West Zephyrhills Elementary School

2014-15 School Improvement Plan

West Zephyrhills Elementary School

37900 14TH AVE, Zephyrhills, FL 33542

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	35%

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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
Focus	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Committed...Every Child, Every Day!

Provide the school's vision statement

All stakeholders at WZES embrace learning as our fundamental purpose so that ALL students are prepared for college, career, and life readiness.

School Environment

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

Leader in Me
WZES is involved in the Leader in Me initiative. This initiative is based on the 7 Habits of Happy Kids and provides teachers with the tools needed to teach leadership skills needed in the 21st Century. For the 2014-2015 school year, teachers, students, and parents will participate in Student Led Conferences where students will share personal and academic goals as well as progress tracking tools. Student's strengths will be highlighted as they take on leadership roles across the school as well as in class. Not only will relationships be built between the classroom teacher and students, but they will be strengthened as they work with the Graduation Enhancement Teacher using lessons based on the 7 Habits. A Leadership Day, in November, will spotlight the work around the 7 Habits using music, art, and public speaking. Attendees will also experience the 7 Habits culture through visiting classrooms, viewing campus displays, and talking with children.
Parent Communication
Parent meetings, per grade level, will occur monthly to improve the communication between teachers, students, and parents about what is happening at WZES to strengthen the Home-School Connection. During these meetings, teams will offer curriculum support, parent information, or other items based on data and determined needs. Daily announcements are available on Youtube.com through the WZES Facebook page. This allows parents to have access to student recognition, school events, and information. It provides a window for parents to see what is happening at our school. The open lines of communication allows for parents, students, and teachers to communicate and work together to create a cohesive environment for students.
Mission
Committed...Every Child, Every Day! All stakeholders are committed to knowing the whole child and celebrating and fostering the unique strengths of each individual student.

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

Procedures
Systems are in place to ensure the safety of WZES students throughout the day. Arrival and dismissal, lunch, hallway, and classroom procedures are detailed and shared with stakeholders. Emergency responses are identified in the Crisis Plan and drills are scheduled to provide practice for students, teachers, and staff. 4th graders during the 2013-2014 school year created the Code of Cooperation (School-Wide Rules) to promote safety, citizenship, and independence. 5th grade students take part in Safety Patrol and are stationed around the campus during arrival and dismissal to act as role models and assist with the compliance of the Codes of Cooperation. Duty personnel are

stationed throughout the campus to ensure the safety of students.
7 Habits
The 7 Habits promote student independence, success, problem-solving, and synergy. Students are taught leadership skills and are active members of the Student Lighthouse Team, which assist in determining school initiatives. The leadership skills carry over into the community and empower students to incorporate their strengths into various parts of the school experience.
Student Feedback
Suggestions and ideas for school improvement are taken into consideration through the use of student surveys. Teachers use student feedback to engage the 21st Century Learner by providing digital technology, cooperative learning structures, and critical thinking/problem-solving/inquiry opportunities.
School-Wide Recognition
WZES offers a wide range of recognition opportunities for students. We feel that students should be recognized for accomplishments, both academic and social. Leadership Tickets are given to students who go above and beyond expectations. 7 students are chosen from the Leadership Tickets to be highlighted monthly on the Leaders of the Month Board and school news. Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn Around Students. Student Leadership Notebooks are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind. An expectation at WZES is that all classrooms will produce on piece of published Writing to be displayed in the courtyard area.

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 Behavioral Team created a Behavior Matrix outlining expected behaviors across campus and on the bus. The behaviors are directly linked to the Code of Cooperation and 7 Habits. Teachers were provided explanation of how to determine if student behavior is classroom managed or office managed based on the Behavior Flow Chart. Tiered systems of support were also defined and resources were provided for each tier. As a Tier 1 expectation, teachers are expected to use the Leader in Me 8 Week Start Up Guide and then transition into using the Second Step Program twice weekly for at least 10 minutes. Students will also attend Guidance Lessons/Presentations and Leadership Lessons with the Graduation Enhancement Teacher monthly. Before a child receives a referral for a classroom managed behavior, teachers should document chronic behaviors or incidents on the WZES Incident Form. This document will assist with problem-solving and determining interventions. Tier II/III supports include BEP, individual counseling, small-group counseling, and FBA.

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

The instructional design at WZES allows for cooperative learning. Through the 7 Habits integration, students are given tools to be successful with social interactions, and personal management. At WZES, we support our tiered systems of behavior/emotional interventions with counseling services, mentoring programs, Hospice grief counseling, and anger management programs. The book study, Engaging Students in Poverty, provides teachers with strategies and an understanding of the social/emotional needs of impoverished students.

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

According to PascoStar, 140 students (17.79%) are At-Risk, according to our EWS. 48 students (6.10%) are Off-Track and 599 students are On-Track (76.11%). From the 2014 Attendance Data, WZES had a total of 150 students in K-5 whose attendance was below 90%. The Behavior Data from 2014 showed 50 incidents of suspension for the school year. Also, 45 students had a yearly grade of a U in the areas of ELA and Math.
Lastly, on the FCAT 2.0 Reading, 40 students had a level 1 in grades 3-5.

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	41	30	24	20	19	16	150
One or more suspensions	5	18	1	7	10	9	50
Course failure in ELA or Math	23	8	8	0	4	2	45
Level 1 on statewide assessment	0	0	0	14	11	15	40

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	36	37	32	32	26	25	188

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

At WZES, we will plan for Tier I instruction in Reading/Writing, Math, and Science using resources from adopted core programs. Teachers will also utilize the units on the district canvas site focusing on best practices and resources that have been planned out for the 21st Century Learner. Teachers will design their instructional day that entails many opportunities for students to apply skills that have been delivered in a precise and cohesive manner.
For the Integrated Humanities Block, our goal this year is to work on an instructional framework that allows multiple opportunities for students to apply reading skills to authentic texts/tasks. Using the Evidence Guide for the Integrated Humanities Block provided by the district, teachers will incorporate the following components in their Humanities Block: Setting the Stage, Foundational Skill Mini-Lesson, Comprehension Skill Mini-Lesson, Independent Reading & Conferencing, Practice Through Rigorous Tasks, and Writing Process. Teachers will plan around standards and ensure that students are assessed on these standards in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. Each team has scheduled W.I.N. (What I Need) time to allow for intervention and enrichment for all students.
For the Math/STEM block, we have planned for students to receive many opportunities to use accountable talk through problem-based learning opportunities and to practice math skills that. Our Math block will consist of the following components: Four Corners, which allows for students to practice one review item, one preview item, and two current math items, Unlocking the Problem, Mini-Lesson, Math Centers, and guided Math groups. Teachers will also plan around standards and ensure that students are assessed in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. Each team has scheduled W.I.N. time to support individual needs in Math.

Science will be integrated when appropriate during the Integrated Humanities Block and during the STEM block. All students will have access to grade level science standards. Students will also participate in "minds on" scientific investigations weekly. Teachers will assess accordingly and provide intervention and enrichment as needed.

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/179177.

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

School-Wide Recognition
Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn Around Students. Student Leadership Notebooks are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community art displays, 4-H, and Odyssey of the Mind. An expectation at WZES is that all classrooms will produce on piece of published Writing to be displayed in the courtyard area.
School Advisory Council
Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and student achievement. With Title 1 dollars, WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and students.
Leader In Me
At WZES, we have a Fundraising Committee that seeks to secure funding from community partners to assist with our initiatives. In return, we provide advertisement in our newsletter, on our website, and around campus to show our appreciation to businesses. Funds generated from partners are used to provide student materials and motivators.

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
Lane, Wendy	Principal
Tidd, Charlene	Assistant Principal
Bridges, Minerva	Teacher, K-12
Graham, Shawn	Instructional Coach
Carroll, Jill	Instructional Coach
Buckler, Emily	Teacher, K-12
Carter, Robin	Teacher, K-12
Hanlon, Tamara	Teacher, K-12
Burke, Robin	Teacher, K-12
Kessler, Katherine	Teacher, K-12
Hagelin, Lynn	Teacher, K-12
Madagan, Georgianna	Teacher, K-12
Barrentine, Jamie	Teacher, K-12
McCoy, Amanda	Teacher, K-12
Hines, Rebecca	Other

Duties

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

Responsibilities of Admin
Administrators ensure PLCs meet and use the DuFour Model to plan instruction. They are responsible for scheduling and providing training and turning theory into practice by conducting walk-throughs and providing feedback. Walk-throughs are also conducted by admin to monitor the Absolutes. With PLC Facilitators, administrators collaboratively make school-wide decisions. Input from business partners is gathered to ensure that the community is aware of school-wide initiatives and to solicit support with our efforts. Administrators provide tiered support as part of the school based problem solving team and work closely with the Guiding Coalition to monitor school-wide goals and initiatives.
PLC Facilitators
PLC Facilitators work closely with admin and teachers to build common knowledge and make data driven decisions at the team level to support school-wide goals and initiatives. They also facilitate conversations around DuFour's 5 questions and guide the team in planning for effective instruction and student engagement.
Lighthouse Team
The Lighthouse Team supports the Leader in Me initiative by ensuring that work is conducted at school. This includes curriculum integration and behavioral supports. The goal of WZES is to achieve Lighthouse Status by meeting the 9 Criteria in the Evidence Binder.
Graduation Enhancement
The Graduation Enhancement Teacher provides Tier I Behavior support by instructing classes on leadership skills based around the 7 Habits and Second Step. Assistance with classroom behavior systems is another responsibility of the Graduation Enhancement Teacher as well as the BEP and small group behavior interventions. In order to ensure transfer of instruction, the Graduation Enhancement Teacher meets with students for check-in/check-out.
Primary Resource Intervention
The Primary Resource Intervention Teacher provides tiered levels of support for IRLA, MTSS, and

PLCs by working collaboratively with teams and teachers. The PRIT gathers resources based on teacher need, gathers data, assists teachers with disaggregating data, assists with action planning, and progress monitoring.

ICT

The ICT is responsible for contributing to the integration of technology in the instructional program and students' development of ICT literacy skills through modeling, coaching, and collaboration. This includes collaborating with teachers, curriculum leaders, and administrators to implement defined strategies of the ICT literacy program and monitor efforts to ensure effective implementation to best support the District and school vision, mission, and goals.

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

Data Driven Decisions-Academic

Person(s) Responsible: All instructional staff, PLC Facilitators, Administration

Progress Monitoring: Formatives: every 5-7 days, Summatives: every 4-6 weeks, Discovery Education: BOY/EOY, IRLA-Ongoing

*At weekly PLCs and TBIT, teachers will problem solve around data and action plan at a Tier I level. At WZES, all decisions are based upon a variety of data sources. In regards to academics, we look at formatives and summatives based on standards contained in units that are planned for during PLCs. We also look closely at FCAT data and analyze the big ideas/strands that are tested. Discovery Education assessments and IRLA results were also closely monitored and Tier 1 data was discussed and action plans based around team problem solving were developed to ensure that student needs were being met. From all of this data, our Leadership Team, staff, and members of the SAC felt that we needed to acquire and primary intervention teacher to provide coaching and modeling in the primary grades to assist teachers with core instruction and to assist with tiered support. Monies were set aside to purchase our primary intervention teacher. At WZES, professional development opportunities were developed and book study resources were purchased based around data concerns . Also, a plan for Eastside regional support has been developed to
maximize the support at WZES for teachers, staff, and students. Another decision made from looking at academic data was iReady. Our teachers and students needed a sound intervention and enrichment program to assist with providing practice with CCSS skills. This program individualizes a scope and sequence per intermediate student to ensure differentiation for all.

Data Driven Decisions-Engagement

Person(s) Responsible: Kelli Henson (Psychologist), Emily Buckler (Graduation Enhancement), Bridgett Crews (Guidance Counselor), Leadership Team/PLC Facilitators

Progress Monitoring: Monthly discipline and attendance checks

*Each month, problem solving/action planning meeting will take place to analyze data, to identify students who are at risk or off track in behavior and attendance, and to make a plan for improving performance.

A priority identified from looking closely at attendance and behavioral data was the need for support in the area of ensuring student engagement. If students are not at school or if they are unfocused due to behavioral issues, then learning is not taking place. We needed someone to support students in this area. We found it necessary to purchase a Graduation Enhancement teacher. This teacher will support our students with the Leader in Me initiative which focuses on building leaders. This teacher will also provide individual and group support to students based upon needs. Emily will monitor discipline and attendance data monthly to monitor the

School Advisory Council (SAC)

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

Name	Stakeholder Group
Karen Winner-Holmes	Education Support Employee
Becky Bishop	Education Support Employee
Wendy Lane	Principal
Minerva Bridges	Teacher
Timothy Carter	Teacher
Kathy Knox	Parent
Kym Corkum	Business/Community
Alexa Stinnette	Business/Community
Jodi Fardella	Business/Community
Bonnie Roach	Parent
Jacqueline Bromely	Parent
Kevin Dunsmore	Parent
Kim Allegood	Parent
John Harrell	Parent
Carlenda Henderson	Parent
Ana Hinrichs	Education Support Employee

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

As a SAC Committee, we analyzed and discussed beginning, middle and end of the year data. We gathered
input from stakeholders on SAC regarding our progress thus far. We also look at team action plans and discussed formative and summative data. We discussed our progress toward our 2013-2014 SIP goals. We talked about our Title 1 expenditures and discussed whether they aligned to the progress made. If progress wasn't made, then we problem solved ways to possibly increase student achievement.

Development of this school improvement plan

During the 2013-2014 school year, the SAC members participated in data analysis, brainstorming, and problem solving connected to the 2014-2015 plan. This year, we plan to share goals, action planning, and gather input on the that has been completed so far by our Leadership Team.

Preparation of the school's annual budget and plan

Lottery dollars
This year, we will discuss our projected lottery funds with our SAC. They will brainstorm a list of ways that we could use the monies to enhance school-wide motivators, resources, and/or personnel hours.
Title 1 expenditures
SAC members were given the opportunity to make suggestions regarding how Title I dollars could be allocated, based upon data, to increase student achievement. Suggestions were considered when making Title I purchases at the LEA Conference.

Fee collection
Fee money collections will be shared with SAC members and we will also share how much each
teacher receives for classroom resources.
Business Partners
We will discuss ways that business partners can synergize with WZES to offset costs for initiatives for
school/classrooms.

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

Lottery Dollars were used for the following:
Textbooks-$224.31
Radios-$1800.00
Summer Hours-$1895.78
Planners-$1350.00

***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
Barrentine, Jamie	Teacher, K-12
Bridges, Minerva	Teacher, K-12
Buckler, Emily	Teacher, K-12
Burke, Robin	Teacher, K-12
Carroll, Jill	Instructional Coach
Carter, Robin	Teacher, K-12
Graham, Shawn	Instructional Coach
Hagelin, Lynn	Teacher, K-12
Hanlon, Tamara	Teacher, K-12
Hines, Rebecca	Other
Kessler, Katherine	Teacher, K-12
Lane, Wendy	Principal
Tidd, Charlene	Assistant Principal
Madagan, Georgianna	Teacher, K-12
McCoy, Amanda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Celebrations
The Literacy Leadership Team plans reading celebrations throughout the year to recognize students

who have made progress toward meeting Reading Goals. Reading logs (K-2) and AR reports (3-5) will be used to monitor progress and determine celebrations. Students that improve on IRLA/ Discovery Education/Classroom Assessments will be celebrated as well. This team is also responsible for setting and tracking the school-wide Reading Goals (number of books read, IRLA level, DE gains, etc.).

Reading Support
This year, with the new curriculum resources provided through Pearson ReadyGEN, IRLA, and Canvas materials, the Literacy Leadership Team will plan quarterly teacher sharing sessions to discuss what's working and areas of need. Based on the information gained from these meetings, professional development will be planned and team/individual support will be organized.

Reading events
Various reading events will be planned to get students excited about reading. Those events may include author's visits, pajama reading days, caps off to reading, and Read Across America.

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

Pasco County has developed a multi-tiered system of supports integrated framework and included in that framework is Professional Learning Communities (PLC). The elements of a PLC are a focus on learning, collaborative culture, and results driven. At WZES, members of the instructional staff are a part of a PLC. Grade levels/teams meet weekly to lesson plan around DuFour's four questions-

What is it we expect our students to learn?
How will we know when they have learned it?
How will we respond when some students do not learn?
How will we respond when some students already know it?

To ensure that teams have the time to meet, we have created a master schedule conducive to teachers coming together to collaboratively plan for instruction.

Also at WZES, each team is scheduled to conduct one parent event during the school year to build rapport with families and to strengthen partnerships amongst team members. The topic for each of these events will relate to grade level initiatives and focus areas. Parents will acquire key skills to help their children at home which in turn will increase their success at school.

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

Mentors
At WZES, we assign mentors to brand new teachers in order to support them with various procedural items and with specific content needs. We also recommend that new instructional staff seek out school based and district offered professional development. We allow time for new teachers to visit model classrooms and to participate in coaching opportunities.

PLCs
We have created a Master Schedule where teams of teachers have time to meet and to support one another with planning and with analyzing data to make instructional decisions. This alone is the greatest support for new and seasoned teachers.

7 Habits of Highly Effective People/Leader in Me
Our school is a Leader in Me school. The goal of this initiative is to build leaders and to infuse the 7 Habits of Happy Kids into our daily lessons and activities. The training that is offered to all staff members is relevant to the lives of all stakeholders and the application of these habits into day to day routines will increases one's effectiveness.

Behavior/Academic Support
A system is in place for dealing with discipline issues. Also, we have documented on a visual the steps

of how to provide tiered-supports and how to document/progress monitor both behavior and academic issues. Each team has been given this resource to assist with planning for learning and with supporting all leaners. We have provided a liaison for each team to assist with the MTSS process to ensure that students are provided tiered supports that are relevant to individual needs.
Professional Development
All teachers have the opportunity to participate in professional development that is relevant to growth needs. Coaching cycles are available to all and the Eastside Regional team is available to support school/individual needs.

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

Mentors are assigned to new teachers and to teachers who are struggling with pedagogical issues or other job related activities/assignments. When pairing up staff members, we try to pair like content areas or grade level assignments. We also assign mentors that have had positive/successful mentoring experiences. At WZES, we have allotted time in the Master Schedule for Mentor/Mentee pairings to work together and have always provided the time needed to ensure a successful mentoring experience.

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

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.
Administration will monitor the delivery of standards and student application of standards through observing lesson plans and conducting walk-throughs. Also, administration will be a part of data chats and Tier I problem solving efforts. At these data chats, teams will analyze formative and summative data that will also include research and inquiry projects.

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

Teachers at WZES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.
During PLC planning, teachers plan for formative and summative assessments. As they begin to discuss results from these assessments, they plan for Tier II and Tier III support. Interventions and enrichment are intentionally planned for learners and WIN (What I Need) time has been set aside in the Master Schedule to allow for teachers to meet the needs of each student. WIN time is for ALL students and Tier II and Tier III groups are flexible in order to meet the ever changing needs of our

students.

This year, the work of PLC Facilitators entails taking a close look at various subgroups and action planning/problem solving around their data and implementing an intensive plan to increase performance. For example, students with disabilities will have a specific plan to support their needs. We will meet twice a month to talk about their progress and to discuss the plan created to ensure their success. We will do this for the lowest quartile of student on FCAT 2.0. and we will gather Discovery Ed data/IRLA data and make a plan for students who made minimal growth during the 2013-2014 school year. Extended School Day will also be available for these students to continue working on individual goals and growth.

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: Extended School Day

Minutes added to school year: 3,600

We will support core instruction during Extended School Day (ESD) by having primary students working on IRLA goals and teachers monitoring progress by conferencing with students. Teachers will group primary students in the ESD program by goals and teachers can provide intensive small groups instruction around reading goals/skills.
For grades 3-5, students will work on IRLA goals and teachers will provide intensive instruction around reading goals/skills. Also, students will apply skills from core instruction to iReady work in the areas of Reading and Math. iReady is an individualized program that allow students to work on skills at their current level. Teachers can also assign skills that are currently being taught during the day for Tier I instruction.

Strategy Rationale

The IRLA is a formative assessment framework that supports students, teachers, parents, and administrators as they make the Common Core the academic road map for their everyday work. The IRLA maps the reading process from a pre-reading stage to college and career readiness as each student works in a variety of meaningful contexts, the IRLA helps teachers use the lens of Common Core to give immediate, appropriate, ad targeted feedback to each student, and to determine and suggest the next learning goal and learning actions which should provide clear direction for that student's literacy direction.
iReady is a technology based intervention program. iReady is a diagnostic tool that we will use to screen all intermediate students and pinpoint their needs down to the sub-skill level. This aids instruction for students by finding where their specific needs are and how we can provide a plan of action of our instruction. The next component of iReady is instructional delivering an automated individualized instructional plan for each student. The final component of the program is a computerized toll that monitors progress for each student, class, grade, school, and district. This computerized tool that monitors progress because it will be used to make instructional decisions to ensure that students are making adequate growth toward mandated benchmarks. Student in ESD will spend equal time on Math and Reading using the iReady program and teachers will use the PDFs from iReady for small group intervention/instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tidd, Charlene , chartidd@pasco.k12.fl.us

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

IRLA reports/School Pace will be used to monitor teacher conferencing and student progress. ESD teachers will meet with Admin weekly to discuss data and to make plans for continued support with instruction and with student goal setting.
iReady reports will be used to monitor iReady goals per child and to assist with small group intensive intervention and with student goal setting. ESD teachers will meet weekly with Admin to analyze reports, to discuss student progress, and to problem solve/action plan to ensure student growth.

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

Pre-K to K visits
Each year, we schedule times throughout the year to allow Pre-K students to go and visit Kindergarten classes.
Teachers work together to plan for activities to assist with preparing Pre-K for the transition in to Kindergarten.
K Round-up
One day of the year is scheduled for families to register Kindergarten students and to participate in a school tour.
At this round-up, parents can ask questions and visit classrooms and students can blend with other Kindergarteners to see what their day will entail as a new K student at WZES.
5th grade to Middle School/Middle School Orientation & Infinity Program
Each year, the middle schools in the our feeder pattern allow for 5th graders to visit their middle school campuses. At these visits, students get to tour the campus and sit through a presentation of various groups and/or clubs on campus. The Assistant Principal and Guidance Counselor also comes over to provide information about becoming a 6th grader and scheduling. They also provide tips for a successful transition and discuss the the Infinity Program.

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

School Advisory Council/Parent Involvement/GATI
Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and to support student achievement. They also make decisions regarding how we are preparing our students for college, career, and life readiness. With Title 1 dollars, WZES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and the students. Also our Parent Involvement Coordinator works closely with our Great American Teach-In (GATI) liaison to ensure that we are allowing presentations from our diverse stakeholders and various community businesses to take place during our GATI week activities.
7 Habits of Highly Effective People/Leader in Me
Our school is a Leader in Me school. The goal of this initiative is to build leaders and to infuse the 7 Habits of Happy Kids into our daily lessons and activities. The training that is offered to all staff members is relevant to the lives of all stakeholders and the application of these habits into day to day routines will increases one's effectiveness. As a part of this initiative, we are going to have students start thinking about their future. We are going to conduct a "When I Grow Up" survey and chart the career choices of our students. Our plan is to ensure that we have representation at our GATI presentations that reflect our students' interests.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If there was an increase in the integration of content with evidence-based writing and if it was applied by students in an authentic way, then we will see an increase in student achievement.

G2.   Student outcomes will increase if our students are engaged in authentic and relevant, problem based learning tasks within a technology infused learning environment ensuring deeper understanding of 21st Century skills.

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

Pasco - 0091 - West Zephyrhills Elem. School - 2014-15 SIP

West Zephyrhills Elementary School

G1. If there was an increase in the integration of content with evidence-based writing and if it was applied by students in an authentic way, then we will see an increase in student achievement. 1a

🔍 G041845

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- ReadyGen Training

- PLC Work

- Book Study on Student Taking Charge by Nancy Sulla & Rigorous Reading by Fisher & Frey

- Trainings on Avatar: Differentiated Instruction

- Writing Frames for scaffolding student learning

Targeted Barriers to Achieving the Goal 3

- Lack of strategies to integrate content with a focus on writing.

- Lack of how to have students apply content in an authentic manner.

Plan to Monitor Progress Toward G1. 8

Monitoring integration of content with evidence-based writing:
Discovery Education BOY and EOY data
IRLA ongoing level checks and School Pace class level documentation/data
Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals.
Formatives
Summative
Gallup data student/teachers
Parent feedback
Students surveys/conversations

Person Responsible

Schedule
Quarterly, from 10/1/2014 to 5/15/2015

Evidence of Completion
Data Chat Problem Solving/Action Plans (Tier i)

G2. Student outcomes will increase if our students are engaged in authentic and relevant, problem based learning tasks within a technology infused learning environment ensuring deeper understanding of 21st Century skills. `1a`

Targets Supported `1b`

🔍 G040880

Indicator	Annual Target
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	50.0
AMO Math - All Students	63.0

Resources Available to Support the Goal `2`

- Engagement Book: Engaging Students with Poverty in Mind
- 7 Habits Training/Resources
- Leadership Notebook Resources
- leaderinmeonline.org
- Cooperative learning training/trainer
- Differentiated Instruction training/trainer
- Celebrations Scheduled on Master Calendar
- Leadership Roles/Applications

Targeted Barriers to Achieving the Goal `3`

- Lack of strategies to engage students in poverty.
- Lack of how to have students set goals, track goals, and monitor progress.

Plan to Monitor Progress Toward G2. `8`

Monitoring Engagement:
Discovery Education BOY and EOY data
IRLA ongoing level checks and School Pace class level documentation/data
Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals.
Formatives
Summative
Gallup data student/teachers
Parent feedback
Students surveys/conversations

Person Responsible

Schedule
Every 6 Weeks, from 10/1/2014 to 5/15/2015

Evidence of Completion
Data Chat Problem Solving/Action Plans (Tier I)

Pasco - 0091 - West Zephyrhills Elem. School - 2014-15 SIP

West Zephyrhills Elementary School

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If there was an increase in the integration of content with evidence-based writing and if it was applied by students in an authentic way, then we will see an increase in student achievement. [1]

G041845

G1.B1 Lack of strategies to integrate content with a focus on writing. [2]

B101772

G1.B1.S1 Provide strategies, background, and compelling why behind integrating content with a focus on writing. [4]

S113087

Strategy Rationale

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Action Step 1 `5`

During the second semester of the 2014-2015 school year, the teachers will participate in a book study on Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Fisher and Frey.
With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. The 5 access points toward proficiency discussed in this study will be used to create a walk-though document that will assist the school based Literacy Team with trend data to action plan/problem solve around teacher application.

Person Responsible

Wendy Lane

Schedule

Weekly, from 1/5/2015 to 5/15/2015

Evidence of Completion

Sign-in sheets from PD Lesson Plans PLC Note Taking Guide

Action Step 2 `5`

Through PLC work and professional development, our ICT coach and Primary Interventionist will provide support for teachers with making connections between strategies, standards, and unit guides(Canvas/ReadyGen). In order to scaffold teachers and ensure that they are planning for writing experiences through an integrated process, we will provide guidance with choosing resources and strategies from the unit guides and ReadyGen that will support our writing initiative. Our ICT and Interventionist will offer coaching and modeling through a collaborative experience with the teacher. Teachers will also be provided with Anchor Charts that reflect what proficient writing looks like per grade level for varied tasks.

Person Responsible

Shawn Graham

Schedule

Weekly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Sign-in sheets from PD lesson plans PLC Note Taking Guide Coaching Log documentation

Action Step 3 5

Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/action plan around instructional concerns.

Person Responsible

Wendy Lane

Schedule

Weekly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Sign-in sheets from PD Lesson plans PLC Note Taking Guide Coaching Log documentation Professional Development Scope and Sequence and Schedule

Action Step 4 5

Develop a school wide "Tight"(expected) rubric around elements of integration with a focus on writing that should be evidenced in classrooms. With the support of the PLC Facilitators and the Eastside Regional Support team, we will ensure that teachers know the expectations for integration. We will also establish a support system to assist teams with planning for integration with a focus on writing and provide added guidance to individual teachers who may have difficulties with the integration of content.

Person Responsible

Wendy Lane

Schedule

On 9/30/2014

Evidence of Completion

Completed "Tight" Rubric

Action Step 5 5

Have teams identify two Collective Commitments for the area of integration of content with a focus on writing.
Teams will ensure that they build proficiency of these commitments by participating in professional growth activities, such as reading /researching articles, talking with peers, seeking out professional development, etc.

Person Responsible

Wendy Lane

Schedule

Weekly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Collective Commitment form Observations during walk-throughs Lesson Plans PLC Note Taking Guide

Action Step 6 5

Conduct Conversations/Surveys with students around integration of content with a focus on writing commitments made by team. The instructional staff/teams will view data from student input and and make adjustments to their collective commitments around the area of integration.

Person Responsible

Charlene Tidd

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Student feedback surveys and reflections

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

Rubrics: clarifying expectations for tights around integration with focus on writing and integration

Person Responsible

Charlene Tidd

Schedule

Weekly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Rubric data

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

Walk through, students surveys, student data through formatives/summatives

Person Responsible

Wendy Lane

Schedule

Weekly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Walk-through instrument data, student survey data, formative/summative Tier I data

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Lack of how to have students apply content in an authentic manner. 2

G1.B2.S1 Provide support and tools for teachers to ensure that students are actively participating in learning tasks that are authentic in nature, build problem-based learning, and that integrate technology. 4

Strategy Rationale

Teachers and administrators who recognize the needs of today's society and students, and their impact on teaching and learning, realize the importance of student-centered classrooms that make technology a vital part of their lessons. When students participate in authentic tasks and are at the center of their learning it builds greater responsibility in the classroom, and raises academic rigor. When students take ownership of learning, they achieve at high levels. Teachers can empower students through problem-based learning and differentiation, where students pose questions and actively seek answers. Computer technology is then used seamlessly throughout the day for information, communication, collaboration, and product generation.

Action Step 1 5

During the second semester of the 2014-2015 school year, the teachers will participate in a book study on Students Taking Charge by Nancy Sulla. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. Students Taking Charge will help teachers design innovative learning environments that allow students to take ownership of learning so they can achieve at high levels and meet the rigorous requirements of the Common Core. These innovative learning environments also empower students through problem-based learning and differentiation, where students pose questions and actively seek answers.

Person Responsible

Schedule

Weekly, from 3/3/2015 to 5/15/2015

Evidence of Completion

Sign in sheets for PD Lesson Plans PLC Note Taking Guide

Action Step 2 `5`

Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/action plan around instructional concerns.

Person Responsible

Wendy Lane

Schedule

Weekly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Sign-in Sheets from PD Lesson Plans PLC Note Taking Guide Coaching Log Documentation Professional Development Scope and Sequence/Schedule

Action Step 3 `5`

Develop a school wide "Tight"(expected) rubric around elements of integration with a focus on writing that should be evidenced in classrooms. With the support of the PLC Facilitators and the Eastside Regional Support team, we will ensure that teachers know the expectations for integration. We will also establish a support system to assist teams with planning for integration with a focus on writing and provide added guidance to individual teachers who may have difficulties with the integration of content.

Person Responsible

Charlene Tidd

Schedule

On 9/30/2014

Evidence of Completion

Completed "Tight" Rubric

Action Step 4 `5`

Conduct conversations/surveys with students around collective commitments made by teams pertaining to authentic tasks integrating content, problem solving, technology, and evidenced-based writing. The instructional staff/teams will view data from student input and and make adjustments to their collective commitments around these areas.

Person Responsible

Jill Carroll

Schedule

Quarterly, from 1/5/2015 to 5/15/2015

Evidence of Completion

Student feedback surveys and reflections Collective Commitments form

G2. Student outcomes will increase if our students are engaged in authentic and relevant, problem based learning tasks within a technology infused learning environment ensuring deeper understanding of 21st Century skills. 1

G040880

G2.B6 Lack of strategies to engage students in poverty. 2

B099157

G2.B6.S1 Provide strategies, background, and compelling why behind the importance of engaging students in authentic and relevant, problem based learning tasks within a technology infused learning environment. Teachers will create a toolbox of strategies and develop common language around what engagement looks like for students of poverty and take theory to application. 4

S110459

Strategy Rationale

If teachers intentionally plan for smart, purposeful engagement strategies they will expand students' cognitive capacity, increase motivation and effort, and build deep, enduring understanding of content.
Once teachers build a toolbox of strategies and become proficient in using them, it can help teachers use instructional time more effectively and empower students to take ownership of their learning. Our goal is to build the steps needed so that teachers can create an exciting yet realistic implementation plan for increasing engagement.

Too many of our most vulnerable students are tuning out and dropping out because of our failure to engage them. It's time to set the bar higher. Until we make school the best part of every student's day, we will struggle with attendance, achievement, and graduation rates. It is imperative that we revitalize and enrich teacher practices so that all your students may thrive in school and beyond.

Action Step 1 `5`

During the first semester of the 2014-2015 school year, the teachers will participate in a book study on Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jenson. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. If teachers use the engagement strategies and take them from theory to application, teachers will become proficient in using them, it can help teachers use instructional time more effectively and empower students to take ownership of their learning. Our goal is to build the steps needed so that teachers can create an exciting yet realistic implementation plan for increasing engagement. We will provide coaching support for teachers who need assistance and walk-through engagement indicators will be develop to capture trends across grade levels. This data will be used to communicate trends and patterns and to develop instructional staff.

Person Responsible

Wendy Lane

Schedule

Weekly, from 10/7/2014 to 12/16/2014

Evidence of Completion

Sign in sheets, lesson plans

Action Step 2 `5`

Have teams identify two Collective Commitments for the area of engagement.
Teams will ensure that they build proficiency of these commitments by participating in professional growth activities, such as reading /researching articles, talking with peers, seeking out professional development, etc.

Person Responsible

Wendy Lane

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Walk-Through Tool per team Collective Commitment form Lesson Plans PLC Note Taking Guide

Action Step 3 5

Conduct conversations/surveys with students around collective commitments made by teams pertaining to engagement. The instructional staff/teams will view data from student input and and make adjustments to their collective commitments around these areas.

Person Responsible

Jill Carroll

Schedule

Quarterly, from 9/9/2014 to 5/15/2015

Evidence of Completion

Student feedback surveys and reflections Collective Commitment form

Action Step 4 5

Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/action plan around instructional concerns.

Person Responsible

Wendy Lane

Schedule

Weekly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Sign in sheets Lesson Plans PLC Note Taking Guide Coaching Log documentation Professional Development Scopte and Sequence/Schedule

Action Step 5 5

Develop a school wide "Tight"(expected) rubric around elements of engagement that should be evidenced in classrooms. With the support of the PLC Facilitators and the Eastside Regional Support team, we will ensure that teachers know the expectations for engagement. We will also establish a support system to assist teams with planning for engagement and provide added guidance to individual teachers who may have difficulties with the engagement strategies.

Person Responsible

Charlene Tidd

Schedule

On 9/30/2014

Evidence of Completion

Completed "Tight" Rubric

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Walk-throughs, student surveys, student data through formatives/summatives, lesson plans

Person Responsible

Wendy Lane

Schedule

Daily, from 9/2/2014 to 5/15/2015

Evidence of Completion

Walk-through instrument data, student survey data, formative/summative Tier I data

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Rubrics: clarifying expectations for the "tights" (rubric for each of the tight areas) each grade level has a different commitment focus. 1 school-wide rubric with each commitment on top. Tie in to Marzano where possible. Share rubric data with the team. **Think about desired effects, not the number of activities (what are students able to do/not specifying the task)

Person Responsible

Charlene Tidd

Schedule

Biweekly, from 8/28/2014 to 5/15/2015

Evidence of Completion

Rubric data

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Data will be displayed on a data wall for Engagement, use excel to create charts/graphs to visually display rubric data in the PLC Room. Share data using Google Docs. Use data to problem solve and action plan and develop SMART goals. Celebrate progress.

Person Responsible

Schedule

Evidence of Completion

G2.B10 Lack of how to have students set goals, track goals, and monitor progress. [2]

🔧 B099172

G2.B10.S1 Through the Leader in Me implementation, students will take ownership of their progress while infusing the 7 Habits in their daily lives. [4]

🔧 S110460

Strategy Rationale

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy.

If WZES implements the principles behind the Leader in Me initiative, we will see increases in students' self-confidence, teamwork, initiative, creativity, leadership, problem solving, communication, diversity awareness, and self-directed learning. We will have improved school culture and a dramatic decreases in disciplinary issues.
We will have increased teacher pride and engagement and a
greater parent satisfaction and involvement.

Action Step 1 [5]

Schedule quarterly student led conferences. Parents, teachers, and students will attend this conference and students will inform parents of their progress towards academic and personal goals. Students will also share their accomplishments as well as discuss improvements they plan on making to stay on track with accomplishing their goals. A form containing talking points will be created so that students can use the form to guide the through the conference.

Person Responsible

Charlene Tidd

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Parent log Dates on Master Calendar Talking Points form

Action Step 2 `5`

Schedule and conduct a SMART Goal training for teachers/students. At this training, teachers and students will be provided with tips on how to develop smart goals and to develop goals that are attainable and relevant to growth. Students and teachers will develop goals and progress monitoring tools will be shared and selected to monitor progress.

Person Responsible

Emily Buckler

Schedule

Daily, from 9/1/2014 to 10/3/2014

Evidence of Completion

SMART Goals in Leadership Notebooks Leadership Lounge schedule

Action Step 3 `5`

Develop a Tight (expected) and Loose (choice) around Leader in Me activities for Year 2. Develop a school wide "Tight"(expected) rubric around elements of Leadership Notebooks that should be evidenced in classrooms. We will also establish a support system to assist teams with Leadership Notebooks and provide added guidance to individual teachers who may have difficulties with the developing and maintaining Leadership Notebooks.

Person Responsible

Charlene Tidd

Schedule

Weekly, from 8/11/2014 to 8/22/2014

Evidence of Completion

Agenda Visual of loose/tight form

Action Step 4 `5`

Set planning days to create Leadership Notebooks.

Person Responsible

Schedule

Daily, from 8/11/2014 to 8/15/2014

Evidence of Completion

Agenda Check in

Plan to Monitor Fidelity of Implementation of G2.B10.S1 `6`

Student notebook checks

Person Responsible

Wendy Lane

Schedule

Weekly, from 8/11/2014 to 5/15/2015

Evidence of Completion

Admin logs of checks

Plan to Monitor Fidelity of Implementation of G2.B10.S1 `6`

Monthly team student led conferences

Person Responsible

Wendy Lane

Schedule

Quarterly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Schedule Parent sign in logs

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 `7`

Students taking ownerships (what does it look like)
Notebooks (parts of notebook)
Monitor progress/achievement
Talk from kids about progress
engagement in classroom

Person Responsible

Schedule

Daily, from 5/15/2015 to 5/15/2015

Evidence of Completion

Admin checks

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 `7`

Utilize a parent/teacher feedback form after student led conferences

Person Responsible

Schedule

Weekly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Parent evaluation of feedback

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
G2.B10.S1.A1	Schedule quarterly student led conferences. Parents, teachers, and students will attend this conference and students will inform parents of their progress towards academic and personal goals. Students will also share their accomplishments as well as discuss improvements they plan on making to stay on track with accomplishing their goals. A form containing talking points will be created so that students can use the form to guide the through the conference.	Tidd, Charlene	8/18/2014	Parent log Dates on Master Calendar Talking Points form	5/15/2015 quarterly
G2.B6.S1.A1	During the first semester of the 2014-2015 school year, the teachers will participate in a book study on Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jenson. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. If teachers use the engagement strategies and take them from theory to application, teachers will become proficient in using them, it can help teachers use instructional time more effectively and empower students to take ownership of their learning. Our goal is to build the steps needed so that teachers can create an exciting yet realistic implementation plan for increasing engagement. We will provide coaching support for teachers who need assistance and walk-through engagement indicators will be develop to capture trends across grade levels. This data will be used to communicate	Lane, Wendy	10/7/2014	Sign in sheets, lesson plans	12/16/2014 weekly

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West Zephyrhills Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	trends and patterns and to develop instructional staff.				
G1.B1.S1.A1	During the second semester of the 2014-2015 school year, the teachers will participate in a book study on Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Fisher and Frey. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. The 5 access points toward proficiency discussed in this study will be used to create a walk-though document that will assist the school based Literacy Team with trend data to action plan/problem solve around teacher application.	Lane, Wendy	1/5/2015	Sign-in sheets from PD Lesson Plans PLC Note Taking Guide	5/15/2015 weekly
G1.B2.S1.A1	During the second semester of the 2014-2015 school year, the teachers will participate in a book study on Students Taking Charge by Nancy Sulla. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. Students Taking Charge will help teachers design innovative learning environments that allow students to take ownership of learning so they can achieve at high levels and meet the rigorous requirements of the Common Core. These innovative learning environments also empower students through problem-based learning and differentiation, where students pose questions and actively seek answers.		3/3/2015	Sign in sheets for PD Lesson Plans PLC Note Taking Guide	5/15/2015 weekly
G2.B10.S1.A2	Schedule and conduct a SMART Goal training for teachers/students. At this training, teachers and students will be provided with tips on how to develop smart goals and to develop goals that are attainable and relevant to growth. Students and teachers will develop goals and progress monitoring tools will be shared and selected to monitor progress.	Buckler, Emily	9/1/2014	SMART Goals in Leadership Notebooks Leadership Lounge schedule	10/3/2014 daily
G2.B6.S1.A2	Have teams identify two Collective Commitments for the area of engagement. Teams will ensure that they build proficiency of these commitments by participating in professional growth activities, such as reading /researching articles, talking with peers, seeking out professional development, etc.	Lane, Wendy	8/18/2014	Walk-Through Tool per team Collective Commitment form Lesson Plans PLC Note Taking Guide	5/15/2015 quarterly
G1.B1.S1.A2	Through PLC work and professional development, our ICT coach and Primary Interventionist will provide support for teachers with making connections between strategies, standards, and unit guides(Canvas/	Graham, Shawn	9/2/2014	Sign-in sheets from PD lesson plans PLC Note Taking Guide Coaching Log documentation	5/15/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	ReadyGen). In order to scaffold teachers and ensure that they are planning for writing experiences through an integrated process, we will provide guidance with choosing resources and strategies from the unit guides and ReadyGen that will support our writing initiative. Our ICT and Interventionist will offer coaching and modeling through a collaborative experience with the teacher. Teachers will also be provided with Anchor Charts that reflect what proficient writing looks like per grade level for varied tasks.				
G1.B2.S1.A2	Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/ Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/ action plan around instructional concerns.	Lane, Wendy	9/10/2014	Sign-in Sheets from PD Lesson Plans PLC Note Taking Guide Coaching Log Documentation Professional Development Scope and Sequence/ Schedule	5/15/2015 weekly
G2.B10.S1.A3	Develop a Tight (expected) and Loose (choice) around Leader in Me activities for Year 2. Develop a school wide "Tight"(expected) rubric around elements of Leadership Notebooks that should be evidenced in classrooms. We will also establish a support system to assist teams with Leadership Notebooks and provide added guidance to individual teachers who may have difficulties with the developing and maintaining Leadership Notebooks.	Tidd, Charlene	8/11/2014	Agenda Visual of loose/tight form	8/22/2014 weekly
G2.B6.S1.A3	Conduct conversations/surveys with students around collective commitments made by teams pertaining to engagement. The instructional staff/teams will view data from student input and and make adjustments to their collective commitments around these areas.	Carroll, Jill	9/9/2014	Student feedback surveys and reflections Collective Commitment form	5/15/2015 quarterly
G1.B1.S1.A3	Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/ Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a	Lane, Wendy	9/10/2014	Sign-in sheets from PD Lesson plans PLC Note Taking Guide Coaching Log documentation Professional Development Scope and Sequence and Schedule	5/15/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/ action plan around instructional concerns.				
G1.B2.S1.A3	Develop a school wide "Tight"(expected) rubric around elements of integration with a focus on writing that should be evidenced in classrooms. With the support of the PLC Facilitators and the Eastside Regional Support team, we will ensure that teachers know the expectations for integration. We will also establish a support system to assist teams with planning for integration with a focus on writing and provide added guidance to individual teachers who may have difficulties with the integration of content.	Tidd, Charlene	9/2/2014	Completed "Tight" Rubric	9/30/2014 one-time
G2.B10.S1.A4	Set planning days to create Leadership Notebooks.		8/11/2014	Agenda Check in	8/15/2014 daily
G2.B6.S1.A4	Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/ Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/ action plan around instructional concerns.	Lane, Wendy	9/10/2014	Sign in sheets Lesson Plans PLC Note Taking Guide Coaching Log documentation Professional Development Scopte and Sequence/ Schedule	5/15/2015 weekly
G1.B1.S1.A4	Develop a school wide "Tight"(expected) rubric around elements of integration with a focus on writing that should be evidenced in classrooms. With the support of the PLC Facilitators and the Eastside Regional Support team, we will ensure that teachers know the expectations for integration. We will also establish a support system to assist teams with planning for integration with a focus on writing and provide added guidance to individual teachers who may have difficulties with the integration of content.	Lane, Wendy	9/2/2014	Completed "Tight" Rubric	9/30/2014 one-time
G1.B2.S1.A4	Conduct conversations/surveys with students around collective commitments made by teams	Carroll, Jill	1/5/2015	Student feedback surveys and reflections Collective Commitments form	5/15/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	pertaining to authentic tasks integrating content, problem solving, technology, and evidenced-based writing. The instructional staff/teams will view data from student input and and make adjustments to their collective commitments around these areas.				
G2.B6.S1.A5	Develop a school wide "Tight"(expected) rubric around elements of engagement that should be evidenced in classrooms. With the support of the PLC Facilitators and the Eastside Regional Support team, we will ensure that teachers know the expectations for engagement. We will also establish a support system to assist teams with planning for engagement and provide added guidance to individual teachers who may have difficulties with the engagement strategies.	Tidd, Charlene	9/1/2014	Completed "Tight" Rubric	9/30/2014 one-time
G1.B1.S1.A5	Have teams identify two Collective Commitments for the area of integration of content with a focus on writing. Teams will ensure that they build proficiency of these commitments by participating in professional growth activities, such as reading /researching articles, talking with peers, seeking out professional development, etc.	Lane, Wendy	8/18/2014	Collective Commitment form Observations during walk-throughs Lesson Plans PLC Note Taking Guide	5/15/2015 weekly
G1.B1.S1.A6	Conduct Conversations/Surveys with students around integration of content with a focus on writing commitments made by team. The instructional staff/ teams will view data from student input and and make adjustments to their collective commitments around the area of integration.	Tidd, Charlene	8/18/2014	Student feedback surveys and reflections	5/15/2015 quarterly
G1.MA1	Monitoring integration of content with evidence-based writing: Discovery Education BOY and EOY data IRLA ongoing level checks and School Pace class level documentation/data Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals. Formatives Summative Gallup data student/ teachers Parent feedback Students surveys/conversations		10/1/2014	Data Chat Problem Solving/Action Plans (Tier i)	5/15/2015 quarterly
G1.B1.S1.MA1	Rubrics: clarifying expectations for tights around integration with focus on writing and integration	Tidd, Charlene	9/2/2014	Rubric data	5/15/2015 weekly
G1.B1.S1.MA2	Walk through, students surveys, student data through formatives/ summatives	Lane, Wendy	9/2/2014	Walk-through instrument data, student survey data, formative/summative Tier I data	5/15/2015 weekly
G1.B1.S1.MA3	[no content entered]			one-time	
G2.MA1	Monitoring Engagement: Discovery Education BOY and EOY data IRLA ongoing level checks and School Pace class level documentation/data Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals. Formatives Summative Gallup data student/		10/1/2014	Data Chat Problem Solving/Action Plans (Tier I)	5/15/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teachers Parent feedback Students surveys/conversations				
G2.B6.S1.MA1	Rubrics: clarifying expectations for the "tights" (rubric for each of the tight areas) each grade level has a different commitment focus. 1 school-wide rubric with each commitment on top. Tie in to Marzano where possible. Share rubric data with the team. **Think about desired effects, not the number of activities (what are students able to do/not specifying the task)	Tidd, Charlene	8/28/2014	Rubric data	5/15/2015 biweekly
G2.B6.S1.MA3	Data will be displayed on a data wall for Engagement, use excel to create charts/graphs to visually display rubric data in the PLC Room. Share data using Google Docs. Use data to problem solve and action plan and develop SMART goals. Celebrate progress.			one-time	
G2.B6.S1.MA1	Walk-throughs, student surveys, student data through formatives/ summatives, lesson plans	Lane, Wendy	9/2/2014	Walk-through instrument data, student survey data, formative/summative Tier I data	5/15/2015 daily
G2.B10.S1.MA1	Students taking ownerships (what does it look like) Notebooks (parts of notebook) Monitor progress/ achievement Talk from kids about progress engagement in classroom		5/15/2015	Admin checks	5/15/2015 daily
G2.B10.S1.MA4	Utilize a parent/teacher feedback form after student led conferences		8/18/2014	Parent evaluation of feedback	5/15/2015 weekly
G2.B10.S1.MA1	Student notebook checks	Lane, Wendy	8/11/2014	Admin logs of checks	5/15/2015 weekly
G2.B10.S1.MA2	Monthly team student led conferences	Lane, Wendy	8/18/2014	Schedule Parent sign in logs	5/15/2015 quarterly

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 Opportuntities

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

G1. If there was an increase in the integration of content with evidence-based writing and if it was applied by students in an authentic way, then we will see an increase in student achievement.

G1.B1 Lack of strategies to integrate content with a focus on writing.

G1.B1.S1 Provide strategies, background, and compelling why behind integrating content with a focus on writing.

PD Opportunity 1

During the second semester of the 2014-2015 school year, the teachers will participate in a book study on Rigorous Reading: 5 Access Points for Comprehending Complex Texts by Fisher and Frey. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. The 5 access points toward proficiency discussed in this study will be used to create a walk-though document that will assist the school based Literacy Team with trend data to action plan/problem solve around teacher application.

Facilitator

WZES Adminstration/Eastside Regional Support team

Participants

Instructional Staff

Schedule

Weekly, from 1/5/2015 to 5/15/2015

PD Opportunity 2

Through PLC work and professional development, our ICT coach and Primary Interventionist will provide support for teachers with making connections between strategies, standards, and unit guides(Canvas/ReadyGen). In order to scaffold teachers and ensure that they are planning for writing experiences through an integrated process, we will provide guidance with choosing resources and strategies from the unit guides and ReadyGen that will support our writing initiative. Our ICT and Interventionist will offer coaching and modeling through a collaborative experience with the teacher. Teachers will also be provided with Anchor Charts that reflect what proficient writing looks like per grade level for varied tasks.

Facilitator

Lane, PLC Facilitators, Eastside Regional Support

Participants

Instructional Staff

Schedule

Weekly, from 9/2/2014 to 5/15/2015

PD Opportunity 3

Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/action plan around instructional concerns.

Facilitator

Shawn Graham, Tamara Hanlon, Robin Carter, Jill Carroll and Eastside Regional Team, PLC Facilitators

Participants

Instructional Staff

Schedule

Weekly, from 9/10/2014 to 5/15/2015

G1.B2 Lack of how to have students apply content in an authentic manner.

G1.B2.S1 Provide support and tools for teachers to ensure that students are actively participating in learning tasks that are authentic in nature, build problem-based learning, and that integrate technology.

PD Opportunity 1

During the second semester of the 2014-2015 school year, the teachers will participate in a book study on Students Taking Charge by Nancy Sulla. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. Students Taking Charge will help teachers design innovative learning environments that allow students to take ownership of learning so they can achieve at high levels and meet the rigorous requirements of the Common Core. These innovative learning environments also empower students through problem-based learning and differentiation, where students pose questions and actively seek answers.

Facilitator

Wendy Lane

Participants

Instructional Staff

Schedule

Weekly, from 3/3/2015 to 5/15/2015

G2. Student outcomes will increase if our students are engaged in authentic and relevant, problem based learning tasks within a technology infused learning environment ensuring deeper understanding of 21st Century skills.

G2.B6 Lack of strategies to engage students in poverty.

G2.B6.S1 Provide strategies, background, and compelling why behind the importance of engaging students in authentic and relevant, problem based learning tasks within a technology infused learning environment. Teachers will create a toolbox of strategies and develop common language around what engagement looks like for students of poverty and take theory to application.

PD Opportunity 1

During the first semester of the 2014-2015 school year, the teachers will participate in a book study on Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jenson. With the assistance of the Eastside Regional Support Team, we will create a scope and sequence for training that will ensure teachers have opportunities to turn theory into application. If teachers use the engagement strategies and take them from theory to application, teachers will become proficient in using them, it can help teachers use instructional time more effectively and empower students to take ownership of their learning. Our goal is to build the steps needed so that teachers can create an exciting yet realistic implementation plan for increasing engagement. We will provide coaching support for teachers who need assistance and walk-through engagement indicators will be develop to capture trends across grade levels. This data will be used to communicate trends and patterns and to develop instructional staff.

Facilitator

Wendy Lane, Shawn Graham, Charlene Tidd, Jill Carroll, Emily Buckler, Eastside Regional Team

Participants

Instructional Staff

Schedule

Weekly, from 10/7/2014 to 12/16/2014

PD Opportunity 2

Create a Scope and Sequence for Training and schedule training for Differentiated Instruction, Cooperative Learning, and Technology Stations/Centers to support writing. For each of the trainings mentioned above, we have school-based staff who are trained to train teachers. We will plan with PLC Facilitators and the Eastside Regional team members to map out a plan for training to ensure that teachers turn theory in to practice. We will have a support system organized for teachers that need help with applying new learnings and set up coaching cycles for teachers that need guidance. Observational data and walk through data will be used to problem solve/action plan around instructional concerns.

Facilitator

Wendy Lane, Charlene Tidd, Shawn Graham, Emily Buckler, Jil Carroll, Tamara Hanlon, Robin Carter, PLC Facilitators

Participants

Instructional Staff

Schedule

Weekly, from 9/10/2014 to 5/15/2015

G2.B10 Lack of how to have students set goals, track goals, and monitor progress.

G2.B10.S1 Through the Leader in Me implementation, students will take ownership of their progress while infusing the 7 Habits in their daily lives.

PD Opportunity 1

Schedule and conduct a SMART Goal training for teachers/students. At this training, teachers and students will be provided with tips on how to develop smart goals and to develop goals that are attainable and relevant to growth. Students and teachers will develop goals and progress monitoring tools will be shared and selected to monitor progress.

Facilitator

Emily Buckler, Robin Carter

Participants

Instructional Staff, Students

Schedule

Daily, from 9/1/2014 to 10/3/2014

Technical Assistance Items

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

Pasco - 0091 - West Zephyrhills Elem. School - 2014-15 SIP

West Zephyrhills Elementary School

Budget Rollup

Summary	
Description	**Total**
Goal 1: If there was an increase in the integration of content with evidence-based writing and if it was applied by students in an authentic way, then we will see an increase in student achievement.	3,965
Goal 2: Student outcomes will increase if our students are engaged in authentic and relevant, problem based learning tasks within a technology infused learning environment ensuring deeper understanding of 21st Century skills.	1,495
Grand Total	**5,460**

Goal 1: If there was an increase in the integration of content with evidence-based writing and if it was applied by students in an authentic way, then we will see an increase in student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Purchase of Rigorous Reading: 5 Access Points for Comprehending Complex Texts Budgeted-$1,755.00	Title I Part A	1,755
B2.S1.A1 - Monies have been set aside to Purchase Nancy Sulla's book called Students Taking Charge. Budgeted-$2210.00	Title I Part A	2,210
Total Goal 1		**3,965**

Goal 2: Student outcomes will increase if our students are engaged in authentic and relevant, problem based learning tasks within a technology infused learning environment ensuring deeper understanding of 21st Century skills.		
Description	**Source**	**Total**
B6.S1.A1 - Monies have been set aside to purchase the book Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement by Eric Jenson. Budgeted-$1495.00	Title I Part A	1,495
Total Goal 2		**1,495**