

# R. Bruce Wagner Elementary School



2014-15 School Improvement Plan

## R. Bruce Wagner Elementary School

5500 YATES RD, Lakeland, FL 33811

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
71%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
46%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

### 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **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.

#### School Environment

##### **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.

##### **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 2014-15 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.

##### **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.



**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.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**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 FCAT 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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	18	15	8	7	9	64
One or more suspensions	0	1	3	0	0	1	5
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	15	26	47

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

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	3	3

**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.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193670>.

#### **Description**

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

**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.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Ward, Julie	Principal
Eckman, Rebekah	Assistant Principal
Brett, Linda	Other
Mayes, Kim	Other
Henry, Sharon	Guidance Counselor
Tedder, Rachael	Other

### Duties

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

Julie Ward- Principal, Lead meetings and monitor all school data

Rebekah Eckman- Asst. Principal, Assist in gathering school assessment data and monitoring MTSS

Sharon Henry- Guidance Counselor, Lead PST meetings and work with teachers to gather data for students

Kim Mayes- Math Interventionist, Monitor and analyze data, especially in math; support teachers with interventions

Rachael Tedder- Reading Interventionist, Monitor and analyze data, especially in reading; support teachers with interventions

Linda Brett- ESE Facilitator, Monitor and analyze data; support teachers with interventions

School Psychologist (TBD)- Monitor and analyze data; support teachers with interventions.

**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 2-3 times per month 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, FAIR, 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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Julie Ward	Principal
Kim Mayes	Education Support Employee
Brian Negron	Parent
Scott Johnson	Parent
Bonnie Benard	Parent
Eloisa Crespo	Parent
Kelly Wood	Parent
Bob Rogers	Parent
William Roll	Parent
Pam Fletcher	Parent
Peter Adkins	Parent
Ann Mitchell	Parent
Carie Aguilar	Parent
Blanca Medina	Parent
Shanna Lucas	Business/Community
Leonette Weeks	Teacher
Blanca Pabon	Education Support Employee
Natasha Chancey	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The School Improvement Plan was reviewed over the course of 2-3 meetings with the SAC in 13-14. When the SAC convenes in 14-15, data from the 13-14 school year will be reviewed to evaluate the success of the strategies implemented in 13-14 and discuss the Goals and Strategies for the 2014-15 plan.

*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 participated in a review of the 2014-15 SIP during its development. Teachers who were on the SAC participated in an end-of-year review of the 13-14 plan, resulting in a renewed focus with targeted areas for improvement in 14-15.

*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.

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

No funds available at this time.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ward, Julie	Principal
Eckman, Rebekah	Assistant Principal
Tedder, Rachael	Other
Brett, Linda	Other
Henry, Sharon	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

Professional Development and training related to FAIR administration 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.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**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 each, and larger teams share planning responsibilities for various subjects in order to maximize effort and depth of planning. Collaborative grade level meetings to discuss plans, learning goals based on standards, and review assessments occur weekly.

**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.

## **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 Interventionists to review expectations at this school

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***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.

#### **Instructional Strategies**

##### ***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.

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

**Strategy:** Before School Program

**Minutes added to school year:** 1,500

"Extras for ESOL" is a before school program, 15 minutes each day, providing support and encouragement to ELL students in reading library books and taking Accelerated Reader tests.

**Strategy Rationale**

ELL students can struggle to acquire English language 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 students are often unable to provide the needed support.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Ward, Julie, julie.ward@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

**Strategy:** After School Program

**Minutes added to school year:** 2,400

After School ESOL tutoring support

**Strategy Rationale**

ELL students can benefit from additional time focused on reading, math, and practice with the English language.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Eckman, Rebekah, rebekah.eckman@polk-fl.net

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

STAR and AR reading progress monitoring data, FAIR (if available), and progress with use of the online academic program provided by the ESOL department, progress with Rosetta Stone.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).



***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.

**College and Career Readiness**

***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

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

N/A

***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

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

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs.
- G2.** Teachers will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs.** 1a

G036168

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	64.0

**Resources Available to Support the Goal** 2

- SkillStreaming materials
- PBS Resources, framework, and team
- Instructional resources
- Personnel - Interventionists, ESE support staff

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistency with implementation of Tiers of support

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

FAIR, district developed formative/summative/progress monitoring assessments, discipline data will be reviewed by administration and teachers.

**Person Responsible**

Julie Ward

**Schedule**

Monthly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Student achievement data on progress monitoring assessment

**G2. Teachers will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas. 1a**

G036169

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	
CELLA Writing Proficiency	

**Resources Available to Support the Goal 2**

- Student texts & teacher resources that support CCSS: Reading Wonders, Go Math CCSS, Science texts, McGraw Hill Social Studies; Writing resources, rubrics connected to Florida Standards & expectations
- Florida Standards
- PLCs & on-site leadership team & vertical PLCs
- Progress Monitoring data
- Common planning time for grade levels

**Targeted Barriers to Achieving the Goal 3**

- Lack of teacher knowledge of Grade Level Standards (FS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

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

Data from student achievement measures, teacher observations, lesson plans, and collaborative planning will be collected and reviewed by administration for correlations to the frequency and depth of the effective strategies noted during Collaborative Planning meetings. (FAIR, 9 week assessments in math & science, AR, STAR).

**Person Responsible**

Rebekah Eckman

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Increased student achievement results in all content areas.

## 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.** Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs. **1**

 G036168

**G1.B2** Lack of consistency with implementation of Tiers of support **2**

 B086597

**G1.B2.S1** Utilize all Intervention personnel efficiently and effectively, daily with targeted sub-groups. **4**

 S097265

### Strategy Rationale

Our human resources and the available time are the most critical components to the success of the interventions

### Action Step 1 **5**

Analyze student achievement data from formative, summative, and progress monitoring assessments

#### Person Responsible

Julie Ward

#### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Student groups will be organized and tracked, and progress monitoring tools will be maintained

**Action Step 2** 5

Maximize available time and personnel at key times in the instructional day for intervention groups.

**Person Responsible**

Julie Ward

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Full day intervention schedule for appropriate personnel

**Action Step 3** 5

Provide training and collaboration for all intervention personnel

**Person Responsible**

Rebekah Eckman

**Schedule**

***Evidence of Completion***

Quarterly training logs & sign-in sheets

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

Ensure schedules and plans for interventions are implemented as designed

**Person Responsible**

Julie Ward

**Schedule**

On 6/4/2015

***Evidence of Completion***

Schedules and tracking forms for all intervention personnel

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

Review student tracking forms and observe intervention personnel to monitor for effectiveness

**Person Responsible**

Julie Ward


**Schedule**

On 5/29/2015

**Evidence of Completion**

MTSS student tracking forms, Interventionists' progress monitoring, ESE lesson plans

**G1.B2.S2** Teachers will implement differentiated instruction for academics and behavior. 4

 S097266

**Strategy Rationale**

Students must receive differentiated support as promptly as possible in order to correct problems/ deficiencies quickly

**Action Step 1** 5

Teachers and administrators will analyze formative and summative assessment data.

**Person Responsible**

Julie Ward

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Guided, differentiated group plans and progress monitoring tracking

**Action Step 2** 5

Teachers will collaborate to develop effective differentiated instruction for academics and behavioral needs.

**Person Responsible**

Rebekah Eckman

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans and group tracking sheets

**Action Step 3** 5

Teachers and MTSS Leadership Team will meet monthly for MTSS meetings

**Person Responsible**

Julie Ward

**Schedule**

Monthly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

MTSS tracking sheets used by teachers and MTSS leadership team members

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

Ensure differentiated instruction is planned for and implemented in all classrooms

**Person Responsible**

Julie Ward

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans and classroom observations

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

Provide feedback on implementation and effectiveness of differentiated instruction

**Person Responsible**

Julie Ward


**Schedule**

Weekly, from 9/1/2014 to 5/29/2015


**Evidence of Completion**

Observations of differentiated instruction

**G2.** Teachers will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas. 1

 G036169

**G2.B5** Lack of teacher knowledge of Grade Level Standards (FS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments. 2

 B086603

**G2.B5.S2** Increase teachers' knowledge of Florida Standards, performance task learning activities, and assessments 4

 S097269

**Strategy Rationale**

Teachers' knowledge of Florida Standards is still in its infancy, and ensuring the appropriate depth of knowledge is addressed in the instruction and assessments is critical to student learning.

**Action Step 1 5**

All teachers will participate in weekly Grade Level Collaborative Planning meetings, targeting aligned standards, instructional strategies, and assessments.

**Person Responsible**

Julie Ward

**Schedule**

Monthly, from 8/11/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans reflecting standards-based instruction or activities, Grade Level team notes



### Action Step 2 5

Teachers will develop common standards-based assessments, focusing on performance tasks.

**Person Responsible**

Julie Ward

**Schedule**

Weekly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

Grade level, standards-based, common assessments

### Action Step 3 5

Teachers will participate in professional development focused on the sample state assessment items for ELA and Math.

**Person Responsible**

Julie Ward

**Schedule**

On 10/3/2014

**Evidence of Completion**

Sign in sheets from PD, reflection sheets with action steps for each teacher

### Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Instruction will be observed for fidelity of alignment to the standards and the planned objectives.

**Person Responsible**

Julie Ward

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Observations reflecting fidelity to instructional time allocated for each content area and consistency with standards-based instruction & assessments within the lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7**

Common Assessment results will be shared and reviewed during Grade Level PLCs.

**Person Responsible**

Julie Ward

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Improvements in common assessment results as teachers' knowledge of FS & NGSSS increases.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

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	Analyze student achievement data from formative, summative, and progress monitoring assessments	Ward, Julie	8/18/2014	Student groups will be organized and tracked, and progress monitoring tools will be maintained	5/29/2015 biweekly
G1.B2.S2.A1	Teachers and administrators will analyze formative and summative assessment data.	Ward, Julie	8/18/2014	Guided, differentiated group plans and progress monitoring tracking	5/29/2015 monthly
G2.B5.S2.A1	All teachers will participate in weekly Grade Level Collaborative Planning meetings, targeting aligned standards, instructional strategies, and assessments.	Ward, Julie	8/11/2014	Lesson Plans reflecting standards-based instruction or activities, Grade Level team notes	6/4/2015 monthly
G1.B2.S1.A2	Maximize available time and personnel at key times in the instructional day for intervention groups.	Ward, Julie	8/25/2014	Full day intervention schedule for appropriate personnel	5/29/2015 monthly
G1.B2.S2.A2	Teachers will collaborate to develop effective differentiated instruction for academics and behavioral needs.	Eckman, Rebekah	8/25/2014	Lesson plans and group tracking sheets	5/29/2015 monthly
G2.B5.S2.A2	Teachers will develop common standards-based assessments, focusing on performance tasks.	Ward, Julie	8/11/2014	Grade level, standards-based, common assessments	5/29/2015 weekly
G1.B2.S1.A3	Provide training and collaboration for all intervention personnel	Eckman, Rebekah	Quarterly training logs & sign-in sheets	one-time	
G1.B2.S2.A3	Teachers and MTSS Leadership Team will meet monthly for MTSS meetings	Ward, Julie	9/22/2014	MTSS tracking sheets used by teachers and MTSS leadership team members	5/29/2015 monthly
G2.B5.S2.A3	Teachers will participate in professional development focused on the sample state assessment items for ELA and Math.	Ward, Julie	9/1/2014	Sign in sheets from PD, reflection sheets with action steps for each teacher	10/3/2014 one-time
G1.MA1	FAIR, district developed formative/summative/progress monitoring assessments, discipline data will be reviewed by administration and teachers.	Ward, Julie	9/22/2014	Student achievement data on progress monitoring assessment	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Review student tracking forms and observe intervention personnel to monitor for effectiveness	Ward, Julie	8/25/2014	MTSS student tracking forms, Interventionists' progress monitoring, ESE lesson plans	5/29/2015 one-time
G1.B2.S1.MA1	Ensure schedules and plans for interventions are implemented as designed	Ward, Julie	8/18/2014	Schedules and tracking forms for all intervention personnel	6/4/2015 one-time
G1.B2.S2.MA1	Provide feedback on implementation and effectiveness of differentiated instruction	Ward, Julie	9/1/2014	Observations of differentiated instruction	5/29/2015 weekly
G1.B2.S2.MA1	Ensure differentiated instruction is planned for and implemented in all classrooms	Ward, Julie	9/1/2014	Lesson plans and classroom observations	5/29/2015 weekly
G2.MA1	Data from student achievement measures, teacher observations, lesson plans, and collaborative planning will be collected and reviewed by administration for correlations to the frequency and depth of the effective strategies noted during Collaborative Planning meetings. (FAIR, 9 week assessments in math & science, AR, STAR).	Eckman, Rebekah	8/18/2014	Increased student achievement results in all content areas.	5/29/2015 monthly
G2.B5.S2.MA1	Common Assessment results will be shared and reviewed during Grade Level PLCs.	Ward, Julie	8/18/2014	Improvements in common assessment results as teachers' knowledge of FS & NGSSS increases.	5/29/2015 weekly
G2.B5.S2.MA1	Instruction will be observed for fidelity of alignment to the standards and the planned objectives.	Ward, Julie	8/18/2014	Observations reflecting fidelity to instructional time allocated for each content area and consistency with standards-based instruction & assessments within the lesson plans	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs.

**G1.B2** Lack of consistency with implementation of Tiers of support

**G1.B2.S1** Utilize all Intervention personnel efficiently and effectively, daily with targeted sub-groups.

### PD Opportunity 1

Provide training and collaboration for all intervention personnel

#### Facilitator

Interventionists &/or Administration

#### Participants

ESE Inclusion teachers and regular education teachers, ESOL/ESE/Basic Paraprofessionals, Interventionists

#### Schedule

**G2.** Teachers will engage students in rigorous instructional tasks and assessments aligned with the full intent of the standards in all content areas.

**G2.B5** Lack of teacher knowledge of Grade Level Standards (FS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

**G2.B5.S2** Increase teachers' knowledge of Florida Standards, performance task learning activities, and assessments

### PD Opportunity 1

Teachers will develop common standards-based assessments, focusing on performance tasks.

#### Facilitator

Leadership Team, Administration

#### Participants

Teachers, Administration, Leadership Team

#### Schedule

Weekly, from 8/11/2014 to 5/29/2015

## **PD Opportunity 2**

Teachers will participate in professional development focused on the sample state assessment items for ELA and Math.

### **Facilitator**

Julie Ward

### **Participants**

All K-5 teachers, ESE teachers

### **Schedule**

On 10/3/2014

## Technical Assistance Items

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

**G1.** Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs.

**G1.B2** Lack of consistency with implementation of Tiers of support

**G1.B2.S2** Teachers will implement differentiated instruction for academics and behavior.

### **PD Opportunity 1**

Teachers and MTSS Leadership Team will meet monthly for MTSS meetings

#### **Facilitator**

Administration, ESE Facilitator, Guidance Counselor, Interventionists

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 9/22/2014 to 5/29/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs.	110,484
<b>Grand Total</b>	<b>110,484</b>

Goal 1: Multi-Tiered System of Supports are consistently and effectively provided to students based on instructional and behavioral needs.		
Description	Source	Total
<b>B2.S1.A2</b> - Interventionists (Reading & Math) and Title 1 Paraprofessional salaries	Title I Part A	110,484
<b>Total Goal 1</b>		<b>110,484</b>