

Walker Elementary School



2014-15 School Improvement Plan

Walker Elementary School

3101 SNOW HILL RD, Chuluota, FL 32766

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0171>

School Demographics

| | | |
|--------------------|----------------|---------------------------------|
| School Type | Title I | Free/Reduced Price Lunch |
| Elementary | No | 24% |

| | | |
|-------------------------------|-----------------------|-----------------|
| Alternative/ESE Center | Charter School | Minority |
| No | No | 33% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
| Grade | A | A | A | A |

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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 | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Joan Walker Elementary School will provide a positive learning environment that ensures cooperation, mutual respect, and the optimum development of the whole child. We will teach our students to think critically, to act responsibly, and to perform successfully in order to become lifelong learners and responsible citizens in a technological and diverse global society.

Provide the school's vision statement

Walker Elementary School will be the premier elementary school in the Oviedo Cluster and a top five school in SCPS. Walker will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365.

*Walker will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.

*All students and will perform at the highest levels.

*There will be equitable facilities and opportunities for all students.

*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

School Environment

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

Walker Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. Starting in August, we have several community events throughout the year including and Ice Cream Social, a book fair, parent curriculum nights, and PTA events. Every grade level also creates a "get to know me" student project and presentation which highlights the individual student, their family, and their cultural background. In 2014-15, Walker has embraced a Dual Language Immersion Program. Working as a collaborative team, the Kindergarten teacher and a teacher hired from Spain, teach the English curriculum and Spanish language and culture through an immersion model. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

"Treating others with dignity and respect" is the cornerstone of our behavior management program and the key in building a positive, safe culture at Walker Elementary. This quote, which is embedded within our FISH Philosophy and Positive Behavior Support program, creates a school environment of safety, trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. We also gather important input from our School Advisory Council and the Student Council as we evolve our program.

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

All staff is trained our Walker's FISH Philosophy and our Positive Behavior Support program. These programs are built on "making right choices"; excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive reinforcement; and celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place, and we focus on doing the right thing. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In the beginning of the year, the principal visits all 5th grade classrooms to discuss leadership, excellence, and expectations.

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

Walker Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one when needed. We have student mentor programs with our older student council students working with primary classes. We have set up a "food pantry" for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

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?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. Walker's SAC committee demographic make-up correlates and is aligned with the demographic make-up of its community.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. At the beginning of the school year, parents and community members are nominated to participate on Walker's School Advisory Council and an election is held. Walker's SAC committee demographic make-up correlates and is aligned with the demographic make-up of its community.

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 |
|-------------------|---------------------|
| Pfeiffer, Michael | Principal |
| Webb, Carol | Assistant Principal |

Duties

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

The principal is the foremost leader related to MTSS. He oversees MTSS, makes sure the staff is trained, ensures procedures are followed, expends funds accordingly, creates a schedule for MTSS Team meetings, and coordinates and approves all intervention programs. The Reading Teacher coordinates and supervises the actual interventions and intervention personnel. She also administers assessments, collects and analyzes data, and participates as a lead in student MTSS meetings. The Assistant Principal is the testing coordinator and also manages all data. When a student is identified as performing below proficiency, she initiates a meeting to discuss intervention, differentiation, and possible need to initiate MTSS. All Team Leaders take an active role in educating/training other teachers on MTSS. They act as a leads and mentors to teachers on their teams.

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

Walker Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Michael Pfeiffer | Principal |
| Daniela Mitchell | Parent |
| Catherine Smithers | Teacher |
| Pam Neal | Teacher |
| Katey Dauble | Teacher |
| Pamela Lennox | Education Support Employee |
| Sheila Smith | Parent |
| Karissa Workman | Parent |
| Norma Johnson | Parent |
| Christine Monseliu | Parent |
| Christina Weaver | Parent |
| Melissa Debach | 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 SAC met in September and totally broke down 2013-14 FCAT scores as they correlated with the SIP. Reading, Math, Science, and Writing in various subgroups were focused on in regards to growth or regression, and if we achieved our SIP goals. Handouts and reports were distributed and discussed. All information was published in newsletter, website, and other communication venues. Walker's SAC committee demographic make-up correlates and is aligned with the demographic make-up of its community.

Development of this school improvement plan

SAC is involved with the SIP beginning during the prior year (2013-14). SAC works with the principal to break down FCAT data and other student performance data to identify strengths, areas of focus, and the development of the action plan. After we received our 2013-14 FCAT data, the findings were presented to SAC. Areas identified as significant need of support were Writing Proficiency, Lowest Quartile in Reading, and Lowest Quartile in Math. SAC also wanted to keep focused on our other areas of accountability measurements even though we met our objectives. These areas were Reading Proficiency, Math Proficiency, Science Proficiency, and LGs in Reading and Math. Of emphasis, SAC fully focused on the implementation of the new Florida Standards and the FSA that will be administered in spring that takes the place of FCAT. As the format and evaluation of this test will be quite different, SAC focused on ensuring we made the transition to the new standards and assessment.

Preparation of the school's annual budget and plan

The SAC met in September to discuss and pass the School Improvement budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP. Other school budgets were discussed as well including operating budget, internal accounts, Capital Outlay, human resources/allocations, various categoricals, such as tutorial.

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

SI funds have been allocated to purchase supplies for intervention programs and to pay for substitutes when teachers attend PD opportunities or activities related to the SIP objectives/goals and Action Plan.

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 |
|-------------------|---------------------|
| Pfeiffer, Michael | Principal |
| Webb, Carol | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

The reading series adoption Reading Street, interventions, differentiated instruction, Accelerated Reader, and acceleration. Other initiatives and continued initiatives include:

- To promote the love of reading for ALL students, parents and staff.
- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (DE, SRI, PSI, PASI, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (Fast ForWord, Read About, Tune in to Reading and Accelerated Reader Program).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

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

Walker utilizes Professional Learning Communities to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida 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

Walker uses various data to provide and differentiate instruction to meet the the diverse needs of our students. Assessments are used as diagnostics and "ongoing progress monitors" to determine

student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include Discovery Education, FSA, SRI, DRA, DAR, PASI, PSI, STAR, curriculum based assessments, and fluency reads.

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

Strategy: After School Program

Minutes added to school year: 1,740

After school tutorial. Walker offers 29 one hour long sessions of tutorial on Thursdays to address Tier 2/3 students and LQ students in Reading and Math.

Strategy Rationale

We will strategically focus on identified academic deficiencies of our LQ and struggling students in ELA and Math. This will not only hit our overall proficiency goals, but also our LQ making LGs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Webb, Carol, carolynn_webb@scps.k12.fl.us

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

Data using DRAs, SRI Lexile, DE, and Learning Gains on FCAT is collected and analyzed. OPMs, such as DRAs, DE, and SRI are administered on a regular basis to see if programs are working.

Strategy: Extended School Day

Minutes added to school year: 5,760

Robotics

Strategy Rationale

Build skills in STEM areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pfeiffer, Michael, michael_pfeiffer@scps.k12.fl.us

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

Math and Science FSA and DE data collected

Strategy: Extended School Day

Minutes added to school year: 3,000

Walker's Accelerated Reader lab is open for reading tests approximately 100 days per year 30 minutes prior to the start of school.

Strategy Rationale

Through ongoing reading opportunities based on student tracking their own growth and earning incentives, students will increase fluency, comprehension, and vocabulary skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pfeiffer, Michael, michael_pfeiffer@scps.k12.fl.us

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

AR tests are taking on given books. The STAR test is given to measure reading gains as the year progresses. SRI, DE, and DRA's are also administered.

Strategy: Summer Program

Minutes added to school year: 5,760

Summer Learning Camp

Strategy Rationale

Students that are Level 1 or 2 will be given intensive intervention services with the goal to improve reading skills and to earn a Good Cause Exemption.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Webb, Carol, carollynn_webb@scps.k12.fl.us

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

Data from DRAs, SAT 10, SRI, and Voyager is collected.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering

kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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

Walker Elementary is working closely with all elementary, middle, and high schools in the Oviedo Cluster to ensure that we have implemented vertical strategic planning with the intent that students graduate and are ready for post-secondary experiences.

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.** All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing.

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. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing. 1a

G042391

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Math - All Students | 81.0 |
| AMO Math - African American | 53.0 |
| AMO Math - Hispanic | 74.0 |
| AMO Math - SWD | 56.0 |
| Math Gains | 83.0 |
| Math Lowest 25% Gains | 78.0 |
| AMO Reading - All Students | 83.0 |
| AMO Reading - African American | 65.0 |
| AMO Reading - Hispanic | 81.0 |
| ELA/Reading Gains | 83.0 |
| ELA/Reading Lowest 25% Gains | 78.0 |
| AMO Reading - SWD | 65.0 |
| FCAT 2.0 Science Proficiency | 85.0 |

Resources Available to Support the Goal 2

- Reading Teacher, Prof Dev for training and substitutes, Tutorial, Reading Street Series, Fast Forward, Intervention Para-Professionals, Common Planning, PLCs, Administrative Support, Leadership Team, MTSS Team. Accelerated Reader Program, Common Assessments OPMs: SRI, DE, DRA, PSI, PASI

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated reading strategies, lack of differentiated math strategies, lack of intervention strategies, lack of understanding of inter-rater reliability, lack of understanding of the new Florida Standards.

Plan to Monitor Progress Toward G1. 8

Student data will be collected using various assessments including SRI growth reports, DE Growth reports, DRA Growth Reports.

Person Responsible

Carol Webb

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Assessment scores, OPMs scores, summaries from PLCs, summaries from MTSS meetings, observations.

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. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing. **1**

 G042391

G1.B1 Lack of differentiated reading strategies, lack of differentiated math strategies, lack of intervention strategies, lack of understanding of inter-rater reliability, lack of understanding of the new Florida Standards.

2

 B103428

G1.B1.S1 Implement Lesson Study and Instructional Rounds **4**

 S114530

Strategy Rationale

This will allow teachers to observe exemplary lessons within their grade level and vertically throughout the grade levels.

Action Step 1 **5**

Lesson studies will be implemented.

Person Responsible

Carol Webb

Schedule

Semiannually, from 10/1/2014 to 5/29/2015

Evidence of Completion

OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

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

Lesson Study Meetings, Classroom Observations, Create a master calendar

Person Responsible

Carol Webb

Schedule

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

Evidence of Completion

Summaries, Learning Logs, iObservation, Calendar, Prof. Dev. Points

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

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

SRI growth reports, DE Growth reports, DRA Growth Reports.

G1.B1.S2 Implement Differentiated Instructional Strategies 4

S114531

Strategy Rationale

This will allow teachers to pinpoint students' instructional needs and provide need based instruction.

Action Step 1 5

Differentiated instructional strategies will be implemented in Reading, Math, and Writing K-5.

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

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

Lesson Study Meetings, Classroom Observations, Create a master calendar

Person Responsible

Carol Webb

Schedule

Daily, from 9/11/2014 to 5/29/2015

Evidence of Completion

Summaries, Learning Logs, iObservation,

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

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

SRI growth reports, DE Growth reports, DRA Growth Reports.

G1.B1.S3 Implement Walk to Success Intervention 4

 S114532

Strategy Rationale

This provides an additional Reading intervention block each day to focus on our struggling students.

Action Step 1 5

Daily 30 minute intervention outside the reading block will be scheduled for students.

Person Responsible

Carol Webb

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Lesson Study Meetings, Classroom Observations, Create a master schedule/calendar

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

Summaries, Learning Logs, iObservation, Schedule/Calendar

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

SRI growth reports, DE Growth reports, DRA Growth Reports.

G1.B1.S4 Implement Tutorial 4

S114533

Strategy Rationale

This provides an extended day to focus on math and reading instruction with our LQ and Tier 2 and Tier 3 students.

Action Step 1 5

Before and after school tutorial, as well as "within the day" tutorial will be scheduled for Tier 2/3, ESE, and LQ students.

Person Responsible

Carol Webb

Schedule

Biweekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Create a master calendar, tutorial planning sheet, meeting summaries

Person Responsible

Carol Webb

Schedule

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

Evidence of Completion

Summaries, Calendar/schedule, tutorial attendance, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA

Person Responsible

Carol Webb

Schedule

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

Evidence of Completion

SRI growth reports, DE Growth reports, DRA Growth Reports.

G1.B1.S5 Implement PLCs and PD 4

 S114534

Strategy Rationale

This provides peer support and PD to develop teachers' instructional skills to address our students.

Action Step 1 5

Regularly scheduled PLCs and Professional Development will be conducted focused on Lesson Study, intervention/differentiation strategies, CCSS, and working with LQ and Tier 2/3 students.

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The Walker Leadership Team (Admin, Team Leaders), SAC, and PTA Board will meet at minimum monthly to review and evaluate progress on the SIP goals.

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

DE, SRI, FSA, and other data points will be used to track growth. Summaries from MTSS, TL, SAC, and PTA Board will be recorded.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

PLCs and various PDs will be implemented. Agendas, attendance, and summaries of PLCs and PDs will be kept and recorded.

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

PLC and PD attendance sheets, agendas, and summaries will be kept. Within these records, student data will be discussed as applicable to SIP goals, with action steps to be taken by stakeholders after each PLC and PD.

G1.B1.S6 Implement a parent/student writing component. 4

S118800

Strategy Rationale

Garner parent involvement to support writing at home with parents and students writing together to build/strengthen student writing skills.

Action Step 1 5

The Leadership Team will collaborate with Mrs. Neal and Mrs. Johnson to implement a parent/student writing component so that parents can work with teachers to support student writing.

Person Responsible

Michael Pfeiffer

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Teachers, students, and parents will set up writing goals reflective of the new writing standards, while pairing it with Walker's CAPER parent/student reading program. Attendance will be taken and writing growth will be monitored using new writing rubrics.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Mrs. Johnson and Mrs. Neal will keep attendance at parent/student nights. Participation and writing will be logged, writing samples collected, and writing growth monitored through OPMs.

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

Attendance records, writing samples, and writing OPMs will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Attendance records will be kept and writing samples collected. Writing OPMs will be used to monitor student growth.

Person Responsible

Michael Pfeiffer

Schedule

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

Evidence of Completion

Attendance records and student writing samples, along with writing OPMs.

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.B1.S1.A1 | Lesson studies will be implemented. | Webb, Carol | 10/1/2014 | OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines. | 5/29/2015 semiannually |
| G1.B1.S2.A1 | Differentiated instructional strategies will be implemented in Reading, Math, and Writing K-5. | Pfeiffer, Michael | 9/1/2014 | OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines. | 5/29/2015 daily |
| G1.B1.S3.A1 | Daily 30 minute intervention outside the reading block will be scheduled for students. | Webb, Carol | 9/8/2014 | OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines. | 5/29/2015 daily |
| G1.B1.S4.A1 | Before and after school tutorial, as well as "within the day" tutorial will be scheduled for Tier 2/3, ESE, and LQ students. | Webb, Carol | 9/29/2014 | OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines. | 3/27/2015 biweekly |
| G1.B1.S5.A1 | Regularly scheduled PLCs and Professional Development will be conducted focused on Lesson Study, intervention/differentiation strategies, CCSS, and working with LQ and Tier 2/3 students. | Pfeiffer, Michael | 8/11/2014 | OPMs include DRA, SRI, PASI, PSI, DE and will be administered according to set dates by the district or assessment guidelines. | 5/29/2015 weekly |
| G1.B1.S6.A1 | The Leadership Team will collaborate with Mrs. Neal and Mrs. Johnson to implement a parent/student writing component so that parents can work with teachers to support student writing. | Pfeiffer, Michael | 10/6/2014 | Teachers, students, and parents will set up writing goals reflective of the new writing standards, while pairing it with Walker's CAPER parent/student reading program. Attendance will be taken and writing growth will be monitored using new writing rubrics. | 5/29/2015 monthly |
| G1.MA1 | Student data will be collected using various assessments including SRI growth reports, DE Growth reports, DRA Growth Reports. | Webb, Carol | 9/8/2014 | Assessment scores, OPMs scores, summaries from PLCs, summaries from MTSS meetings, observations. | 6/5/2015 monthly |
| G1.B1.S1.MA1 | Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA | Pfeiffer, Michael | 9/1/2014 | SRI growth reports, DE Growth reports, DRA Growth Reports. | 5/29/2015 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.B1.S1.MA1 | Lesson Study Meetings, Classroom Observations, Create a master calendar | Webb, Carol | 8/11/2014 | Summaries, Learning Logs, iObservation, Calendar, Prof. Dev. Points | 5/29/2015 weekly |
| G1.B1.S2.MA1 | Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA | Pfeiffer, Michael | 9/1/2014 | SRI growth reports, DE Growth reports, DRA Growth Reports. | 5/29/2015 quarterly |
| G1.B1.S2.MA1 | Lesson Study Meetings, Classroom Observations, Create a master calendar | Webb, Carol | 9/11/2014 | Summaries, Learning Logs, iObservation, | 5/29/2015 daily |
| G1.B1.S3.MA1 | Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA | Pfeiffer, Michael | 9/1/2014 | SRI growth reports, DE Growth reports, DRA Growth Reports. | 5/29/2015 quarterly |
| G1.B1.S3.MA1 | Lesson Study Meetings, Classroom Observations, Create a master schedule/calendar | Pfeiffer, Michael | 9/1/2014 | Summaries, Learning Logs, iObservation, Schedule/Calendar | 5/29/2015 daily |
| G1.B1.S4.MA1 | Assessments: SRI, DE, DRAs, PASI, PSI, Curriculum Based Assessments, FSA | Webb, Carol | 9/1/2014 | SRI growth reports, DE Growth reports, DRA Growth Reports. | 5/29/2015 quarterly |
| G1.B1.S4.MA1 | Create a master calendar, tutorial planning sheet, meeting summaries | Webb, Carol | 8/11/2014 | Summaries, Calendar/schedule, tutorial attendance, lesson plans | 5/29/2015 quarterly |
| G1.B1.S5.MA1 | PLCs and various PDs will be implemented. Agendas, attendance, and summaries of PLCs and PDs will be kept and recorded. | Pfeiffer, Michael | 8/11/2014 | PLC and PD attendance sheets, agendas, and summaries will be kept. Within these records, student data will be discussed as applicable to SIP goals, with action steps to be taken by stakeholders after each PLC and PD. | 5/29/2015 monthly |
| G1.B1.S5.MA1 | The Walker Leadership Team (Admin, Team Leaders), SAC, and PTA Board will meet at minimum monthly to review and evaluate progress on the SIP goals. | Pfeiffer, Michael | 8/11/2014 | DE, SRI, FSA, and other data points will be used to track growth. Summaries from MTSS, TL, SAC, and PTA Board will be recorded. | 5/29/2015 monthly |
| G1.B1.S6.MA1 | Attendance records will be kept and writing samples collected. Writing OPMs will be used to monitor student growth. | Pfeiffer, Michael | 9/1/2014 | Attendance records and student writing samples, along with writing OPMs. | 5/29/2015 monthly |
| G1.B1.S6.MA1 | Mrs. Johnson and Mrs. Neal will keep attendance at parent/student nights. Participation and writing will be logged, writing samples collected, and writing growth monitored through OPMs. | Pfeiffer, Michael | 9/1/2014 | Attendance records, writing samples, and writing OPMs will be used as evidence. | 5/29/2015 monthly |

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. All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing.

G1.B1 Lack of differentiated reading strategies, lack of differentiated math strategies, lack of intervention strategies, lack of understanding of inter-rater reliability, lack of understanding of the new Florida Standards.

G1.B1.S1 Implement Lesson Study and Instructional Rounds

PD Opportunity 1

Lesson studies will be implemented.

Facilitator

Administration, Leadership Team

Participants

Teachers

Schedule

Semiannually, from 10/1/2014 to 5/29/2015

G1.B1.S2 Implement Differentiated Instructional Strategies

PD Opportunity 1

Differentiated instructional strategies will be implemented in Reading, Math, and Writing K-5.

Facilitator

Administration, Leadership Team, MTSS Team

Participants

Teachers

Schedule

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

G1.B1.S3 Implement Walk to Success Intervention

PD Opportunity 1

Daily 30 minute intervention outside the reading block will be scheduled for students.

Facilitator

Administration, Leadership Team, MTSS Team

Participants

Teachers

Schedule

Daily, from 9/8/2014 to 5/29/2015

G1.B1.S4 Implement Tutorial

PD Opportunity 1

Before and after school tutorial, as well as "within the day" tutorial will be scheduled for Tier 2/3, ESE, and LQ students.

Facilitator

Administration, Leadership Team, MTSS Team, Tutors/Teachers

Participants

Teachers and Students

Schedule

Biweekly, from 9/29/2014 to 3/27/2015

G1.B1.S5 Implement PLCs and PD

PD Opportunity 1

Regularly scheduled PLCs and Professional Development will be conducted focused on Lesson Study, intervention/differentiation strategies, CCSS, and working with LQ and Tier 2/3 students.

Facilitator

Administration, Leadership Team, MTSS Team

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|--|---------------|
| Goal 1: All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing. | 15,500 |
| Grand Total | 15,500 |

Goal 1: All teachers will implement effective teaching instruction, intervention strategies, and differentiated instruction aligned to standards for reading, math, science, and writing.

| Description | Source | Total |
|--|---------------|---------------|
| B1.S1.A1 - Professional Development Funds | Other | 2,500 |
| B1.S4.A1 - SAI Funding | Other Federal | 5,000 |
| B1.S5.A1 - Professional Development Funds | Other | 8,000 |
| Total Goal 1 | | 15,500 |