Springwood Elementary School

2014-15 School Improvement Plan

Springwood Elementary School

3801 FRED GEORGE RD, Tallahassee, FL 32303

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	51%

Alternative/ESE Center	Charter School	Minority
No	No	73%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Springwood Elementary School is to provide all students with a safe, positive and challenging learning environment that enables all learners to become well-prepared, productive and contributing citizens in the 21st century. It is our objective to recognize and develop individuality, self-growth and responsibility using a variety of strategies and cooperative efforts throughout the school, home and community.

Provide the school's vision statement

Dedicated to putting students first, Springwood Elementary School will be known as an award-winning school. Visionary in both plan and accomplishment, Springwood Elementary School will embrace families, volunteers and the community to support its educational programs in a well-maintained, technologically rich facility. Working together with all stakeholders, Springwood Elementary School will provide a loving, compassionate learning community that nurtures and supports exemplary education for every student.

School Environment

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

Springwood Elementary School (SWES) is located on Fred George Road in the Northwest section of Tallahassee, FL. According to the most recent student enrollment data, the current student population at SWES is approximately 660 students. The demographic make-up of this population consists of: 62% African-American (420 students), 28% Caucasian (179 students), 5% Hispanic (29 students) and 5% Asian, Indian and/or Bi-Racial (33). Approximately, 75% of our students are receiving free or reduced breakfast and lunch and are currently at or below the federal poverty level.
SWES understands the impact of low literacy skills on our population of students. A cycle of repeated generational patterns of high poverty, high dropout rates, and low school performance expectations can further impede the process of student achievement. With this in mind the SWES Leadership Advisory Team (LAT) will be composed of curriculum specialists, grade level chairs, school site administrators, and School Advisory Council (SAC) members.
Regularly scheduled parent workshops and curriculum expos will be held based upon flexible scheduling, weekly communication newsletters, ongoing text message alert systems, and school social media sites will be used to ensure open lines of communication and transparency. School Spirit Nights at local restaurants and community locations will be held throughout the year to provide opportunities for relationship building and information sharing.

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

Springwood Elementary has committed itself to providing a learning environment that cultivates not only high expectations, but also systems for ensuring that all students are treated fairly and provided opportunities to develop socially, physically, and mentally. We offer a variety of clubs and after-school clubs and programs that allow students to explore interests outside of core academic interests. We host monthly outstanding student recognition celebrations, host a National Honor Society, anti-bullying and health and wellness initiatives, and we encourage students to participate in our ongoing community service initiatives. During Grade Level Meetings, teachers will receive professional

development on Marzano's research based teaching strategies to enhance learning and build strong relationships between teachers and their learners.

Springwood infuses the content required by Florida Statute 1003.42 (2) and S.B. Policy 2210, as applicable to the appropriate grade levels, including but not limited to History of Holocaust, History of Africans and African Americans, Hispanic Americans, Women's history, and Veteran contributions. Each teacher on our campus volunteers to work with 2 students that have shown a need for assistance with social, behavioral, or academic skills. Our teacher mentors are then charged with monitoring the progress of their assigned students throughout the year and acting as a personal point of contact to assist with meeting social-emotional needs of students. A school wide Discipline Assembly was held within the first few weeks of school for all students to highlight the school wide expectations for student behavior and the dress code. The assembly was led by administrators, the guidance counselor, and our school resource officer.

Our Student Council representatives comprised of a multicultural group of student leaders will develop initiatives that provide service to our community as well as school wide projects that promote student unity.

Teachers will attend professional development trainings that will assist us in promoting cultural awareness for all students.

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

Springwood has 4 foundational school-wide rules that act as our core for ensuring students are on task during instructional time: (1) Be Respectful; (2) Be Responsible; (3) Be Safe; and (4) Be Ready to Learn. We also have a Springwood College Prep Creed that students recite each morning as a way of starting our day with our expected end in mind. Along with these school-wide items, each classroom teacher is asked to have a tiered behavioral system in place that offers opportunities for students to correct their behavior and get back on task before being sent to the office. We utilize a web-based program called Educator Handbook to keep track of anecdotal behavioral information as well as major offenses. Referrals submitted in this database are monitored and addressed by a school administrator or our Dean of Students in order to ensure consistency. Referral data is reviewed monthly with grade level teams and with our school-wide behavioral management team to track disciplinary actions and brainstorm ideas for minimizing loss of instructional time. The school-wide Discipline Plan was communicated with parents at the beginning of the year and again once our PBS room started.

Our guidance counselor offers developmental counseling classes that are tailored to the meet the needs of the students. During Paraprofessional Meetings, classroom management techniques, teaching strategies for small groups, and ways to build relationships with students will be part of the professional development this year. In addition, professional development on working with students, parents, and visitors will be provided to all non-instructional staff members during their quarterly meetings.

As an AVID school we have begun the process of creating a College Readiness environment that seeks to build relationships with students, teachers and parents in order to promote our school vision and mission. Students will benefit from the organizational skills learned from AVID and be able to apply those skills to home and school.

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

Springwood Elementary has committed itself to being a home away from home for all students. In addition to our recruitment of community mentors and volunteers to work with our students, we also have initiated our own campus teacher led mentoring program. Each teacher on our campus volunteers to work with 2 students that have shown a need for assistance with social, behavioral, or

academic skills. Our teacher mentors are then charged with monitoring the progress of their assigned students throughout the year and acting as a personal point of contact to assist with meeting social-emotional needs of students. We also have a school guidance counselor, Positive Behavior Support Team, and an MTSS Multi-tiered System of Support Team that offers psychological screenings and support for students, teachers, and families as well. Improving attendance through the MTSS team is one of the major school-wide initiatives for the 2014-2015 school year.

Teachers hold Student Data conferences are held with students each semester to discuss their progress on

assessments, to review individual goals, and to give students feedback on their overall performance.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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/198089.

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

Springwood utilizes our Business Partner Coordinator and Volunteer Coordinator to assist with establishing and sustaining productive and lasting relationships with our community. Our PTO and SAC organizations are active in recruiting and utilizing our community resources to meet the needs of our teachers and students. School Administrators also aide in this process by making time to speak personally with community businesses to advocate for school needs and provide support for businesses that are giving back to our community.

Effective Leadership

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

School Leadership Team

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

Name	Title
Small, Christopher	Principal
Austin, Tina	Assistant Principal
Johnson, Shakia	Instructional Coach

Duties

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

Principal- Oversee the implementation of core curriculum with needed interventions. Ensure all personnel are implementing the curriculum with fidelity.
Assistant Principal- Oversee the implementation of core curriculum with needed interventions.
Reading Coach-provide professional development and modeling to classroom teachers, paraprofessionals and other staff in delivering and improving reading instruction. The reading coach also provides recommendations for school administrators regarding the most effective reading practices to aid in school wide curriculum decisions.
Interventionist-provide reading intervention for students performing in the lowest percentile in each grade level.
Curriculum Developers-Provide professional development for teachers on the core curriculum and provide support for implementation of curriculum at their respective grade levels.
Guidance Counselor/Referral Coordinator- Organizes the MTSS process and meetings with the team to implement problem solving techniques to meet student needs.
Each school leader is involved in one or all of the following meetings. The school leadership team meets monthly and includes, team leaders, the reading coach, interventionists, and curriculum developers. The SDM Shared Decision Making Team meets as needed to discuss school based decisions that affect our way of work. The Grade Level Meetings are held biweekly to discuss ongoing student assessment data, professional development on effective teaching practices for each grade level, and any other student information that is directly related to student performance. Fine tuning schedules, intervention needs, and upcoming parent involvement initiatives are a part of the monthly agenda items at Grade level meetings. Vertical Team meetings are held for each core curriculum every 9 weeks to ensure the pacing and implementation of the curriculum is on track. The MTSS meetings are held weekly to implement problem solving techniques for students that are having academic or behavioral concerns.

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

The school (MTSS) Multi-Tiered System of Support focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team will meet once a week on Mondays. Examples of activities during weekly meetings include reviewing student progress monitoring data and discussing strategies that best meet student needs and reviewing student attendance data. The review of data will help determine students in need of additional interventions. Based on the evaluation of data and identification of student needs, the team will identify professional development needed, student resources and teacher resources needed.
Rebecca Wert, Referral Coordinator-Organizes the MTSS Meetings, the referral process, and gathers all necessary documentation for MTSS meetings. She also assists teachers with suggested strategies to meet student needs, and assists parents needing additional information to assist their children.
Robin Petrick, Program Specialist-Participates in the collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem solving activities. She also assists with student placements in the ESE programs as well as advises school personnel on the least restrictive environments.
Amanda Bishop, School Psychologist-Participates in student data collection, evaluation, interpretation and analysis of data: facilitate implementation of intervention plans. Provide professional development and technical assistance for problem-solving activities for teachers and students needing additional interventions.
Mara Shows, School Social Worker-Participates in providing resources for parents and students needing additional services to meet their needs.
ESE teachers (Varying exceptionalities, speech, gifted, resource, consultation)-Provide information about intervention instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support for academic and behavioral needs.
General Education teacher-One representative from each grade level provides information regarding core instruction, participates in student data collection, and collaborates with other staff and parents to ensure implementation of Tier 1, 2, and 3 instruction and support.
Parent/Guardian- Provides a critical role in the student's support network, and in providing additional, significant information about the student.
Student Representative (as needed)- Participation of the student at Springwood encourages "buy-in" of the intervention plan and supports continuous feedback on progress.
Monthly LEA/Director meetings ensure collaboration and coordination between district offices and schools. Our school will receive that information monthly. Our Parent Representative, our Employed Representative, and the administrators will ensure implementation of Title 1 Plan.
The Title 1 Academic Coordinator and Title 1 Developers will facilitate and coordinate district office and individual schools' staff development plans to ensure that each schools unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and FCAT data. The LEA Master Calendar and the LEA Homepage are tools that we will use to stay abreast of federal and non-federal programs we may benefit from related to our Title 1 Plan.
Title 1 funds will be utilized to provide food and childcare for parent workshops. It will also be utilized to cover the costs of professional development needed to implement the strategies listed in our School Improvement Plan.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Shedric Triplett	Parent
Vernestine McLeod	Parent
Connie Jenkins-Pye	Business/Community
Rick Smith	Business/Community
Dana Dugger	Parent
Gloria Meadows	Parent
Mary Silva	Business/Community
Jessica Hooker	Teacher
Shontavia Munningham	Parent
Latrenda Jackson	Parent
Melissa Jackson	Parent
Stephanie Salters	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC members are presented with last year's data. Areas of concern are addressed. Administration is expected to provide recommendations to staff for improvement. SAC ensures implementation of the school improvement plan (SIP).
SAC members are also presented with the SIP data from previous years and provided a platform to discuss areas of concerns and areas of progress. They are asked to complete and submit SIP recommendation forms that are discussed and considered by the school leadership team. SAC members are also asked to provide ongoing feedback throughout the school year on the progress towards the School Improvement Plan goals.

Development of this school improvement plan

The SAC members provide ongoing input in the SIP plan for the school year. The SIP is designed to assist the school in achieving the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy. SAC also will monitor the SIP, approve and monitor spending of SIP Funds and assist in preparation of the Springwood school budget. This organization also helps to make decisions on school items related to topics included in the School Improvement Plan. They provide feedback to the school from the community and parental perspective.

Preparation of the school's annual budget and plan

SAC is presented with the school budget and updates on how funding has been allocated. SAC members are provided an opportunity to share their insight, offer recommendations for allocations of funds, and draft action plans for meeting budget needs that require additional fundraising or partnerships for in-kind donations. There were no SIP funds distributed by the State for the 2013-2014 school year. For the 2014-2015 school year, Springwood received $3,308.45 in SIP funds.

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

SIP funds are generally used to fund professional development for teachers on initiatives related to the SIP plan or are used to fund school-wide technology needs listed in the SIP.

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
Small, Christopher	Principal
Austin, Tina	Assistant Principal
Johnson, Shakia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet monthly or as needed. Their main goal is to ensure that School Improvement goals are being implemented and to plan a reading workshop for parents, to ensure teachers at all grade levels are staying on pace, and to plan any additional school-wide activities for reading that are needed. This team will also make school wide decisions regarding academic and non-academic concerns for all grade levels.
Under new standards and legislation employed by Florida DOE and Race to the Top Criteria, Springwood is moving towards implementing Common Core Standards through Content Area Reading Professional Development (CARPD) and the use of a Reading and Data Coach to assist with effective implementation of new Florida Standards. The training and implementation of the new standards has been assigned as an additional responsibility of our new Reading Coach and Data Coach who is already taxed with current Corrective Intervention duties along with reading professional development needs of existing teachers.
Additionally, the disaggregation of schoolwide student data and the data chat conversations with teams will be the responsibility of this position. Considerable amount of professional development needs to be provided for capacity building. Continuing training and technical assistance for all staff is critical to any type of systems change and movement toward improvement because accountability for positive outcomes for all students is a shared responsibility of all personnel. To develop consistency across programs, it would be beneficial to offer several opportunities for professional development throughout the year. We will also provide training opportunities to parents, as well as educators n the new standards and curriculum, to help maximize the achievement of all students, including students with disabilities. To meet the needs of all participants, these opportunities could be delivered in a variety of formats:
• Workshops
• Seminars
• Distance learning
• Videoconferences
• Online courses
• Florida State Great Explorations in Math and Science (GEMS)
It is vital to offer continuing professional development that addresses relevant areas essential to effective implementation of RTI and improved student outcomes. These areas could include the

following:
• Collaborative decision making (professional learning communities)
• Effective use of data, including data gathered through progress monitoring, in making instructional decisions
• Collaborative delivery of instruction/interventions
• What constitutes "interventions" versus "accommodations and modifications"
• Progress monitoring techniques
• Parent engagement strategies

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

Teachers will be represented on the school planning and advisory councils that make decisions regarding the use of assessments. Teachers will utilize the results of state assessments, grade-level assessments, weekly mini-assessments, state released standardized tests, computer-based assessments, and teacher observations will be used to identify student needs and to determine whether subgroups are making progress towards adequate yearly progress (AYP).
ACTIVITIES FOR EFFECTIVE TIMELY ASSISTANCE:
1. Multiple measures will be used to ensure that students' difficulties are identified on a timely basis so that appropriate instruction can be implemented.
2. Professional development for staff will be included to help teachers identify student difficulties and how to provide appropriate assistance.
3. Teacher-parent conferences and MTSS Multi-Tiered Systems of Support meetings will be held as needed for any student.
ACTIVITIES FOR POSITIVE WORKING RELATIONSHIPS:
1. Common Planning Time has been created for all teachers including special area teachers.
2. Monthly Faculty Meetings and Team Building opportunities
3. Annual Back to School Teacher Retreat
4. Professional Planning Days and classroom coverage as needed for professional development
5. Grade Level Meetings are held biweekly to discuss teaching practices, student performance, and team building exercises are implemented

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

1. Only highly qualified teachers are considered for employment and hired. We receive more than an adequate number of applications and only those who are highly qualified are interviewed.
2. Teachers participate in the district meetings/trainings on effective teaching methods and curriculum. We have ongoing training for teachers during the preplanning week, during faculty meetings, through our district office, and at grade level meetings.
3. Lesson Study Teams will be formed if needed in order to prepare, evaluate, and modify best practices for explicit instruction of content. Teachers are provided support by shadowing other experienced teachers in that area.

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

During our August Pre-Planning week, all new teachers to Springwood and first year beginning teachers are required to attend a teacher induction meeting with the school administrators. This session allows new and beginning teachers to ask questions and become oriented to our way of work and expectations. During these sessions, each beginning and new teacher is paired with a mentor teacher and/or guardian

angel teacher. In addition, new teachers participate in the BTP (Beginning Teacher Program) where they receive written and oral feedback from peers and administrators in an effort to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and aid with their professional growth.

The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement. Teachers are provided with a mentor on their grade level and another peer teacher from another grade level they can go to for assistance. The assistance provided will include lesson plans assistance, iObservation evaluation process, modeling lesson implementation activities, staff handbook training, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee.

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

Springwood Elementary School uses the Eight Step Florida Continuous Improvement Model to improve student achievement. The model is based on best practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups and supports data driven decision- making. The Department of Education as well as the SWES Leadership Team will provide Florida Continuous Improvement Model (FCIM) Training in conjunction with Progress Monitoring Data Disaggregation Training in July of 2014. The FCIM and By the Numbers process accomplishes data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring in a cycle of Plan-Do-Study-Act.

To ensure that our core instructional programs and materials are aligned to the Florida Standards all teachers and administrators also attend required district trainings on effective implementation of district adopted materials and curriculum resources. Each grade level is also required to have a representative for both English Language Arts and Math who attends a district training once a 9 week period for updates on curriculum implementation. These Instructional Leaders are also asked to attend monthly vertical advocate meetings where information is shared on the progress of curriculum implementation and areas of concern that may need to be addressed.

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

A major commitment has been made by SWES to implement school-wide Curriculum Action Plans aligned to Common Core Standards and Reading Professional Development Strategies. Common Core Curriculum Action Plans will act as curriculum pacing guides for instructors to follow during the 2014 – 2015 school year. Benchmark Assessment Guides will also be utilized in order to target and schedule school-wide content Mini-Lessons throughout the year as well as ongoing progress monitoring tools. The FCIM will continue to be implemented in reading, writing, math and science for the 2014 – 2015 school year. In addition, school wide, research-based reading strategies and professional development. Meetings are held on a regular basis to ensure the pacing guide for the Language Arts Florida Standards(LAFS) is being followed.

Teachers will implement a balanced, uninterrupted 120 minute reading block, a 45-60 minute writing block during ELA, and utilize the balanced literacy approach that includes whole group, small group, and one on one instruction based on student needs. We will meet with teachers and utilize the results

of state assessments, grade-level assessments, weekly mini-assessments, state released standardized tests, computer-based assessments, teacher observations, and Benchmark Assessments to identify student needs and to determine whether subgroups are making progress towards adequate yearly progress (AYP).
ACTIVITIES FOR EFFECTIVE TIMELY ASSISTANCE:
1. Multiple measures will be used to ensure that students' difficulties are identified on a timely basis so that appropriate instruction can be implemented.
2. Professional development for staff will be included to help teachers identify student difficulties and how to provide appropriate assistance.
3. Teacher-parent conferences and MTSS Multi-Tiered Systems of Support meetings will be held as needed for any student.
4. Interventions will be offered and implemented and tailored to meet the specific needs of students struggling with the core curriculum.

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

Strategy: After School Program

Minutes added to school year: 450

Participating students in our before and after-school Extended Day Enrichment Program have homework assistance with activity leaders, and enrichment activities. The Reading Pals program will be used with selected students to increase reading fluency and comprehension.

Strategy Rationale

The homework assistance and the implementation of the Reading Pals program will increase student motivation and build confident readers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Small, Christopher, smallc@leonschools.net

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

Student Homework grades and AR/AIMS reading progress

Strategy: After School Program
Minutes added to school year: 24

Participating students are invited and assigned to work with a teacher in either reading or math for a 12 week period following mid-year testing data. Teachers focus their instruction on intensive re-teaching of information that students have not mastered or from recent lessons from the school day.

Strategy Rationale

Bubble students benefit from additional explicit practice on core skills from content area teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Small, Christopher, smallc@leonschools.net

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

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

Our kindergarten students receive developmental counseling through their Media Block of special area. The topics covered include sharing, taking responsibility for their actions, the importance of following rules, and conflict mediation. Baseline testing was also completed this summer in an effort to balance classes. This information was used to plan instruction to best meet the student needs at the beginning of the year. Kindergarten students also participate in the state FLKRS assessment to determine further needs of students. Kindergarten parents are also encouraged to become members of our SAC and PTO and stay in communication all year with teachers and the school. Kindergarten students also receive daily and weekly progress reports to provide information to parents regarding student behavior. Teacher newsletters are sent home weekly/monthly to keep parents abreast of the weekly academic goals so they can assist their children at home. Reading buddies is a mentoring program where our 4th and 5th grade students are paired up with Kindergarten students as reading buddies and to do reading activities with them. A Kindergarten input form was provided with our registration packet in an effort to obtain more information for teachers about our incoming Kindergarten students. In addition, Kindergarten parents were provided with a Kindergarten Readiness booklet with helpful ways to assist their student over the summer and ways to enhance learning at home during the school year. Conferences to discuss student progress are scheduled with all Kindergarten parents within the first 9 weeks of school.

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

Springwood has committed itself to being an AVID school for the 2014-15 school year. AVID (Advancement Via Individual Determination) is a college readiness system designed to increase the

number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

HOW WE WILL MAKE THIS DREAM A REALITY:

1. Teachers will meet weekly to collaboratively plan the WICOR lessons. Teachers will discuss any misconceptions that students may have for the concepts being taught for that week, select vocabulary words and write questions that include all levels of questioning and thinking. Teachers may also discuss how they will check for understanding as well as their plan for re-teach/interventions.

2. Teachers will model the proper use of the agenda book/planner beginning on the first day of school. Teachers will have their own agenda book that they will use as an example for students to refer to for clarity. Teachers will update their agenda book daily for the first month of school. After that time the book will be maintained as a reference for new students that may come throughout the year or for students who lose their agenda book and have to start a new one. Teachers will check agenda books/planners for accuracy daily during the first month of school and then two weeks after Winter break and two weeks before the end of the year. Students will be provided with a rubric in advance.

3. Teachers will engage in group activities with students to model all levels of questioning and thinking. During the first month of school, teachers will frequently have students participate in activities where they have to determine what level a question is.

4. Teachers model 2 column notes, quick writes and graphic organizers during lessons. The teacher will display this model on the wall for future reference. Teachers will also display non-examples of 2 column notes, quick writes and graphic organizers. Two weeks before the Winter break teachers will introduce 3 column notes.

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

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

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

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. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 60% of students show proficiency on the 2015 FSA Reading.

G2. As we begin a more complex state measure of math, our school goal is to have at least 50 % of our students show proficiency on the 2015 FSA Mathematics.

G3. By the end of 2014- 2015 academic year, at least 75 % of students will make learning gains in reading.

G4. At the end of 2014-2015 academic year, at least 75% of students will make learning gains in mathematics.

G5. By the end of the year 2014-2015 academic year, 75% of students in Lowest 25% will make learning gains in reading.

G6. At the end of 2014-2015 academic year, at least 75% of students in the lowest 25% will make learning gains in mathematics.

G7. By the end of 2014- 2015 academic year, at least 50 % will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science.

G8. By the end of 2014- 2015 academic year, at least 20% of students will score on level 4 or 5 on FCAT Science.

G9. Springwood Elementary will work to develop a rigorous, relevant, and differentiated learning environment that promotes a college readiness culture.

G10. Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEM fields. Awareness will act as our stepping stone to enhanced STEM programs and development with all grade levels over time.

G11.   Parental involvement and volunteer hours will increase from 4000 hours to 4500 hours for the 2014-2015 school year.

G12.   Our current attendance rate is 95%.Our goal is to increase to 96% this school year.

G13.   We plan to increase awareness of healthy lifestyle actions. Improving the health of employees will greatly affect productivity and morale.

Strategic Goals Detail

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

G1. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 60% of students show proficiency on the 2015 FSA Reading. `1a`

🔑 G041089

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal `2`

- Professional development provided by the district and school level support and modeling with district personnel for all ELA teachers to provide framework for ELA expectations for all students. Grade level meetings to ensure more text dependent writing across the curriculum and explicit comprehension strategy instruction will also be used.

Targeted Barriers to Achieving the Goal `3`

- New standards and curriculum adoption. Limitations of training and on the job training. Lack of familiarity with new standards and assessment structure.

Plan to Monitor Progress Toward G1. `8`

District suggested curriculum implementation

Person Responsible
Christopher Small

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
class scores for data review meetings

G2. As we begin a more complex state measure of math, our school goal is to have at least 50 % of our students show proficiency on the 2015 FSA Mathematics. 1a

G041092

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0

Resources Available to Support the Goal 2

- Teachers will engage students in complex tasks that require them to generate and test hypotheses. Teachers will engage students in complex tasks using higher order thinking. Teachers will include a Problem of the Day each day. Teachers will use Essential Questions (H,M,L) to enhance core math lessons. Teachers will invite parents to school to participate in a math activity and provide parents with tips to assist their children. Enrichment class in 5th grade to accelerate high level students. Looping Model in grades 3-5 for continuity and acceleration. More student led lessons and inquiry based questioning strategies for oral and written responses.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Use of higher order thinking skills
Use of Daily Problem of the day to engage and challenge students

Person Responsible
Tina Austin

Schedule
Daily, from 10/5/2014 to 6/1/2015

Evidence of Completion
Math Journals, homework

G3. By the end of 2014- 2015 academic year, at least 75 % of students will make learning gains in reading.
1a

🔑 G041098

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Teachers will provide interventions to help students become successful and build their confidence. Outstanding Owl Recognition Initiatives will be implemented. The Intervention team will use Corrective Reading Programs for daily explicit instruction when appropriate. We will provide attendance rewards to classes to increase attendance overall in school. Conferences will be scheduled with parents of students with attendance concerns. The early identification of students and student needs will be an ongoing progress monitoring process using benchmarking assessments and re-teaching strategies when students are not making progress. Teachers will differentiate Instruction with the use of small groups for sharing ideas during student led discussions. Teachers will use various resources for re-teaching skills in SM5.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Intervention implementation
Early identification of Benchmark assessments
Attendance concerns

Person Responsible
Tina Austin

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Data binders Aimsweb testing Benchmark assessment data

G4. At the end of 2014-2015 academic year, at least 75% of students will make learning gains in mathematics. `1a`

`G041095`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Springwood will offer remediation tutoring after school to eligible students. Offer before-school computer lab time. The materials to be used will be coordinated for each grade level. The increased use of word problems (Problem solving portion of the classwork) in classrooms will occur. All teachers are going to be sure to include the word problems daily and literacy strategies in math. The alignment of instruction with end of year state assessments will take place during Vertical Team meetings and Professional development days. Teachers will follow the district Pacing Guides. Singapore Math and Kagan strategies will be utilized in classes.

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G4. `8`

Increased use of problem solving techniques

Person Responsible

Christopher Small

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Math assessments

G5. By the end of the year 2014-2015 academic year, 75% of students in Lowest 25% will make learning gains in reading. `1a`

`G041099`

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Teachers will complete AIMSweb testing, aims probes, use of resource tools on SM5 to reteach, use of SM5 daily, before and after-school tutoring will be offered to eligible students, and teachers will utilize reading buddies when available. Teachers will offer parental support to promote reading initiatives at home. Student incentives (PBS tickets, certificates, student recognition) for making efforts in reading.

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G5. `8`

Interventions
Aimsweb assessments
Parental support
Student incentives

Person Responsible

Tina Austin

Schedule

Evidence of Completion

FAIR assessment reports Grade level meeting- data reviews and findings Teacher documentation of students meeting goals.

G6. At the end of 2014-2015 academic year, at least 75% of students in the lowest 25% will make learning gains in mathematics. `1a`

G041102

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Teachers will use a supplemental curriculum for students that need additional assistance in number sense. Family Math Event Utilize cross-curricular activities from Go Math! curriculum Increase hands-on activities such as manipulatives, projects, etc. Increase in use of Kagan strategies in math to encourage student collaboration on answers.

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G6. `8`

Number Sense

Person Responsible
Christopher Small

Schedule
Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Intervention mini- assessments, Classwork, Homework

G7. By the end of 2014- 2015 academic year, at least 50 % will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science. `1a`

🔍 G041104

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented. Virtual and hands-on interactive science labs. Focus on Text Dependent Questioning that require both oral and written responses. Common Core Curriculum should incorporate more informational text at all grade levels.

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G7. `8`

Science knowledge

Person Responsible
Tina Austin

Schedule
Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Chapter tests, Baseline and Midyear Assessments

G8. By the end of 2014- 2015 academic year, at least 20% of students will score on level 4 or 5 on FCAT Science. `1a`

G041105

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Students will be provided real-world science experiences and engaging activities at every grade level using textbooks and supplemental materials and lessons. Hands-on inquiry-based investigations will take place in science classes. Teachers will be given instructional techniques on how to teach Science at their grade level. Science instruction will be supplemented with GEMS, Brain-Pop, and GIZMOS for simulated science experiments. Teachers will assess background knowledge before teaching new concepts and offer hands-on activities to teach concepts. Teachers will increase their use of informational text and adopted curriculum materials. Students will receive instruction on techniques to improve reading comprehension of non-fiction books

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G8. `8`

Real world Science Inquiry
Professional Development for teachers
Student Prior Knowledge

Person Responsible
Tina Austin

Schedule
Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Chapter Tests/Science assessments DA Baseline Testing Science Assessments

G9. Springwood Elementary will work to develop a rigorous, relevant, and differentiated learning environment that promotes a college readiness culture. 1a

🔍 G041096

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Teachers will celebrate student success using various methods such as brag boards, AR/STAR parties, 90% Club, and student recognition on Springwood in the Morning news show. The Outstanding Owl Recognition Initiatives will continue. A parent workshop will be offered focusing on reading tips for parents. The school will have open communication with parents to inform them of Parent night activities as well as all other school events. We will also provide helpful reading tips in the grade level newsletters and in the school wide newsletters. Food and childcare will be provided at all parent meetings. Teachers will provide clear learning goals and rubrics, and track student progress; Infusion of Virtual Tours and other setting the stage activities; Collaboration with vertical teams for brainstorming and articulation The incorporation of test taking strategies in preparation for Spring testing; the addition of essential questions into lesson planning and classroom instruction will be utilized. We will have additional training on Webbs Depth of Knowledge and increased attention to vocabulary. The increased use of common core standards and text dependent questioning and writing techniques will be used. The increased use of Data Review meetings among the grade level will guide instructional techniques or changes. AVID organizational strategies will be implemented with 4th and 5th grade students and school-wide activities related to college readiness will be implemented to promote school-wide college readiness skills and increase awareness of academic and vocational future opportunities.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G9. 8

Increased college readiness skills.

Person Responsible
Christopher Small

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Monthly Binder checks, End of year College Projects for all classes

G10. Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEM fields. Awareness will act as our stepping stone to enhanced STEM programs and development with all grade levels over time. `1a`

Targets Supported `1b`

`G041106`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Recruitment of non-fee based community partners and grants; investigation of more STEM activities to bring to campus. Continue the implementation of our STEM Club after school for grades 3-5. Continue with the activities started such as the school garden created by the STEM Club last year. This year we will have a Gardening Club and a STEM club.

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G10. `8`

STEM awareness activities

Person Responsible
Christopher Small

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
STEM projects

G11. Parental involvement and volunteer hours will increase from 4000 hours to 4500 hours for the 2014-2015 school year. 1a

🔑 G041107

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Provide childcare during parent workshops to parents. Provide food for parents and students on parent workshop nights so parents do not have to cook. Provide incentives to parents and/or students for attending the workshops. The proposed workshop topics are parents with events that supports them as parents: Marriage Seminar – Helping families to build stronger marriages which builds stronger communities Cooking Seminar – Helping parents to manage their time wiser with cooking healthy "quick" meals Finance Seminar – Learning how to make a budget, live within a budget and plan for the future Motivational Speaker – Building parent/school moral *Parent surveys will determine which topics would be of best interest to our parents. Open House Parent work-shops at night specific for each grade level; Monthly Ice-Cream Social Events; Every Nine Weeks Self-Help workshops, Give-aways, Suggestion Box; Increased communication with Pinpoint about needs of students and school Coordinate with the Volunteer Coordinator to use volunteers appropriately. Parents can volunteer from home, and at school, with fundraisers, with classroom activities, and to accommodate grade level needs. *Inform parents of various ways to volunteer for Springwood at home. In parent newsletters, list serv, and on teacher web pages. Inform parents of volunteer opportunities such as collating books and cutting out materials at home, providing ingredients for cooking projects, or donating school project supplies. Pilot Web conferencing tool and/or conference call technology. Use of website to communicate important information; Techghetti Night sponsored by our SAC– Provide parents with a pinpoint presentation, showcase technology use at Springwood-making it more parent friendly. Grade level teams, parent involvement committees and staff representatives Open lines of communication and reach our to more parents using the Remind 101 textmessaging to send updates on school information, send home a condensed parent friendly version of our newsletter-What's the Hoot. Send home information soliciting parent emails if they would like for us to register them to receive list serv messages. Use that platform to inform parents of school rules, safety concerns, upcoming events, and the importance of being in school daily and being on time.

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement due to childcare constraints and time constraints. Low parental involvement due to lack of interest or conflicts with parent work schedules. Utilizing parent assistance effectively.

Plan to Monitor Progress Toward G11. 8

Meaningful Parent Involvement activities

Person Responsible
Christopher Small

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
Parent Sign in sheets Parent Surveys

G12. Our current attendance rate is 95%.Our goal is to increase to 96% this school year. 1a

🔍 G041108

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Teachers will send home Attendance reports from Pinpoint as necessary for students with poor attendance rates. Attendance conferences will take place for parents of students with excessive absences or tardies. These conferences will be led by the Referral Coordinator and the AP Attendance Warning Letters from Pinpoint will be sent home with progress alerts and report cards every 9 weeks. We will increase the communication between the school and the home when attendance is a factor. Increase parental awareness of attendance policy and statistics related to attendance through classroom and school newsletters, flyers, attendance warning letters via Pinpoint, and attendance conferences with parents. Attendance Incentives to increase student motivation to be at school and be here on time. The reward program will provide incentives for students and classes that achieve perfect attendance. Create a weekly spot on the morning show showcasing Perfect Attendance classes. Recognize those with a good attendance record regularly on our morning show. Students will be recognized and rewarded accordingly. Teacher training at faculty meetings to ensure uniform attendance tracking practices school wide. Attendance will initially be taken by the teacher and all other entries will be completed in the office for accuracy.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G12. 8

Attendance Initiatives

Person Responsible
Tina Austin

Schedule
Monthly, from 10/5/2014 to 6/1/2015

Evidence of Completion
Attendance reports in Pinpoint-compare month by month Attendance Warning Letters Attendance Conference records CSAP Forms to district

G13. We plan to increase awareness of healthy lifestyle actions. Improving the health of employees will greatly affect productivity and morale. 1a

🔍 G041109

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Student Champions programs to promote fitness and exercise with students Staff Champions program to promote fitness and exercise with employees Nutrition Assembly for students Nutrition Awareness lessons in PE classes 95210 Awareness Initiatives school wide Staff participation in community fitness initiatives-Heartwalk-5K

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G13. 8

Wellness Initiatives

Person Responsible
Tina Austin

Schedule
Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion
Attendance and participation in community fitness opportunities Staff surveys Parent feedback

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. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 60% of students show proficiency on the 2015 FSA Reading. 1

🔑 G041089

G1.B1 New standards and curriculum adoption. Limitations of training and on the job training. Lack of familiarity with new standards and assessment structure. 2

🔑 B099727

G1.B1.S1 Utilization of Reading Coach to Model instructional practices and co-teach lessons with teachers. 4

🔑 S112273

Strategy Rationale

Teacher support and development in order to increase instructional effectiveness.

Action Step 1 5

Professional Development

Person Responsible

Christopher Small

Schedule

Monthly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Agendas, PLC Notes, Artifacts

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

Person Responsible

Schedule

Evidence of Completion

G11. Parental involvement and volunteer hours will increase from 4000 hours to 4500 hours for the 2014-2015 school year. 1

G041107

G11.B1 Lack of parent involvement due to childcare constraints and time constraints. Low parental involvement due to lack of interest or conflicts with parent work schedules. Utilizing parent assistance effectively. 2

B099745

G11.B1.S1 Provide childcare during parent workshops to parents. Provide food for parents and students on parent workshop nights so parents do not have to cook. Provide incentives to parents and/or students for attending the workshops. 4

S111004

Strategy Rationale

Action Step 1 5

Parenting Workshop

Person Responsible

Christopher Small

Schedule

On 2/28/2015

Evidence of Completion

Parent Surveys

Plan to Monitor Fidelity of Implementation of G11.B1.S1 [6]

Meaningful Parent Involvement activities

Person Responsible

Schedule

Evidence of Completion

Flyers for Parent workshops Sign In sheets from workshops

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 [7]

Parent Workshop Interest

Person Responsible

Schedule

Evidence of Completion

parent surveys

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
G11.B1.S1.A1	Parenting Workshop	Small, Christopher	10/7/2014	Parent Surveys	2/28/2015 one-time
G1.B1.S1.A1	Professional Development	Small, Christopher	8/11/2014	Agendas, PLC Notes, Artifacts	5/22/2015 monthly
G1.MA1	District suggested curriculum implementation	Small, Christopher	8/18/2014	class scores for data review meetings	6/1/2015 monthly
G1.B1.S1.MA1	[no content entered]			one-time	
G2.MA1	Use of higher order thinking skills Use of Daily Problem of the day to engage and challenge students	Austin, Tina	10/5/2014	Math Journals, homework	6/1/2015 daily
G3.MA1	Intervention implementation Early identification of Benchmark assessments Attendance concerns	Austin, Tina	8/18/2014	Data binders Aimsweb testing Benchmark assessment data	6/1/2015 monthly
G4.MA1	Increased use of problem solving techniques	Small, Christopher	8/18/2014	Math assessments	6/1/2015 monthly
G5.MA1	Interventions Aimsweb assessments Parental support Student incentives	Austin, Tina	FAIR assessment reports Grade	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			level meeting- data reviews and findings Teacher documentation of students meeting goals.		
G6.MA1	Number Sense	Small, Christopher	8/18/2014	Intervention mini- assessments, Classwork, Homework	6/1/2015 weekly
G7.MA1	Science knowledge	Austin, Tina	8/18/2014	Chapter tests, Baseline and Midyear Assessments	6/1/2015 biweekly
G8.MA1	Real world Science Inquiry Professional Development for teachers Student Prior Knowledge	Austin, Tina	8/18/2014	Chapter Tests/Science assessments DA Baseline Testing Science Assessments	6/1/2015 biweekly
G9.MA1	Increased college readiness skills.	Small, Christopher	8/18/2014	Monthly Binder checks, End of year College Projects for all classes	6/1/2015 monthly
G10.MA1	STEM awareness activities	Small, Christopher	8/18/2014	STEM projects	6/1/2015 monthly
G11.MA1	Meaningful Parent Involvement activities	Small, Christopher	8/18/2014	Parent Sign in sheets Parent Surveys	6/1/2015 monthly
G11.B1.S1.MA1	Parent Workshop Interest		parent surveys	once	
G11.B1.S1.MA1	Meaningful Parent Involvement activities		Flyers for Parent workshops Sign In sheets from workshops	once	
G12.MA1	Attendance Initiatives	Austin, Tina	10/5/2014	Attendance reports in Pinpoint- compare month by month Attendance Warning Letters Attendance Conference records CSAP Forms to district	6/1/2015 monthly
G13.MA1	Wellness Initiatives	Austin, Tina	8/18/2014	Attendance and participation in community fitness opportunities Staff surveys Parent feedback	6/1/2015 daily

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. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 60% of students show proficiency on the 2015 FSA Reading.

G1.B1 New standards and curriculum adoption. Limitations of training and on the job training. Lack of familiarity with new standards and assessment structure.

G1.B1.S1 Utilization of Reading Coach to Model instructional practices and co-teach lessons with teachers.

PD Opportunity 1

Professional Development

Facilitator

Principal and Assistant Principal, District Developers, Reading Coach

Participants

Teachers

Schedule

Monthly, from 8/11/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 60% of students show proficiency on the 2015 FSA Reading.	3,308
Grand Total	**3,308**

Goal 1: As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 60% of students show proficiency on the 2015 FSA Reading.		
Description	**Source**	**Total**
B1.S1.A1 - Professional Development Planning Days for all grade levels. Curriculum Alignment, and Focus Calendar planning for the new standards.	School Improvement Funds	3,308
Total Goal 1		**3,308**