additional instruction focused on assessed standards. Data from FAIR, IBTP and ongoing assessment data will be used to select instructional needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ashmore, Kathryn, kathryn.ashmore@polk-fl.net

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

A pre-test and a post-test will be administered to students to monitor effectiveness of FSA Boot Camp

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.

Our Pre-K teachers coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught our school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. School Readiness students are assessed by the teacher with an Ages and Stages instrument that coincides with their chronological age as well as the Child Observation Record form. These are then made a part of the student's portfolio. The curriculum used is based on High Scope, Beyond Centers and Circle Time; both of which are age appropriate to our students. The funding is received through District School Readiness, Operational Budget and Federal Funds through district Child Find.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month. Kindergarten teachers provide an on-site screening for beginning kindergartners prior to school beginning. The students rotate to each teacher to perform an activity. This gives the teachers and students a chance to interact as well as an opportunity for the students to visit the kindergarten classrooms. Parents and students also have an opportunity to meet their child's teacher at Orientation before school starts. Weekly newsletters are sent by the teachers for effective parent communication. At the beginning of the year teachers provide a "field trip" to a different area each day. Students are taken to the cafeteria, library, office, music room, art room, PE field, etc. to familiarize students with our school campus. FLKRS screening is conducted by kindergarten teachers and support personnel at the beginning of the school year to all 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.

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

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

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.

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.

5Essential System
Effective Leaders
Strengths
Collaborative Planning Sessions and Professional Learning Community meetings with administrators and coaches.
The mission and vision has been realigned so that growth can be measured yearly. Administrators, teachers, and coaches meet to discuss data monthly (progress monitoring and MTSS).
Administrators and staff are active and present in the community. Stakeholders have an active decision making role in the school.

Opportunities for Improvements
Data analysis and data chats with teachers and students.
Outline implementation of key strategies.
Continue to meet and plan with teachers placing more focus on:
• Unpacking the standard
• Webb' Depth of Knowledge
• Effective Instructional Strategies
• Effective Evaluation Tools
• Social and Emotional Learning

Collaborative Teachers
Strengths
The school's master schedule has been designed to include common planning periods across grade levels. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days.
The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies.
Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis.
The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

Opportunities for Improvements
Need for better understanding of the standards.
Re-visit MTSS/Roti to update for fidelity.
Professional development designed to provide insight to the standard and resources.

Involved Families
Strengths
Family Night Activities
Developing partnerships with community stakeholders.
Alliance with KidsPac and Alpha Kappa Alpha Sorority, students in need are being sponsored with food-snack pack for weekend support

The Caldwell community is involved in monthly activities that support hands on learning through instructional practices. These events have allowed the community access to the teacher and staff for extended instructional conversations. Activities include: coding, math and science hands on activities

and many more…

Opportunities for Improvement
Outreach to neighboring communities by hosting events in their neighborhood

Supportive Environment
Strengths
Positive Office Refe Bbook studies such as:
Kids Deserve It – Adam Welcome and Todd Nesloney
End of Molasses Classes – Ron Clark
Essential 55 – Ron Clark
Crash Course – Kim Bearden
Social Emotion needs initiatives are:
Thinking Thursdays – Strong Kids Curriculum explicitly taught by teachers to all students.
Self-Awareness, Self-Management, Social Awareness, Relationships Skills, Responsible Decision Making
SHINE Mentoring Program – Partnership with high school students to mentor over 50 high need Caldwell students weekly.
Weekly lessons/activities focus on Being Prepared, Exhibiting Self-Control, Acting Responsibly, Respecting Everyone and Showing Kindness
Social Skill taught daily on the morning new show (CBTV)
G.R.O.W.L Recognition Program– Gaining Knowledge, Responsibility, Outstanding Attendance, Work Ethic, and Leadership
Students are identified by teachers and awarded each 9 weeks based on the GROWL criteria.
Symbol of Awesomeness – Teachers acknowledge students weekly for academic, behavioral or social successes
Caldwell has had successful full implementation of CHAMPS
Caldwell has an active PBS/MTSS team. The team works to improve attendance, discipline, and the academics needs of the students.
Positive communication home:

Opportunities for Improvements
Utilize the District's Promote Drive to Engage Program
Decrease the number of OSS days
Consistent implementation of PBS at all grade levels
Consistent implementation of Tier 2 and Tier 3 plans for behavior.

Ambitious Instruction
Strengths
Book studies
Teachers observe other teachers to increase their instructional strategies
Development of the MTSS to support classroom teachers
One on One MTSS conversations with classroom teachers (every six weeks)
Use of Tech Tools for students engagement (apps/websites),FlipGrid, Seesaw, Kahoot, Twitter, Code.Org
Weekly instructional tips that focus on both instructional and behavioral strategies

Opportunities for Improvement
Literacy supported school wide in every classroom through the implementation of Power Hour and AR initiatives.
Use the tool to identify the instructional level and instructional needs of the students
Utilize the DOK to create questions and task that align to the standard

Use DOK for scaffolding throughout the lesson. Develop in planning with
Align formative and summative assessments

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.

When analyzing data, we identified the following areas of needs:
Student proficiency will increase if the instructional staff has a better understanding of the depth and complexity of the standard.
If there is limited checking for understanding, than the teacher cannot provide remediation and support grade level mastery.
Our students struggle with social and emotional skills. The lack of these skills can keep them from being engaged in the learning process. If they are not engaged, because they are struggling with their emotions, than achievement will not increase.
Currently 43% of the student population has missed more than 10 days of school. If students are not in school, then learning cannot occur!

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.   Through planning, monitoring and coaching, teachers will deliver highly effective, standards-based instruction that will increase student proficiency and grade level mastery through the use of small groups and formative assessments..

G2.   Increase student proficiency by increasing the attendance rate.

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.

Polk - 0861 - Walter Caldwell Elem. School - 2017-18 SIP

Walter Caldwell Elementary School

G1. Through planning, monitoring and coaching, teachers will deliver highly effective, standards-based instruction that will increase student proficiency and grade level mastery through the use of small groups and formative assessments.. `1a`

🔑 G098634

Targets Supported `1b`

Indicator	Annual Target
Literacy Rate - Kindergarten	60.0
Literacy Rate - Grade 1	60.0
Literacy Rate - Grade 2	50.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	45.0
ELA/Reading Gains	50.0
Math Gains	50.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of the standard

- Limited student engagement

- Limited checking for understanding, re-teaching and ensuring that all formative assessments relate to the standard and the complexity of the standard

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

- SBIT 2.0/Instructional Alignment Tool (graphic organizer that guides instructional staff through unpacking the standard)

- Instructional Coaches

- Pineapple Chart - A Pineapple Chart is a system that allows teachers to invite one another into their classrooms for informal observation. The chart is set up in some location where teachers go on a daily basis: the teacher's lounge, the copy room, or wherever teacher mailboxes live in your school. On the chart, teachers "advertise" the interesting things they are doing in their classrooms, activities they think others might want to observe.

- Professional Learning Communities

- Observe Me Model - The Observe Me model is used to rethink the way we pursue feedback by making it easy and immediately obtainable. A sign is made to hang outside the teacher's classroom door. The sign indicates what the teacher would like observed and how he/she would like feedback. It allows teachers to informally "watch" their peers and provide feedback. The goal is to break down the classroom walls and grow from each other.

- Engaging with Poverty in Mind - by Eric Jensen

- Shift This by Joy Kirr

- Kagan Strategies

- Curriculum Maps

- Professional Learning Network

- #CaldwellChat Video Series

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Plan to Monitor Progress Toward G1. `8`

Student work sample, progress monitoring data and FSA Data will be used to evaluate students mastery of standard.

> **Person Responsible**
> Cheryl Hill
>
> **Schedule**
> Quarterly, from 8/17/2017 to 5/24/2018
>
> ***Evidence of Completion***
> STAR Reading and STAR Math Data, FSA Data

G2. Increase student proficiency by increasing the attendance rate. `1a`

🔍 G098635

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	25.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of attendance/tardy policies

- Lack of interventions and incentives for attendance

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

- Attendance Handbook Social Worker CHAMPS Materials

Plan to Monitor Progress Toward G2. `8`

STAR Reading, STAR Math, formative assessment data along with FSA Data will be evaluated to determine progress.

> **Person Responsible**
> Cheryl Hill
>
> **Schedule**
> Quarterly, from 8/10/2017 to 5/24/2018
>
> ***Evidence of Completion***
> STAR Reading, STAR Math, formative assessment data and FSA Data will determine progress made towards the goal.

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   S123456 = Quick Key

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Walter Caldwell Elementary School

G1. Through planning, monitoring and coaching, teachers will deliver highly effective, standards-based instruction that will increase student proficiency and grade level mastery through the use of small groups and formative assessments.. `1`

🔑 G098634

G1.B1 Lack of understanding of the standard `2`

🔑 B265452

G1.B1.S1 Teachers will work to develop a deeper understanding of the standard in order to effectively teach the standard to the students. `4`

🔑 S281364

Strategy Rationale

Students will not be able to reach mastery of the standard if the teachers are not effectively providing instruction.

Action Step 1 `5`

Train teachers on utilizing the Instructional Alignment Tool

Person Responsible

Kathryn Ashmore

Schedule

On 8/24/2017

Evidence of Completion

Sign in sheets, handouts, teacher samples of the Instructional Alignment Tool

Action Step 2 [5]

During weekly planning instructional staff, along with the instructional coaches, will to identify the complexity level of the standard and the instructional tools needed to reach the complexity level. The tools will be documented in the lesson plan and monitored during classroom observations. Based on observations, teachers will be provided feedback. The feedback will also be used during planning the following week. If necessary, instructional coaches will work with struggling teachers to provide support during whole group and small group instruction.

Person Responsible

Sherry Pittman

Schedule

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

Evidence of Completion

Lesson plans, observation notes, Instructional Planning sheets (Summary sheet of Planning along with feedback based on strengths and concerns)

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

Analysis of lesson plans, classroom observations and student work samples.

Person Responsible

Cheryl Hill

Schedule

Weekly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, classroom feedback, studen work sample and data analysis

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

Student work samples, progress monitoring data and FSA Data will be used to evaluate students mastery of standards

Person Responsible

Cheryl Hill

Schedule

Monthly, from 9/4/2017 to 5/24/2018

Evidence of Completion

Formative and summative assessment data

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Walter Caldwell Elementary School

G1.B1.S2 Provide professional development on Webb's Depth of Knowledge and how to create tasks and assignments that align to the complexity level. 4

🔑 S281365

Strategy Rationale

If teachers have a better understanding of Webb's Depth of Knowledge then they will be able to provide students with tasks and assessments that are aligned with the standard.

Action Step 1 5

Train instructional and non-instructional staff on Webb's Depth of knowledge and how to create tasks and assessments based on the complexity level of the standard.

Person Responsible

Sherry Pittman

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, agendas, handouts, lesson plans

Action Step 2 5

Work with teachers to develop student tasks and assessments that align to the complexity level of the standard

Person Responsible

Sherry Pittman

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work samples

Action Step 3 [5]

Provide differentiated support, to instructional staff, on how to scaffold instruction to meet students needs. When needed instructional coaches will model scaffolding instruction in both whole group and small group instruction. Support and coaching will occur on a needs basis. Needs will be based on teacher, standard/skill, students and data.

Person Responsible

Sherry Pittman

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work samples, formative assessment data

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

Analyze lesson plans, evaluate student work samples and evaluative and non-evaluative walk-throughs

Person Responsible

Cheryl Hill

Schedule

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

Evidence of Completion

Student work samples, evaluative and non-evaluative classroom observation data, STAR AR and Math data

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

Student work sample, progress monitoring data and FSA Data will be used to evaluate students mastery of standard.

Person Responsible

Cheryl Hill

Schedule

Quarterly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Formative assessment data, progress monitoring data and FSA Data

G1.B2 Limited student engagement 2

🔍 B265453

G1.B2.S1 Provide professional development on effective engagement strategies and practices through the utilization of book chats and attending conferences. 4

🔍 S281366

Strategy Rationale

Students will not be able to reach grade capacity if they are not engaged in authentic learning.

Action Step 1 5

Teachers will be provided professional development on effective engagement strategies through participation in book chats and attend research based conferences throughout the school year.

Person Responsible

Kathryn Ashmore

Schedule

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

Evidence of Completion

Hand outs, sign-ins sheets, resource materials, lesson plans

Action Step 2 5

Increase student engagement through the use of manipulatives and hands on STEM activities.

Person Responsible

Christopher Sylvester

Schedule

Weekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Lesson plans documenting implementation of manipulatives. Feedback on classroom walkthroughs and student work samples.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Evaluative and non-evaluative walk-throughs

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Walk-through feedback, student work samples, progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

STAR Reading and Math Data, Formative Assessment Data, Student Surveys

Person Responsible

Cheryl Hill

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

STAR Reading and Math Data, Formative Assessment Data, Student Surveys

G1.B2.S2 Increase use of interactive technology within lessons and provide students with hand on manipulatives and STEM based activities. 4

🔑 S281367

Strategy Rationale

Allow students to increase engagement and allow for reach students voice to be heard within the lesson

Action Step 1 5

Provide professional development on a variety of tech tools instructional staff members can use to increase engagement

Person Responsible

Nicole Taylor

Schedule

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

Evidence of Completion

Action Step 2 5

Incorporate interactive technology (FlipGrid, SeeSaw, Kahoot ect...) to increase engagement

Person Responsible

Sherry Pittman

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Lesson plans, student work samples, walk-through data

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Action Step 3 `5`

Increase the use of technology in the classroom by purchasing iPads and anywhere carts.

Person Responsible

Cheryl Hill

Schedule

On 9/15/2017

Evidence of Completion

iPads will be purchased and then checked out to teachers to utilize in classroom

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Classroom observations, student work samples, formative assessment data

Person Responsible

Cheryl Hill

Schedule

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

Evidence of Completion

Walk-through notes, work samples, formative assessment data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Work Samples, Survey Response, Progress Monitoring Data

Person Responsible

Cheryl Hill

Schedule

Quarterly, from 8/17/2017 to 5/24/2018

Evidence of Completion

FSA Data

G1.B2.S3 Provide leveled reading materials for all learners in classroom 4

 S281368

Strategy Rationale

By providing leveled reading materials, we will be able to provide differentiated instruction and increase engagement.

Action Step 1 5

Provide leveled reading materials for all learners in classrooms by purchasing various levels of reading materials for classroom.

Person Responsible

Schedule

On 10/31/2017

Evidence of Completion

Increase use of leveled reading materials in classroom

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G1.B3 Limited checking for understanding, re-teaching and ensuring that all formative assessments relate to the standard and the complexity of the standard 2

🔑 B265454

G1.B3.S1 Utilize data for reteaching to provide differentiated instruction for all learners. 4

🔑 S281369

Strategy Rationale

While checking for understanding, utilizing responses for students will guide teacher in how to respond to students needs.

Action Step 1 5

Teachers will utilize student responses (verbal responses, summarizing, guided practice) from the lesson to provide re-teaching to struggling students.
Teachers will re-teach during small group instruction or Power Hour.

Person Responsible

Sherry Pittman

Schedule

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

Evidence of Completion

Small group lesson plans, student work samples, formative assessment data

Action Step 2 5

Based on data, teacher and support staff will provide differentiated instruction to all learners.

Person Responsible

Sherry Pittman

Schedule

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

Evidence of Completion

Formative assessment data

Action Step 3 `5`

Provide tiered Extended Learning Opportunities based on progress monitoring data

Person Responsible

Kathryn Ashmore

Schedule

Weekly, from 10/23/2017 to 4/2/2018

Evidence of Completion

Attendance, lesson plans, student work samples, progress monitoring data

G1.B3.S2 Teachers will plan vertically to evaluate student work samples and collaboratively plan [4]

[🔑 S281370]

Strategy Rationale

If teachers are collaborating vertically and evaluating work samples in relationship to the standards and the complexity level we can ensure that we are meeting students needs.

Action Step 1 [5]

Teachers will meet vertically, every nine weeks, to evaluate standards, student work samples, and expectations for mastery of the standards.

Person Responsible

Cheryl Hill

Schedule

Quarterly, from 10/30/2017 to 5/24/2018

Evidence of Completion

Agendas, sign in sheets, work samples, data analysis

Action Step 2 [5]

During collaborative planning, evaluate various formative assessments and select the formative assessment that closely aligns with the intent of the standard and the complexity level.

Person Responsible

Schedule

Weekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Agendas, formative assessment data, student work samples

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Walter Caldwell Elementary School

G2. Increase student proficiency by increasing the attendance rate. 1

🔑 G098635

G2.B1 Lack of understanding of attendance/tardy policies 2

🔑 B265455

G2.B1.S1 Clearly communicate with parents/guardians/staff attendance policies and the impact it has on students achievement. 4

🔑 S281371

Strategy Rationale

If all stakeholders better understand attendance policies and guidelines then we may be able to decrease absenteeism.

Action Step 1 5

Utilize the Polk County Attendance Handbook and create a user friendly attendance summary sheet for parents. Sheet will include information about attendance, tardies, early check out, and consequences for students not attending school.
Share attendance sheet at Orientation, Open House, Parent Conferences and when an attendance issue is developing.

Person Responsible

Kathryn Ashmore

Schedule

On 8/4/2017

Evidence of Completion

Attendance Flyer

Action Step 2 5

Create an attendance PSA with administration and students and share on school website, social media sites.

Person Responsible

Nicole Taylor

Schedule

On 9/4/2017

Evidence of Completion

Completed PSA

Action Step 3 `5`

Utilize school website and social media to share reminders about attendance along with tips.

> **Person Responsible**
>
> Misouri Wilches
>
> **Schedule**
>
> Monthly, from 8/7/2017 to 5/28/2018
>
> *Evidence of Completion*
>
> Social Media Data and feedback, survey

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

Overall attendance along with at risk student attendance will be monitored monthly.

> **Person Responsible**
>
> Kathryn Ashmore
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/10/2018
>
> *Evidence of Completion*
>
> Comparison data for each month along attendance data for at-risk students.

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

Overall attendance along with at risk student attendance will be monitored monthly.

> **Person Responsible**
>
> Kathryn Ashmore
>
> **Schedule**
>
> Monthly, from 8/10/2017 to 5/10/2018
>
> *Evidence of Completion*
>
> Comparison data for each month along attendance data for at-risk students.

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

Academic progress of attendance at-risk students will be evaluated monthly.

Person Responsible

Kathryn Ashmore

Schedule

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

Evidence of Completion

Will compare/evaluate students at-risk, for attendance, data to monitor progress. Will utilize STAR Reading/Math and formative assessments.

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G2.B1.S2 Create plan for staff members to reach out to students who have been absent for a set number of days. 4

S281372

Strategy Rationale

If the teacher is reaching out to parents regarding attendance it could increase students attending school.

Action Step 1 5

Review with staff attendance policies and teacher responsibilities.

Person Responsible

Cheryl Hill

Schedule

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

Evidence of Completion

Sign in sheets, handouts

Action Step 2 5

Create a flow map for teachers detailing the steps to take when students has excessive absences

Person Responsible

Misouri Wilches

Schedule

On 8/10/2017

Evidence of Completion

Flow Map, documentation sheet for teachers to utilize when contacting parents

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Walter Caldwell Elementary School

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

List of students with excessive absences supported with teacher communication documentation.

Person Responsible

Misouri Wilches

Schedule

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

Evidence of Completion

Communication log and list of students with excessive absences.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Monthly comparative data of students who have been absent 3 consecutive days

Person Responsible

Misouri Wilches

Schedule

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

Evidence of Completion

Monthly data from IDEAS and Performance Matters will be collected and evaluated.

G2.B1.S3 Limited funds to provide incentives to encourage teachers to remain at current school. `4`
🔑 S281373

Strategy Rationale

Action Step 1 `5`

Recognize instructional staff and paraprofessionals who come to or remain at the school.

Person Responsible

Cheryl Hill

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll Records

G2.B2 Lack of interventions and incentives for attendance 2

🔑 B265456

G2.B2.S1 Utilize the Early Warning System to Identify Students who have excessive absences 4

🔑 S281374

Strategy Rationale

If we can identify students who have attendance problems, we can begin to create an intervention program to increase attendance.

Action Step 1 5

The PBS Team will utilize the Early Warning System Data to identify students who have excessive absences

Person Responsible

Danielle Albritton

Schedule

Monthly, from 7/31/2017 to 7/24/2018

Evidence of Completion

List of students who have excessive absences from the 16-17 school year and the 17-18 school year.

Action Step 2 5

Discuss list of students with excessive absences with classroom teachers - identify possible cause of absences

Person Responsible

Kathryn Ashmore

Schedule

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

Evidence of Completion

List of students with possible reasons for absences, MTSS notes

Action Step 3 `5`

Based on academic progress, of students with excessive absences, put tier intervention in place for behavior/academics

Person Responsible

Kathryn Ashmore

Schedule

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

Evidence of Completion

List of students with tier interventions for academics and/or behavior.

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

The MTSS Team will meet with teachers every five weeks to evaluate the intervention. During meeting will evaluate attendance data and progress monitoring data.

Person Responsible

Kathryn Ashmore

Schedule

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

Evidence of Completion

Attendance data and progress towards interventions.

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

Attendance data, MTSS progress monitoring data, STAR Reading, STAR Math

Person Responsible

Cheryl Hill

Schedule

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

Evidence of Completion

Attendance Data, STAR Reading and Math, FSA Data

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Walter Caldwell Elementary School

G2.B2.S2 Establish a tier intervention program for students with attendance problems and create incentives per tier for both parents and students. 4

🔑 S281375

Strategy Rationale

If we focus on celebrating both parents/guardians and students for attendance we will increase attendance.

Action Step 1 5

Create a tier program for students who are off track for attendance (Tier 2) and at risk (Tier 3) for attendance. The Tiers will include incentives for parents and student

Person Responsible

Kathryn Ashmore

Schedule

On 8/31/2017

Evidence of Completion

Intervention plan

Action Step 2 5

Establish rewards for students and parents for each tier.

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

Rewards system, flyer created and shared with targeted students.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Attendance data for Tier 2 and Tier 3 students will be evaluated monthly to monitor effectiveness of the intervention.

Person Responsible

Kathryn Ashmore

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

Attendance Data, Tardies, Early Check Out, Early Warning System Data

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Attendance data will be utilized to evaluate the effectiveness of students with attendance issues.

Person Responsible

Kathryn Ashmore

Schedule

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

Evidence of Completion

Attendance data, survey results, progress monitoring data

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.A1 🔍 A379406	Utilize the Polk County Attendance Handbook and create a user friendly attendance summary sheet for...	Ashmore, Kathryn	7/24/2017	Attendance Flyer	8/4/2017 one-time
G2.B1.S2.A2 🔍 A379410	Create a flow map for teachers detailing the steps to take when students has excessive absences	Wilches, Misouri	7/31/2017	Flow Map, documentation sheet for teachers to utilize when contacting parents	8/10/2017 one-time
G1.B1.S1.A1 🔍 A379390	Train teachers on utilizing the Instructional Alignment Tool	Ashmore, Kathryn	8/17/2017	Sign in sheets, handouts, teacher samples of the Instructional Alignment Tool	8/24/2017 one-time
G2.B2.S2.A1 🔍 A379415	Create a tier program for students who are off track for attendance (Tier 2) and at risk (Tier 3)...	Ashmore, Kathryn	7/31/2017	Intervention plan	8/31/2017 one-time
G2.B1.S1.A2 🔍 A379407	Create an attendance PSA with administration and students and share on school website, social media...	Taylor, Nicole	8/7/2017	Completed PSA	9/4/2017 one-time
G1.B2.S2.A3 🔍 A379399	Increase the use of technology in the classroom by purchasing iPads and anywhere carts.	Hill, Cheryl	9/11/2017	iPads will be purchased and then checked out to teachers to utilize in classroom	9/15/2017 one-time
G1.B2.S3.A1 🔍 A379400	Provide leveled reading materials for all learners in classrooms by purchasing various levels of...		10/2/2017	Increase use of leveled reading materials in classroom	10/31/2017 one-time
G1.B3.S1.A3 🔍 A379403	Provide tiered Extended Learning Opportunities based on progress monitoring data	Ashmore, Kathryn	10/23/2017	Attendance, lesson plans, student work samples, progress monitoring data	4/2/2018 weekly
G2.B1.S1.MA1 🔍 M411481	Overall attendance along with at risk student attendance will be monitored monthly.	Ashmore, Kathryn	8/10/2017	Comparison data for each month along attendance data for at-risk students.	5/10/2018 monthly
G2.B1.S1.MA1 🔍 M411482	Overall attendance along with at risk student attendance will be monitored monthly.	Ashmore, Kathryn	8/10/2017	Comparison data for each month along attendance data for at-risk students.	5/10/2018 monthly
G1.MA1 🔍 M411479	Student work sample, progress monitoring data and FSA Data will be used to evaluate students...	Hill, Cheryl	8/17/2017	STAR Reading and STAR Math Data, FSA Data	5/24/2018 quarterly
G2.MA1 🔍 M411489	STAR Reading, STAR Math, formative assessment data along with FSA Data will be evaluated to...	Hill, Cheryl	8/10/2017	STAR Reading, STAR Math, formative assessment data and FSA Data will determine progress made towards the goal.	5/24/2018 quarterly
G1.B1.S1.MA1 🔍 M411471	Student work samples, progress monitoring data and FSA Data will be used to evaluate students...	Hill, Cheryl	9/4/2017	Formative and summative assessment data	5/24/2018 monthly
G1.B1.S1.MA1 🔍 M411472	Analysis of lesson plans, classroom observations and student work samples.	Hill, Cheryl	9/4/2017	Lesson Plans, classroom feedback, studen work sample and data analysis	5/24/2018 weekly
G1.B1.S1.A2 🔍 A379391	During weekly planning instructional staff, along with the instructional coaches, will to identify...	Pittman, Sherry	8/22/2017	Lesson plans, observation notes, Instructional Planning sheets (Summary sheet of Planning along with feedback based on strengths and concerns)	5/24/2018 weekly
G1.B2.S1.MA1 🔍 M411475	STAR Reading and Math Data, Formative Assessment Data, Student Surveys	Hill, Cheryl	8/21/2017	STAR Reading and Math Data, Formative Assessment Data, Student Surveys	5/24/2018 quarterly
G1.B2.S1.MA1 🔍 M411476	Evaluative and non-evaluative walk-throughs	Ashmore, Kathryn	8/21/2017	Walk-through feedback, student work samples, progress monitoring data	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1 A379395	Teachers will be provided professional development on effective engagement strategies through...	Ashmore, Kathryn	8/22/2017	Hand outs, sign-ins sheets, resource materials, lesson plans	5/24/2018 quarterly
G1.B2.S1.A2 A379396	Increase student engagement through the use of manipulatives and hands on STEM activities.	Sylvester, Christopher	10/2/2017	Lesson plans documenting implementation of manipulatives. Feedback on classroom walkthroughs and student work samples.	5/24/2018 weekly
G1.B3.S1.A1 A379401	Teachers will utilize student responses (verbal responses, summarizing, guided practice) from the...	Pittman, Sherry	8/15/2017	Small group lesson plans, student work samples, formative assessment data	5/24/2018 weekly
G1.B3.S1.A2 A379402	Based on data, teacher and support staff will provide differentiated instruction to all learners.	Pittman, Sherry	8/15/2017	Formative assessment data	5/24/2018 weekly
G2.B1.S1.MA1 M411480	Academic progress of attendance at-risk students will be evaluated monthly.	Ashmore, Kathryn	8/10/2017	Will compare/evaluate students at-risk, for attendance, data to monitor progress. Will utilize STAR Reading/Math and formative assessments.	5/24/2018 monthly
G2.B2.S1.MA1 M411485	Attendance data, MTSS progress monitoring data, STAR Reading, STAR Math	Hill, Cheryl	8/10/2017	Attendance Data, STAR Reading and Math, FSA Data	5/24/2018 quarterly
G2.B2.S1.MA1 M411486	The MTSS Team will meet with teachers every five weeks to evaluate the intervention. During...	Ashmore, Kathryn	8/10/2017	Attendance data and progress towards interventions.	5/24/2018 every-6-weeks
G2.B2.S1.A2 A379413	Discuss list of students with excessive absences with classroom teachers - identify possible cause...	Ashmore, Kathryn	8/10/2017	List of students with possible reasons for absences, MTSS notes	5/24/2018 every-6-weeks
G2.B2.S1.A3 A379414	Based on academic progress, of students with excessive absences, put tier intervention in place for...	Ashmore, Kathryn	8/10/2017	List of students with tier interventions for academics and/or behavior.	5/24/2018 every-6-weeks
G1.B1.S2.MA1 M411473	Student work sample, progress monitoring data and FSA Data will be used to evaluate students...	Hill, Cheryl	8/17/2017	Formative assessment data, progress monitoring data and FSA Data	5/24/2018 quarterly
G1.B1.S2.MA1 M411474	Analyze lesson plans, evaluate student work samples and evaluative and non-evaluative walk-throughs	Hill, Cheryl	8/14/2017	Student work samples, evaluative and non-evaluative classroom observation data, STAR AR and Math data	5/24/2018 weekly
G1.B1.S2.A1 A379392	Train instructional and non-instructional staff on Webb's Depth of knowledge and how to create...	Pittman, Sherry	8/17/2017	Sign-in sheets, agendas, handouts, lesson plans	5/24/2018 weekly
G1.B1.S2.A2 A379393	Work with teachers to develop student tasks and assessments that align to the complexity level of...	Pittman, Sherry	8/17/2017	Lesson plans, student work samples	5/24/2018 weekly
G1.B1.S2.A3 A379394	Provide differentiated support, to instructional staff, on how to scaffold instruction to meet...	Pittman, Sherry	8/17/2017	Lesson plans, student work samples, formative assessment data	5/24/2018 weekly
G1.B2.S2.MA1 M411477	Work Samples, Survey Response, Progress Monitoring Data	Hill, Cheryl	8/17/2017	FSA Data	5/24/2018 quarterly
G1.B2.S2.MA1 M411478	Classroom observations, student work samples, formative assessment data	Hill, Cheryl	8/3/2017	Walk-through notes, work samples, formative assessment data	5/24/2018 weekly
G1.B2.S2.A1 A379397	Provide professional development on a variety of tech tools instructional staff members can use to...	Taylor, Nicole	8/3/2017		5/24/2018 monthly
G1.B2.S2.A2 A379398	Incorporate interactive technology (FlipGrid, SeeSaw, Kahoot ect...) to increase engagement	Pittman, Sherry	8/17/2017	Lesson plans, student work samples, walk-through data	5/24/2018 weekly
G1.B3.S2.A1 A379404	Teachers will meet vertically, every nine weeks, to evaluate standards, student work samples, and...	Hill, Cheryl	10/30/2017	Agendas, sign in sheets, work samples, data analysis	5/24/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.A2 A379405	During collaborative planning, evaluate various formative assessments and select the formative...		10/2/2017	Agendas, formative assessment data, student work samples	5/24/2018 weekly
G2.B1.S2.MA1 M411483	Monthly comparative data of students who have been absent 3 consecutive days	Wilches, Misouri	8/24/2017	Monthly data from IDEAS and Performance Matters will be collected and evaluated.	5/24/2018 monthly
G2.B1.S2.MA1 M411484	List of students with excessive absences supported with teacher communication documentation.	Wilches, Misouri	8/10/2017	Communication log and list of students with excessive absences.	5/24/2018 weekly
G2.B1.S2.A1 A379409	Review with staff attendance policies and teacher responsibilities.	Hill, Cheryl	8/3/2017	Sign in sheets, handouts	5/24/2018 quarterly
G2.B2.S2.MA1 M411487	Attendance data will be utilized to evaluate the effectiveness of students with attendance issues.	Ashmore, Kathryn	8/10/2017	Attendance data, survey results, progress monitoring data	5/24/2018 monthly
G2.B2.S2.MA1 M411488	Attendance data for Tier 2 and Tier 3 students will be evaluated monthly to monitor effectiveness...	Ashmore, Kathryn	9/1/2017	Attendance Data, Tardies, Early Check Out, Early Warning System Data	5/24/2018 monthly
G2.B2.S2.A2 A379416	Establish rewards for students and parents for each tier.	Ashmore, Kathryn	7/31/2017	Rewards system, flyer created and shared with targeted students.	5/24/2018 monthly
G2.B1.S1.A3 A379408	Utilize school website and social media to share reminders about attendance along with tips.	Wilches, Misouri	8/7/2017	Social Media Data and feedback, survey	5/28/2018 monthly
G2.B2.S1.A1 A379412	The PBS Team will utilize the Early Warning System Data to identify students who have excessive...	Albritton, Danielle	7/31/2017	List of students who have excessive absences from the 16-17 school year and the 17-18 school year.	7/24/2018 monthly
G2.B1.S3.A1 A379411	Recognize instructional staff and paraprofessionals who come to or remain at the school.	Hill, Cheryl	10/1/2017	Payroll Records	8/31/2018 monthly

V. Professional Development Opportunities

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

G1. Through planning, monitoring and coaching, teachers will deliver highly effective, standards-based instruction that will increase student proficiency and grade level mastery through the use of small groups and formative assessments..

G1.B1 Lack of understanding of the standard

G1.B1.S1 Teachers will work to develop a deeper understanding of the standard in order to effectively teach the standard to the students.

PD Opportunity 1

Train teachers on utilizing the Instructional Alignment Tool

Facilitator

Katie Ashmore, Sherry Pittman

Participants

Instructional and non-instructional staff

Schedule

On 8/24/2017

G1.B1.S2 Provide professional development on Webb's Depth of Knowledge and how to create tasks and assignments that align to the complexity level.

PD Opportunity 1

Train instructional and non-instructional staff on Webb's Depth of knowledge and how to create tasks and assessments based on the complexity level of the standard.

Facilitator

Sherry Pittman and Katie Ashmore

Participants

Instructional and non-instructional staff

Schedule

Weekly, from 8/17/2017 to 5/24/2018

G1.B2 Limited student engagement

G1.B2.S1 Provide professional development on effective engagement strategies and practices through the utilization of book chats and attending conferences.

PD Opportunity 1

Teachers will be provided professional development on effective engagement strategies through participation in book chats and attend research based conferences throughout the school year.

Facilitator

Cheryl Hill, Katie Ashmore

Participants

Instructional and non-instructional staff members

Schedule

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

G1.B2.S2 Increase use of interactive technology within lessons and provide students with hand on manipulatives and STEM based activities.

PD Opportunity 1

Provide professional development on a variety of tech tools instructional staff members can use to increase engagement

Facilitator

Nicole Taylor, Brandi Miller, Jennifer Burnett, Tamesia Irwin, Katie Ashmore

Participants

Instructional and non-instructional staff

Schedule

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

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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	Train teachers on utilizing the Instructional Alignment Tool				$0.00
2	G1.B1.S1.A2	During weekly planning instructional staff, along with the instructional coaches, will to identify the complexity level of the standard and the instructional tools needed to reach the complexity level. The tools will be documented in the lesson plan and monitored during classroom observations. Based on observations, teachers will be provided feedback. The feedback will also be used during planning the following week. If necessary, instructional coaches will work with struggling teachers to provide support during whole group and small group instruction.				$112,686.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0861 - Walter Caldwell Elem. School	UniSIG	2.0	$86,427.00
			Notes: Literacy Coach Math Coach			
	6400	220-Social Security	0861 - Walter Caldwell Elem. School	UniSIG	2.0	$6,612.00
	6400	210-Retirement	0861 - Walter Caldwell Elem. School	UniSIG	2.0	$6,845.00
	6400	231-Health and Hospitalization	0861 - Walter Caldwell Elem. School	UniSIG	2.0	$12,280.00
	6400	232-Life Insurance	0861 - Walter Caldwell Elem. School	UniSIG	2.0	$38.00
	6400	240-Workers Compensation	0861 - Walter Caldwell Elem. School	UniSIG	2.0	$484.00

3	G1.B1.S2.A1	Train instructional and non-instructional staff on Webb's Depth of knowledge and how to create tasks and assessments based on the complexity level of the standard.				$0.00
4	G1.B1.S2.A2	Work with teachers to develop student tasks and assessments that align to the complexity level of the standard				$0.00
5	G1.B1.S2.A3	Provide differentiated support, to instructional staff, on how to scaffold instruction to meet students needs. When needed instructional coaches will model scaffolding instruction in both whole group and small group instruction. Support and coaching will occur on a needs basis. Needs will be based on teacher, standard/skill, students and data.				$0.00
6	G1.B2.S1.A1	Teachers will be provided professional development on effective engagement strategies through participation in book chats and attend research based conferences throughout the school year.				$59,550.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0861 - Walter Caldwell Elem. School			$0.00

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	6400	510-Supplies	0861 - Walter Caldwell Elem. School	Title, I Part A		$2,350.00
	6400		0861 - Walter Caldwell Elem. School	Title, I Part A		$9,600.00
			Notes: Send selected staff members to Eric Jensen's Game Changer Conferegern			
	6400		0861 - Walter Caldwell Elem. School	Title, I Part A		$4,400.00
			Notes: Send selected staff to Kagan Cooperative Learning and Accelerating Achievement Training.			
	6400		0861 - Walter Caldwell Elem. School	Title, I Part A		$8,000.00
			Notes: Send selected staff members to the Ron Clark Academy for a two day training.			
	6400	140-Substitute Teachers	0861 - Walter Caldwell Elem. School	Title, I Part A		$5,200.00
			Notes: Substitutes to provide coverage for staff members attending trainings and conferences			
	6400		0861 - Walter Caldwell Elem. School	Title, I Part A		$9,600.00
			Notes: Send selected staff members to Eric Jensen's Game Changer Conferegern			
	6400		0861 - Walter Caldwell Elem. School	Title, I Part A		$4,400.00
			Notes: Send selected staff to Kagan Cooperative Learning and Accelerating Achievement Training.			
	6400		0861 - Walter Caldwell Elem. School	Title, I Part A		$8,000.00
			Notes: Send selected staff members to the Ron Clark Academy for a two day training.			
		140-Substitute Teachers	0861 - Walter Caldwell Elem. School	Title, I Part A		$0.00
			0861 - Walter Caldwell Elem. School	UniSIG		$8,000.00
			Notes: Consultant Fees			
			0861 - Walter Caldwell Elem. School	UniSIG		$0.00
			Notes: Stipends for staff participating in professional development			

7	G1.B2.S1.A2	**Increase student engagement through the use of manipulatives and hands on STEM activities.**				**$9,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0861 - Walter Caldwell Elem. School	UniSIG		$9,000.00

8	G1.B2.S2.A1	**Provide professional development on a variety of tech tools instructional staff members can use to increase engagement**	**$0.00**
9	G1.B2.S2.A2	**Incorporate interactive technology (FlipGrid, SeeSaw, Kahoot ect...) to increase engagement**	**$34,292.68**

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0861 - Walter Caldwell Elem. School	Title, I Part A		$34,292.68
			Notes: Computer Lab Para			
10	**G1.B2.S2.A3**	**Increase the use of technology in the classroom by purchasing iPads and anywhere carts.**				**$28,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0861 - Walter Caldwell Elem. School	Title, I Part A		$23,000.00
			Notes: iPads			
	5100	644-Computer Hardware Non-Capitalized	0861 - Walter Caldwell Elem. School	Title, I Part A		$5,000.00
11	**G1.B2.S3.A1**	**Provide leveled reading materials for all learners in classrooms by purchasing various levels of reading materials for classroom.**				**$36,593.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0861 - Walter Caldwell Elem. School	Title, I Part A		$12,000.00
	5100	510-Supplies	0861 - Walter Caldwell Elem. School	UniSIG		$24,593.00
			Notes: Classroom Libraries			
12	**G1.B3.S1.A1**	**Teachers will utilize student responses (verbal responses, summarizing, guided practice) from the lesson to provide re-teaching to struggling students. Teachers will re-teach during small group instruction or Power Hour.**				**$0.00**
13	**G1.B3.S1.A2**	**Based on data, teacher and support staff will provide differentiated instruction to all learners.**				**$131,474.23**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0861 - Walter Caldwell Elem. School	Title, I Part A		$72,208.23
	5100	130-Other Certified Instructional Personnel	0861 - Walter Caldwell Elem. School	UniSIG	1.0	$45,731.00
			Notes: Reading Interventionist			
	5100	220-Social Security	0861 - Walter Caldwell Elem. School	UniSIG	1.0	$3,498.00
	5100	210-Retirement	0861 - Walter Caldwell Elem. School	UniSIG	1.0	$3,622.00
	5100	231-Health and Hospitalization	0861 - Walter Caldwell Elem. School	UniSIG	1.0	$6,140.00
	5100	232-Life Insurance	0861 - Walter Caldwell Elem. School	UniSIG	1.0	$19.00

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	5100	240-Workers Compensation	0861 - Walter Caldwell Elem. School	UniSIG	1.0	$256.00
14	**G1.B3.S1.A3**	**Provide tiered Extended Learning Opportunities based on progress monitoring data**				**$14,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0861 - Walter Caldwell Elem. School	Title, I Part A		$11,100.00
			0861 - Walter Caldwell Elem. School	Title, I Part A		$3,000.00
			Notes: Transportation for camp			
15	**G1.B3.S2.A1**	**Teachers will meet vertically, every nine weeks, to evaluate standards, student work samples, and expectations for mastery of the standards.**				**$17,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	0861 - Walter Caldwell Elem. School	School Improvement Funds		$17,000.00
16	**G1.B3.S2.A2**	**During collaborative planning, evaluate various formative assessments and select the formative assessment that closely aligns with the intent of the standard and the complexity level.**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	0861 - Walter Caldwell Elem. School	Title, I Part A		$6,000.00
			Notes: Collaborative Planning			
17	**G2.B1.S1.A1**	**Utilize the Polk County Attendance Handbook and create a user friendly attendance summary sheet for parents. Sheet will include information about attendance, tardies, early check out, and consequences for students not attending school. Share attendance sheet at Orientation, Open House, Parent Conferences and when an attendance issue is developing.**				**$0.00**
18	**G2.B1.S1.A2**	**Create an attendance PSA with administration and students and share on school website, social media sites.**				**$0.00**
19	**G2.B1.S1.A3**	**Utilize school website and social media to share reminders about attendance along with tips.**				**$0.00**
20	**G2.B1.S2.A1**	**Review with staff attendance policies and teacher responsibilities.**				**$0.00**
21	**G2.B1.S2.A2**	**Create a flow map for teachers detailing the steps to take when students has excessive absences**				**$0.00**
22	**G2.B1.S3.A1**	**Recognize instructional staff and paraprofessionals who come to or remain at the school.**				**$50,226.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0861 - Walter Caldwell Elem. School	UniSIG	40.0	$40,000.00

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				Notes: Recruitment/Retention Bonuses		
	5100	150-Aides	0861 - Walter Caldwell Elem. School	UniSIG	13.0	$3,250.00
				Notes: Recruitment/Retention Bonuses		
	5100	210-Retirement	0861 - Walter Caldwell Elem. School	UniSIG	53.0	$3,438.00
				Notes: Recruitment/Retention Bonuses		
	5100	220-Social Security	0861 - Walter Caldwell Elem. School	UniSIG	53.0	$3,296.00
				Notes: Recruitment/Retention Bonuses		
	5100	240-Workers Compensation	0861 - Walter Caldwell Elem. School	UniSIG	53.0	$242.00
				Notes: Recruitment/Retention Bonuses		
23	G2.B2.S1.A1	**The PBS Team will utilize the Early Warning System Data to identify students who have excessive absences**				**$0.00**
24	G2.B2.S1.A2	**Discuss list of students with excessive absences with classroom teachers - identify possible cause of absences**				**$0.00**
25	G2.B2.S1.A3	**Based on academic progress, of students with excessive absences, put tier intervention in place for behavior/academics**				**$0.00**
26	G2.B2.S2.A1	**Create a tier program for students who are off track for attendance (Tier 2) and at risk (Tier 3) for attendance. The Tiers will include incentives for parents and student**				**$0.00**
27	G2.B2.S2.A2	**Establish rewards for students and parents for each tier.**				**$0.00**
					Total:	**$498,921.91**