

Duval County Public Schools

Woodland Acres Elementary School



2015-16 School Improvement Plan

Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

<http://www.duvalschools.org/wae>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	B

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Woodland Acres Elementary is to provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen in a global economy.

Provide the school's vision statement

The Vision of Woodland Acres Elementary is to provide a safe and civil environment with an emphasis on rigorous standards based curriculum, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence.

School Environment

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

Teachers facilitate "family meetings" every morning in their homeroom classrooms. The purpose of these meetings is to build a sense of community within the classroom. Students will honor each others' differences and learning to accept each other. Teachers will get to know students on a personal level and better understand them as individuals.

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

The Foundations Team at the school establishes school-wide rules and procedures to ensure safety and respect in the common areas. Each classroom implements CHAMPS behavioral expectations to give student clear routines to follow that will result in a safe learning environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All school staff have been trained on the Student Code of Conduct and the disciplinary actions taken as a result of all infractions. The school takes a progressive discipline approach to provide equity for all misbehavior. Students participate in restorative justice along with other positive behavior support systems to work out problems that may exist between individuals. Woodland Acres Elementary uses character education to rehabilitate recurring offenders of the Student Code of Conduct.

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

Woodland Acres Elementary School utilizes the United Way Full Services organization to provide social-emotional help for families to meet their needs. Students and families are referred based on observation and request. Counselors meet for free with families and provide social-emotional counseling, mentoring, and pupil services.

Woodland Acres will has implemented a mentoring program for the most at-risk students. Community members mentor students once a week to discuss reading strategies and serve as a consistent figure in each child's life.

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

Attendance is monitored through FOCUS. Discipline is compiled into a school made database in which student name/date/time/offense/referring teacher/homeroom teacher/outcome are inputted and tracked. Teachers meet monthly with coaches and administration to monitor/analyze data and identify students in need, both academically and behaviorally.

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	98	79	75	68	50	19	389
One or more suspensions	9	10	3	17	9	1	49
Course failure in ELA or Math	6	5	3	8	2	0	24
Level 1 on statewide assessment	0	0	0	44	0	42	86
	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	3	1	4	9	10	27

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

AIT meetings, United Way Full Services Schools, ESOL Paraprofessional, "Cat Cash" Store, Behavior Interventionist, School Wide Discipline Plan, ISSP Plan, RTI, PBIS Plan

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 available at the school site.

Description

On average, 39% (231/634) of the parents attended monthly parent events hosted by the school or Title I Parental Involvement Center. This is a 21% increase from the previous school year; however, research suggests that student achievement increases when actively parents participate in the education of their children. Our overall target is to increase last years parent participation by 10%

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

Woodland Acres Elementary has many partnerships throughout the community of Jacksonville. Currently, the school is partnered with three faith-based partners - Destination Church and Impact Church.

Destination Church provides many needs for our students to support the well-being of the child as well as academic success. Destination Church has provided clothes for students that need them throughout the school day. They also hold a coat drive in the winter for students that do not have protection from the cold temperatures. The church provided holiday gifts for students in December.

Impact Church has agreed to partner with Woodland Acres Elementary to participate in a mentoring program with our most at-risk students. They will participate in a weekly "Power Lunch" which pairs a church member with a student to have conversations and promote the love a reading. Impact Church also provided school supplies for students at the beginning of the school year.

Blessings in a Backpack has also partnered with Woodland Acres this year. This program will provide 200 meals per week to some of our most neediest students, so that they will have food to eat over the weekend. Another one of our business partners Adreima, has also provided many school and clinic supplies to our school this year.

AT&T has partnered with Woodland Acres as well and they have provided school supplies and books to all of our teachers and students. They are currently in the grant writing process to purchase at least 50 e-readers for our ESOL students.

Woodland Acres Elementary School is also a Professional Development School for the University of North Florida. This partnership provides many opportunities for teacher and student growth. UNF students complete field experiences, course work, and internships at Woodland Acres Elementary. Through these programs, Woodland Acres students are provided tutoring and tiered interventions. The UNF partnership also brought the business partnership of Main Street America, Inc. to Woodland Acres Elementary. The partnership with MSA has resulted in a supply drive, monthly tutoring, a book drive, and 5th grade field trip to their business headquarters.

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:

Name	Title
Fullwood, Tiffany	Principal
Appelman, Deborah	Assistant Principal
Maxey, Michael	Teacher, K-12
Nickerson, Karleen	Guidance Counselor
Parris, Angela	Teacher, K-12
Parris, Kendall	Instructional Coach
Stevenson, Christie	Other
Syverud, Sue	Other
Joseph, Lakeysa	Instructional Coach
Roach , Patrick	Assistant Principal

Duties

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

The School-based/MTSS leadership team functions as a committee at the school. This committee is comprised of the School Principal, school instructional leader, that drives the operational and instructional operations of the school. Two Assistant principals, that assist in the daily operations of the school and oversees certain instructional subject areas. Our reading and math coaches serve as professional development facilitators as well as instructional models for teachers. The school counselor provides input and support in the area of counseling and behavior interventions. We are fortunate to have both reading and math interventionists who serve our lowest performing students in the area of tier 3 instruction and remediation. Lastly, we have our Professor In Residence and our Clinical Residence Facilitator who serve as liaisons for the University of North Florida. The Leadership Team meets weekly while the MTSS team meets minimum once per month to discuss the implementation of the RtI process at the school. The team analyzes the scheduling, materials, and progress monitoring process of RtI for the school. The MTSS leadership team develops and revises the school RtI handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The MTSS leadership team works closely with the RtI problem solving team to provide professional development for teachers regarding the fidelity of the implantation of RtI. Progress monitoring forms and frequency charts are develop through the MTSS leadership team as well as RtI implementation plans.

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

All classroom teachers will participate in data chats with administration to determine safety nets needed in order to positively impact student achievement. Teacher support systems as well as small group assignments will be developed. Teachers will review common assessments at the conclusion of each instructional unit to evaluate the effectiveness of the core instruction. Small groups will be adjusted based on the results of the unit/district assessments as well as data from our blending learning components.

All instructional staff will receive a RtI Handbook that contains the necessary resources and forms to complete Tier II and III interventions. Fidelity logs will be used by the teachers to verify consistency in the delivery of the interventions. Teachers are required to keep documentation of the frequency of

teacher-led instruction as well as the data that was used to determine the RtI intervention. Data for each RtI instructional group will be tracked to monitor the progress of each student. Students that show consistent progress toward meeting the goal will be exited out of the Tiered intervention. Students that show minimal to no growth throughout the intervention after a sufficient amount of weeks will be brought to the RtI problem solving team to brainstorm more effective interventions.

Title I, Part A

Provides a PreK program for neighborhood 4 year old students. Title I funds are used to pay for the PreK teacher and paraprofessional along with supplies, substitutes, Parent Involvement Materials, and the Parent Involvement Resource Staff Member. Title I fully funded two paraprofessionals and four classroom teachers.

Title X- Homeless

Terry Parker Full Service Family Resource Center assists families that are homeless.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds will be used to pay teachers for Saturday School in the months of February, March, and April. Supplies for Saturday school will also be funded with SAI money.

Nutrition Programs

Breakfast in the classroom to insure that our students are prepared nutritionally for the academic school day. Woodland Acres Elementary is also a Community Eligibility Option (CEO) school allowing all students to receive a free breakfast and lunch regardless of socioeconomic status. We have also been given a \$10,000 grant to provide fresh fruits and vegetables to our students as a snack 3x a week.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amber Burgbacher	Business/Community
James Boddie	Business/Community
Joy Hervey	Business/Community
Steve Gerrish	Business/Community
Karen English	Business/Community
Lakeysha Joseph	Teacher
Jessica Calo	Business/Community
LaTonya Taylor	Education Support Employee
Mary Heaney	Business/Community
Artrice Johnson	Teacher
Andrea Anderson-Bacon	Teacher
Rhonda Howell	Teacher
Sharneka Rollins	Business/Community
Elizabeth Miller	Teacher

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

During the last SAC meeting in June of 2015, the SAC evaluated the effectiveness of programs at Woodland Acres Elementary. We looked at the goals of the school improvement plan and determined if the goals were met and how they can be revised in order to have a successful 2015-15 school year. The committee discussed the importance of focusing on differentiated instruction and rigor. The SAC noted that more emphasis needs to be put on all learners not just struggling learners. Enrichment activities need to be planned as well as intervention activities. The level of rigor to match the Florida State Standards was also noted as a priority.

Development of this school improvement plan

The School Advisory Council helped the school's leadership team brainstorm identify resources and barriers that will either help or hinder the school moving forward. As a committee, we looked closely at the way the student performed on iReady ,Achieve 3000, and FCAT Science to determine priorities and next steps for the school. Each "Expected Improvement" area was identified and discussed in depth to determine if any critical information was not included.

The SAC will give input on the school improvement plan during the first SAC meeting on September 15, 2015. At this meeting all establish goals as well as barriers and resources will be discussed. The committee will vote on the best way to spend school improvement money to help reach the goals.

Preparation of the school's annual budget and plan

Each line item of the school's budget will be analyzed by the School Advisory Committee to discuss if money was appropriated in a way that will help the school reach its goals. Other funds such as SAI and Title I will be discussed to ensure that supplemental resources are purchased that will support the needs of the school.

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

Woodland Acres Elementary School is committed to ensuring that all students that need Tier II instruction receive it with fidelity. The School Improvement Plan reflects the importance of providing this safety net to help students reach proficiency. In order to maximize time and resource to provide Tier II instruction, teachers will be providing after school tutoring for struggling students. It will be proposed that school improvement funds be used to pay teachers for after school tutoring sessions. Each tutoring session will last one hour after school for three days per week. Only students that show a clear learning deficit will be allowed to participate. Use of the funds in this way will help the school move closer to reaching its stated goals.

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:

Name	Title
Fullwood, Tiffany	Principal
Joseph, Lakeysa	Instructional Coach
Parris, Angela	Teacher, K-12
Parris, Kendall	Instructional Coach
Syverud, Sue	Other
Appelman, Deborah	Assistant Principal
Roach , Patrick	Assistant Principal
Bradford, April	Teacher, K-12
Helse, Tyvae	Teacher, K-12
Johnson, Artice	Teacher, K-12
Berry, Bailey	Teacher, K-12
Penn, Stephanie	Teacher, K-12
Bacon, Andrea	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major Initiatives of the LLT
25 book campaign / reading celebration
DAR analysis and remediation
Text complexity
New Florida Standards implementation and unpacking
Differentiated Reading Centers
Vertical Articulation
Extended Reading Hour

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 have the opportunity to participate in an organized and facilitated weekly collaborative planning session. During resource time, each grade level will work with school coaches and administration to plan lessons for the upcoming week. The Equip Student Work protocol will be used to help teachers plan rigorous work time activities for the students based on the complexity of the standards. Teachers will rotate as facilitators of each collaborative planning cycle to help build capacity at the school and deepen the understanding of the Florida State Standards as well as the implementation of the new curriculum.

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

Teachers will be provided differentiated professional development each early release day training session for teachers based on professional development surveys and student data. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective. Person(s) responsible: school-based coaches and administration.
Teachers will be provide additional support through the use of coaching cycles. These cycles will allow

instructional coaches at the school to work with teachers, one-on-one, to provide in depth assistance in the area of teaching. Person(s) responsible: school-based and district-based coaches.

We will utilize the University of North Florida Resident Clinical Faculty (RCF) to hold monthly meetings with novice teachers to professionally develop common concerns faced by inexperienced teachers. The RCF will conduct informal walkthroughs with novice teachers to determine level of implementation of the new professional development. Person(s) responsible: RCF, school administration, and mentor teachers.

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

Every new teacher to Woodland Acres Elementary School will be awarded the opportunity to become acclimated to the school through various avenues. We feel that giving extra support to new teachers will help them better understand the school's culture along with its processes and procedures. New teachers will participate in monthly meetings with administration, be assigned a mentor, have the opportunity to observe other classrooms, and take part in professional development throughout the school year. There will be a meet-and-greet session prior to the beginning of school with all new teachers to Woodland Acres Elementary School. This orientation session will allow new teachers the opportunity to understand the faculty and parent/student handbook through an in-depth description of its contents. New teachers will also participate in a school tour introducing them to all of the essential locations in the school building.

All teachers new to Woodland Acres Elementary will meet to discuss issues, concerns, or clarification. There will be opportunities for conducting classroom walkthroughs focusing on the six accomplish practices to show teachers positive examples of the principal's expectations. Principal or designee will hold a debriefing session after each of the walkthroughs to clarify or explain all findings.

Each brand new teacher will be assigned a Resource Team. The Resource Team consists of a mentor, principal or designee, the Professional Development Facilitator (PDF), and the novice teacher. Duties may include observing and giving feedback, providing additional strategies and resources, providing assessment data, modeling, team teaching, and coaching the novice teacher as needed. The observations conducted by the Resource Team will become a part of the novice teacher's portfolio. Novice teachers are paired with experienced teachers (3 years of more) either on the same grade level or within the same department. These mentors have prior leadership experiences at the school (i.e., grade level chair, directing teacher, committee head, etc.) and have completed Clinical Educator Training which will help them give productive feedback to the novice teacher.

Mentor teachers are selected based on expertise in areas that will benefit the novice teacher. Novice teachers and mentors are encouraged to participate in planned activities around lesson planning, informal observations, and reflection in order to show progress. The mentor also plays a key role in the development of the novice teacher's individual professional development plan. The mentor's input gives direction to the novice teacher as her/she pursues success in the career of teaching.

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

Woodland Acres Elementary will use the following research-based instructional programs and materials that are aligned with the New Florida Standards:

Novel Studies

Duval Math curriculum

Duval Reads curriculum

iReady
Achieve 3000

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

After each assessment, teachers will participate in data chats with grade level members, coaches, and administration. During these data chats, teachers will conduct an item analysis to pinpoint the deficits that exist in each standard. Differentiated instruction will be planned with the appropriate instructional program and strategy to meet the needs of the learner.

TTS - used after the DAR assessment is conducted to provide teacher-led activities as an intervention based on identified reading needs.

iReady - computer-based diagnostic and intervention program that will put each student on a success track to practice mastering skills needed in order to be proficient in reading and math.

Comprehension Toolkit - non-fiction based enrichment curriculum that meets the text-complexity of the New Florida Standards to ensure that proficient students achieve at higher levels.

Achieve 3000 - computer-based non-fiction program that differentiates text based on the Lexile level of each student.

Small group/Direct Instruction - phonics-based intervention that will provide a progressive skills practice curriculum to help students learn to decode and become fluent readers.

Literature Circles - text-based strategy to help students discuss literature in a collaborative way and deepen understanding of classroom novels.

Socratic seminars - text-based strategy to increase the level of deductive reasoning in students to utilize text-based evidence while supporting an opinion and argument.

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: 6,540

The students will work for 60 minutes every day, Monday through Thursday (except on early dismissal Wednesday), for 31 weeks in the Team Up program on targeted academic concepts/skills to extend the learning that takes place during the regular school day.

Strategy Rationale

Provide a safety net to strategically tutor students in areas of need based on diagnostic assessment results.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maxey, Michael, maxeym@duvalschools.org

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

The Team Up lead teacher will collect data weekly from teachers in order to monitor student progress. Item analysis spreadsheets will support the effectiveness of the strategy.

Strategy: Extended School Year

Minutes added to school year: 10,800

Extend the school day by 60 minutes per day to provide interventions and enrichment for all students in reading. Student groups will be homogeneously grouped to pinpoint reading needs to advance learning.

Strategy Rationale

The extended hour will allow teachers to focus attention on students based on their needs (intervention or enrichment). Students will participate in activities that will increase their reading levels and ability to comprehend complex texts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Appelman, Deborah, appelmand@duvalschools.org

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

Student data will be tracked from district assessments and progress monitoring assessments given throughout the school year. Data will be analyzed and adjustments to student groups will be made based on the needs of the students.

Strategy: Before School Program

Minutes added to school year: 600

iReady practice before school in the computer lab for bottom quartile students to receive extra time on targeted activities.

Strategy Rationale

Target the bottom quartile students to ensure that they receive adequate time on a research-based program that will advance understanding and progression towards mastery of the New Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Parris, Kendall, parrisk@duvalschools.org

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

iReady reports will be printed monthly to monitor the progress of students and set new goals and intervention activities.

Strategy: Weekend Program

Minutes added to school year: 720

Students will participate in 4 Saturday School sessions to provide additional interventions in preparation for the FSA in March.

Strategy Rationale

These weekend sessions will provide additional instruction for students closer to the assessment to work on skills that need review and remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Joseph, Lakeysha, josephl@duvalschools.org

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

Data will be collected on unit assessments as well as curriculum guide assessments to monitor progress toward meeting the goal of proficiency on FSA.

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

The Pre-K program at Woodland Acres Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing, and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten.

Within the first 45 days of enrollment, kindergarten students are given the FLKRS assessment for kindergarten readiness. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

Students that are enrolled in a VPK classroom in Duval County will develop a PreK readiness portfolio that will follow them into kindergarten. This portfolio will contain information on assessment results taken throughout PreK to give the kindergarten teachers a basis for student grouping and interventions.

As a part of our 5th grade transitional plan, our 5th grade students have a chance to visit the middle schools within our current feeder pattern. During these visits the students go on a tour of the school and they have a chance to talk with the school counselors and administration about middle school expectations and possible electives and extra-curricular activities.

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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 we implement our PBIS Plan with fidelity then the number of disciplinary referrals will decrease.
- G2.** If we unpack the New Florida Standards and understand the complexity of item specifications throughout the 2015-16 school year. Then, we will be able to increase our level of students reaching proficiency on the Florida Standards Assessment.
- G3.** If we improve the implementation of differentiated instruction throughout the 2015-16 school year. Student performance will increase within all content areas.
- G4.** If we Improve the level of rigor in the area of science and reading throughout the 2015-2016 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas.

Strategic Goals Detail

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

G1. If we implement our PBIS Plan with fidelity then the number of disciplinary referrals will decrease. 1a

G071845

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School Wide PBIS Plan
- Behavioral Rtl Committee
- Behavioral Interventionist

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the new Student Code of Conduct

Plan to Monitor Progress Toward G1. 8

Monthly discipline data will be collected and Dis-aggregated by teacher, time of day, place and code

Person Responsible

Patrick Roach

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

updated discipline data points

G2. If we unpack the New Florida Standards and understand the complexity of item specifications throughout the 2015-16 school year. Then, we will be able to increase our level of students reaching proficiency on the Florida Standards Assessment. 1a

G071846

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- C-Palms
- Curriculum Guides
- Question Stems
- LAFS/MAFS Item Specifications
- Professional Development
- Professional Literature
- School Coaches
- District Specialists
- District trainings
- Collaborative planning with support of coaches and administration
- School Wide PBIS Plan
- Foundations Team
- Rtl Team

Targeted Barriers to Achieving the Goal 3

- Time to unpack standards

Plan to Monitor Progress Toward G2. 8

Lesson plans be monitored and reviewed on a weekly basis and will reflect the level of rigor that is required in order to meet the demands of the New Florida Standards.

Person Responsible

Tiffany Fullwood

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans, differentiated instruction, data driven instruction, item complexity,

Plan to Monitor Progress Toward G2. 8

All New Florida Standards will be unpacked and monitored for implementation in lesson plans based on the activities provided by the teachers.

Person Responsible

Tiffany Fullwood

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Unpacking Standards Template, Common Planning Agendas,

G3. If we improve the implementation of differentiated instruction throughout the 2015-16 school year. Student performance will increase within all content areas. 1a

G071847

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Literacy Leadership Team
- Achieve 3000
- Innovations for Learning
- Barton Reading and Spelling
- 100 Easy Lessons
- Accelerated Reader
- i-Ready
- Comprehension Toolkit
- TTS
- Small group instruction
- Center rotation block
- i-Ready resource math books
- i-Ready teacher toolbox
- Math manipulatives
- ESE teachers (push-in)
- Number Worlds
- Gradual Release Model
- Interventionists
- School-based coaches
- Lakeshore Games
- iPads and Laptop Carts

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge on how to differentiate and implement with fidelity
- Lack of teacher technology knowledge

Plan to Monitor Progress Toward G3. 8

Classroom Walkthroughs will be used by administrators and teachers through instructional rounds. Teachers will participate in data chats with administrators and students to ensure that appropriate instruction and pedagogical approaches are used.

Person Responsible

Tiffany Fullwood

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Walkthrough feedback forms, Classroom Walkthrough Forms, Data Chat Forms

Plan to Monitor Progress Toward G3. 8

Lessons and lesson plans will be collaboratively developed with coaches and teachers on a weekly basis to help teacher understand how to use data to differentiate instruction.

Person Responsible

Tiffany Fullwood

Schedule

Weekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans, Differentiated Instruction Plans, Collaborative Planning Notes

Plan to Monitor Progress Toward G3. 8

Instructional technology programs will be monitored bi-weekly to track student usage and proficiency using technology tools. Differentiated instruction through technology tools and programs will be monitored.

Person Responsible

Michael Maxey

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

iReady data, Achieve 3000 data, Innovations for Learning data

G4. If we Improve the level of rigor in the area of science and reading throughout the 2015-2016 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas. **1a**

 G071848

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal **2**

- The following resources will be used in reading, math, science, and technology to enhance the level of rigor in each planned lesson:
- Unpacked New Florida Standards
- Reading Coach
- Literature Circles
- Literacy Leadership Team
- Interactive Journals
- Lexile Leveled Library
- Text Complexity Resources
- Authentic Literature
- FSA Item Specifications
- Collaborative Planning
- Math Coach
- Peer Observations
- C-Palms
- FOCUS Florida Lessons
- FCAT Explorer
- District Science Specialist
- Medical Arts Lab
- FCAT Item Specifications
- Lakeshore Games
- i-Ready
- Achieve 3000
- Innovations for Learning
- iPads and Laptop Carts
- Interactive Whiteboards

- Novel Studies

Targeted Barriers to Achieving the Goal 3

- Using correct resources based on data
- Identifying rigorous materials to use
- Knowledge of Technology Resources/How to Use

Plan to Monitor Progress Toward G4. 8

Creating a literacy resource guide for teachers based on data and available resources.

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/24/2015 to 12/18/2015

Evidence of Completion

A completed literacy resource guide that is specific to Woodland Acres Elementary.

Plan to Monitor Progress Toward G4. 8

Instructional Observations (formal and informal data)

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

CAST

Plan to Monitor Progress Toward G4. 8

Informal walkthrough data

Person Responsible

Patrick Roach

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Walkthrough observation feedback forms

Plan to Monitor Progress Toward G4. 8

Collaborative Agendas that will reflect the level of complexity and rigor needed in order to meet mastery of the New Florida Standards.

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Common Planning Agendas, Item Specifications usage in lesson plans

Plan to Monitor Progress Toward G4. 8

Charts will be developed to monitor the usage of technology with fidelity by teachers and students. Incentives will be provided for grade levels that use the technology with fidelity and show positive results.

Person Responsible

Kendall Parris

Schedule

Monthly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Data charts and graphs, technology logs

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 we implement our PBIS Plan with fidelity then the number of disciplinary referrals will decrease. **1**

 G071845

G1.B2 Lack of understanding of the new Student Code of Conduct **2**

 B187288

G1.B2.S1 We will have monthly discipline meetings to discuss school wide behavioral data and incident codes based on the Student Code of Conduct **4**

 S198766

Strategy Rationale

Many teachers are unaware of how to implement the School Wide discipline/PBIS Plan as it relates to the Student Code of Conduct.

Action Step 1 **5**

Monthly Disciplinary Meetings

Person Responsible

Patrick Roach

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Agendas, data points, sign in sheets

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

Meet with teachers who are having the most incidents to provide strategies and support.

Person Responsible

Patrick Roach

Schedule

Monthly, from 9/2/2015 to 5/31/2016

Evidence of Completion

Meeting notes, plans, and outcome reflection sheets.

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

Meet with teachers who are having the most incidents to provide strategies and support.

Person Responsible

Patrick Roach

Schedule

On 5/31/2016

Evidence of Completion

Meeting notes, plans, and outcome reflection sheets, updated discipline data points

G2. If we unpack the New Florida Standards and understand the complexity of item specifications throughout the 2015-16 school year. Then, we will be able to increase our level of students reaching proficiency on the Florida Standards Assessment. 1

G071846

G2.B1 Time to unpack standards 2

B187289

G2.B1.S1 Professional development on the New Florida Standards and the process of unpacking standards 4

S198767

Strategy Rationale

Building teacher capacity

Action Step 1 5

Providing professional development for teachers on unpacking standards

Person Responsible

Lakeysa Joseph

Schedule

Biweekly, from 8/31/2015 to 2/5/2016

Evidence of Completion

Unpacked standards protocol sheets

Action Step 2 5

Provide opportunities for grade levels to collaborate and participate in vertical articulation.

Person Responsible

Kendall Parris

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Collaborative planning minutes

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

Unpacking standards and Collaborative Planning meetings

Person Responsible

Tiffany Fullwood

Schedule

Biweekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans

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

Early Release Day training

Person Responsible

Deborah Appelman

Schedule

Monthly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans

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

Collaborative planning minutes, Unpacked Standards Form

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Emailed minutes to all participants after collaborative sessions

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

Unpacked Standards Form attached with Lesson Plans

Person Responsible

Patrick Roach

Schedule

Biweekly, from 8/31/2015 to 6/6/2016


Evidence of Completion

Unpacked Standards Form completed by teacher for each grade level (K-5) and attached with lesson plans

G3. If we improve the implementation of differentiated instruction throughout the 2015-16 school year. Student performance will increase within all content areas. 1

 G071847

G3.B3 Lack of knowledge on how to differentiate and implement with fidelity 2

 B187296

G3.B3.S2 Professional development on differentiation. 4

 S198776

Strategy Rationale

Discuss differentiation activities and resources available to help plan effective instruction and build teacher capacity.

Action Step 1 5

Professional development on differentiated instruction.

Person Responsible

Lakeysa Joseph

Schedule

Annually, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson debriefs, reflections, and implementation plans.

Action Step 2 5

Training the trainer

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Professional development minutes, implementation plans, informal observations

Action Step 3 5

Data Chats

Person Responsible

Kendall Parris

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Data Chat forms, item analysis, student groupings

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

After each professional development session, sign-in sheets, minutes, and participant feedback forms will be collected.

Person Responsible

Tiffany Fullwood

Schedule

Annually, from 8/31/2015 to 6/6/2016

Evidence of Completion

copy of sign-in sheets/minutes, copy of participant feedback forms

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Classroom walkthrough forms will be used to monitor implementation of professional development.

Person Responsible

Tiffany Fullwood

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Copies of classroom walkthrough forms after classroom visits and instructional rounds.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Teachers will be given reflection forms to fill out after data chats to formulate a plan to differentiate instruction and develop student groups. Data will also be expected to be written into lesson plans to validate student groups and differentiated activities.

Person Responsible

Kendall Parris

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

copy of teacher reflections from data chats and lesson plans with data included.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Teacher reflection of professional development on best practices observed in classrooms.

Person Responsible

Tiffany Fullwood

Schedule

Quarterly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Teacher reflection sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Classroom walkthrough to look for evidence of implementation of professional development.

Person Responsible

Tiffany Fullwood

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Classroom walkthrough forms

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Minutes and reflections from Literacy Leadership Team (LLT) and Collaborative Planning.

Person Responsible

Tiffany Fullwood

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Copy of minutes, reflections and lesson plans with data

G3.B3.S5 Model lessons in classrooms (Instructional Rounds) 4

 S198779

Strategy Rationale

Develop ideas on how to teach a specific instructional area with differentiated activities.

Action Step 1 5

Develop a protocol for observing peer teachers (schedule, observation forms, debrief forms)

Person Responsible

Lakeysha Joseph

Schedule

Evidence of Completion

Peer observation protocol form

Action Step 2 5

Schedule observations of model classrooms

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Observation debriefs, Observation reflections, implementation of lessons after observations

Action Step 3 5

Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.

Person Responsible

Deborah Appelman

Schedule

Quarterly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Lesson plans, differentiated instruction plans

Plan to Monitor Fidelity of Implementation of G3.B3.S5 6

Discuss model observation plan with administration.

Person Responsible

Lakeysha Joseph

Schedule

Evidence of Completion

Administration approval of observation plan.

Plan to Monitor Fidelity of Implementation of G3.B3.S5 6

Debrief administration and teachers about current classroom observation schedule

Person Responsible

Lakeysha Joseph

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Log of observations

Plan to Monitor Fidelity of Implementation of G3.B3.S5 6

Classroom teacher observations

Person Responsible

Tiffany Fullwood

Schedule

Quarterly, from 9/7/2015 to 4/29/2016

Evidence of Completion

CAST observations

Plan to Monitor Effectiveness of Implementation of G3.B3.S5 7

Observer taking notes during model lesson and debriefing with teachers.

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Quality note taking, debrief minutes with teacher including reflective conversation and plans for implementation.

Plan to Monitor Effectiveness of Implementation of G3.B3.S5 7

Observer lesson plans

Person Responsible

Tiffany Fullwood

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Lesson plans that reflect differentiation embedded within instruction and center rotations.

Plan to Monitor Effectiveness of Implementation of G3.B3.S5 7

Differentiation implemented within classrooms.

Person Responsible

Tiffany Fullwood

Schedule

Daily, from 8/31/2015 to 6/6/2016

Evidence of Completion

Differentiation represented within small group instruction and centers.

G3.B8 Lack of teacher technology knowledge **2**

 B187301

G3.B8.S2 Provide professional development on how each technology program and/or device can be used in the classroom. **4**

 S198784

Strategy Rationale

Teachers will have knowledge of how to advance student learning through the use of technology.

Action Step 1 **5**

Provide professional development on each technology program and provide suggestions through collaborative meetings. Focus will be on how to effectively use the technology programs and devices in the classroom to differentiate instruction (iReady/Achieve 3000).

Person Responsible

Michael Maxey

Schedule

Monthly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Minutes from collaborative grade level meetings and WOW Wednesday

Plan to Monitor Fidelity of Implementation of G3.B8.S2 **6**

Teachers will attend weekly collaborative planning meetings to acquire information on the different technology programs available.

Person Responsible

Michael Maxey

Schedule

Quarterly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Collaborative planning minutes.

Plan to Monitor Effectiveness of Implementation of G3.B8.S2 7

Monitor usage of technology program throughout the school year.

Person Responsible

Michael Maxey

Schedule

Quarterly, from 9/7/2015 to 6/6/2016

Evidence of Completion

Technology Integration Team meeting minutes

G4. If we Improve the level of rigor in the area of science and reading throughout the 2015-2016 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas. 1

 G071848

G4.B2 Using correct resources based on data 2

 B187305

G4.B2.S1 Provide professional development on how to use data to develop a resource guide for teachers. 4

 S198785

Strategy Rationale

This professional development will build teacher capacity in the school and help teachers with planned lessons for their students.

Action Step 1 5

Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.

Person Responsible

Lakeysa Joseph

Schedule

Monthly, from 9/25/2015 to 6/6/2016

Evidence of Completion

A completed resource guide of materials/programs/curriculum will be available at the school. The guide will align common reading deficits that can be identified with data to the materials/programs/curriculum that is readily available onsite or online.

Action Step 2 5

Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Reading Coach will collect meeting sign-in sheets, teacher reflections on professional development, classroom observation sheets as all pieces of evidence of implementation.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Create a literacy resource guide for teachers based on data and available resources.

Person Responsible

Deborah Appelman

Schedule

Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion

A completed literacy resource guide that is specific to Woodland Acres Elementary.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Professional development for differentiation within the reading block.

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Creating a literacy resource guide for teachers based on data and available resources.

Person Responsible

Lakeysa Joseph

Schedule

Monthly, from 9/22/2014 to 12/19/2014

Evidence of Completion

A completed literacy resource guide that is specific to our school.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Professional development for differentiation within the reading block.

Person Responsible

Lakeysa Joseph

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.

G4.B4 Identifying rigorous materials to use **2**

 B187307

G4.B4.S1 Teachers will participate in Collaborative Planning. The focus will be on unpacking the New Florida Standards, New Curriculum, C-Palms website, sharing best practices, and reviewing test item specifications. **4**

 S198786

Strategy Rationale

Collaborative Planning will provide time for teachers to unpack standards collaboratively and discuss complexity. Discussions will also revolve around higher order questioning and resources for rigorous instruction. Center ideas and instructional strategies will cover the expectations for proficient performance.

Action Step 1 **5**

Develop collaborative planning schedule, protocols, and mission.

Person Responsible

Deborah Appelman

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Collaborative planning schedule for all grade levels K-5.

Action Step 2 **5**

Discuss with teachers the goals and advantages of Collaborative Planning

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Collaborative planning minutes

Action Step 3 5

Gather resources to use during Collaborative Planning.

Person Responsible

Kendall Parris

Schedule

Biweekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Grade level collaborative notebook containing all resources and products (unpacked standards).

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Each collaborative planning session will have typed minutes of professional development delivered and discussions around instruction and student work.

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Bank of unpacked standards for each grade level K-5.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Grade level notebook which includes resources to help improve rigorous instruction and unpacking standards.

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Unpacked standards per grade level

G4.B14 Knowledge of Technology Resources/How to Use 2

B187317

G4.B14.S1 Provide professional development on technology resources available at the school. 4

S198787

Strategy Rationale

Many teachers are unaware of the technology programs and resources available. These professional development sessions will allow teachers to have the ability to use the resource that will help most with the skills they are teaching.

Action Step 1 5

Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).

Person Responsible

Michael Maxey

Schedule

On 5/30/2016

Evidence of Completion

Technology resources and handouts from each training.

Plan to Monitor Fidelity of Implementation of G4.B14.S1 6

Professional development will be given based on the needs of the faculty. Leadership will assess the professional development and monitor faculty to determine fidelity.

Person Responsible

Kendall Parris

Schedule

Annually, from 9/23/2015 to 5/30/2016

Evidence of Completion

Professional development meetings, Leadership Team Meeting Agendas.

Plan to Monitor Fidelity of Implementation of G4.B14.S1 6

Professional development will be given based on the needs of the faculty. Leadership will assess the professional development and monitory faculty to determine fidelity.

Person Responsible

Kendall Parris

Schedule

Annually, from 9/23/2015 to 6/6/2016

Evidence of Completion

Professional development meetings, Leadership Team Meeting Agendas.

Plan to Monitor Effectiveness of Implementation of G4.B14.S1 7

Leadership team will compare usage from beginning of the year to different times throughout the year.

Person Responsible

Kendall Parris

Schedule

Evidence of Completion

Technology tracking charts for all classrooms.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Monthly Disciplinary Meetings	Roach , Patrick	9/2/2015	Agendas, data points, sign in sheets	5/31/2016 monthly
G2.B1.S1.A1	Providing professional development for teachers on unpacking standards	Joseph, Lakeysha	8/31/2015	Unpacked standards protocol sheets	2/5/2016 biweekly
G3.B3.S2.A1	Professional development on differentiated instruction.	Joseph, Lakeysha	8/24/2015	Lesson debriefs, reflections, and implementation plans.	6/6/2016 annually
G3.B3.S5.A1	Develop a protocol for observing peer teachers (schedule, observation forms, debrief forms)	Joseph, Lakeysha	9/7/2015	Peer observation protocol form	one-time
G3.B8.S2.A1	Provide professional development on each technology program and provide suggestions through collaborative meetings. Focus will be on how to effectively use the technology programs	Maxey, Michael	8/31/2015	Minutes from collaborative grade level meetings and WOW Wednesday	5/30/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and devices in the classroom to differentiate instruction (iReady/Achieve 3000).				
G4.B2.S1.A1	Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.	Joseph, Lakeysha	9/25/2015	A completed resource guide of materials/programs/curriculum will be available at the school. The guide will align common reading deficits that can be identified with data to the materials/ programs/curriculum that is readily available onsite or online.	6/6/2016 monthly
G4.B4.S1.A1	Develop collaborative planning schedule, protocols, and mission.	Appelman, Deborah	8/31/2015	Collaborative planning schedule for all grade levels K-5.	6/6/2016 weekly
G4.B14.S1.A1	Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).	Maxey, Michael	9/7/2015	Technology resources and handouts from each training.	5/30/2016 one-time
G2.B1.S1.A2	Provide opportunities for grade levels to collaborate and participate in vertical articulation.	Parris, Kendall	8/31/2015	Collaborative planning minutes	6/6/2016 weekly
G3.B3.S2.A2	Training the trainer	Joseph, Lakeysha	8/24/2015	Professional development minutes, implementation plans, informal observations	6/6/2016 monthly
G3.B3.S5.A2	Schedule observations of model classrooms	Joseph, Lakeysha	8/31/2015	Observation debriefs, Observation reflections, implementation of lessons after observations	6/6/2016 monthly
G4.B2.S1.A2	Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.	Joseph, Lakeysha	8/31/2015	Reading Coach will collect meeting sign-in sheets, teacher reflections on professional development, classroom observation sheets as all pieces of evidence of implementation.	6/6/2016 monthly
G4.B4.S1.A2	Discuss with teachers the goals and advantages of Collaborative Planning	Appelman, Deborah	8/31/2015	Collaborative planning minutes	5/30/2016 biweekly
G3.B3.S2.A3	Data Chats	Parris, Kendall	9/21/2015	Data Chat forms, item analysis, student groupings	5/30/2016 monthly
G3.B3.S5.A3	Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.	Appelman, Deborah	8/31/2015	Lesson plans, differentiated instruction plans	6/6/2016 quarterly
G4.B4.S1.A3	Gather resources to use during Collaborative Planning.	Parris, Kendall	8/31/2015	Grade level collaborative notebook containing all resources and products (unpacked standards).	5/30/2016 biweekly
G1.MA1	Monthly discipline data will be collected and Dis-aggregated by teacher, time of day, place and code	Roach , Patrick	9/2/2015	updated discipline data points	5/31/2016 monthly
G1.B2.S1.MA1	Meet with teachers who are having the most incidents to provide strategies and support.	Roach , Patrick	9/2/2015	Meeting notes, plans, and outcome reflection sheets, updated discipline data points	5/31/2016 one-time
G1.B2.S1.MA1	Meet with teachers who are having the most incidents to provide strategies and support.	Roach , Patrick	9/2/2015	Meeting notes, plans, and outcome reflection sheets.	5/31/2016 monthly
G2.MA1	Lesson plans be monitored and reviewed on a weekly basis and will reflect the level of rigor that is required in order to meet the demands of the New Florida Standards.	Fullwood, Tiffany	8/24/2015	Lesson plans, differentiated instruction, data driven instruction, item complexity,	6/6/2016 weekly
G2.MA2	All New Florida Standards will be unpacked and monitored for implementation in lesson plans based on the activities provided by the teachers.	Fullwood, Tiffany	8/24/2015	Unpacking Standards Template, Common Planning Agendas,	6/6/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Collaborative planning minutes, Unpacked Standards Form	Joseph, Lakeysa	8/31/2015	Emailed minutes to all participants after collaborative sessions	6/6/2016 monthly
G2.B1.S1.MA4	Unpacked Standards Form attached with Lesson Plans	Roach , Patrick	8/31/2015	Unpacked Standards Form completed by teacher for each grade level (K-5) and attached with lesson plans	6/6/2016 biweekly
G2.B1.S1.MA1	Unpacking standards and Collaborative Planning meetings	Fullwood, Tiffany	8/31/2015	Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans	6/6/2016 biweekly
G2.B1.S1.MA2	Early Release Day training	Appelman, Deborah	9/7/2015	Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans	5/30/2016 monthly
G3.MA1	Classroom Walkthroughs will be used by administrators and teachers through instructional rounds. Teachers will participate in data chats with administrators and students to ensure that appropriate instruction and pedagogical approaches are used.	Fullwood, Tiffany	8/24/2015	Walkthrough feedback forms, Classroom Walkthrough Forms, Data Chat Forms	6/6/2016 weekly
G3.MA2	Lessons and lesson plans will be collaboratively developed with coaches and teachers on a weekly basis to help teacher understand how to use data to differentiate instruction.	Fullwood, Tiffany	8/24/2015	Lesson plans, Differentiated Instruction Plans, Collaborative Planning Notes	6/6/2016 weekly
G3.MA3	Instructional technology programs will be monitored bi-weekly to track student usage and proficiency using technology tools. Differentiated instruction through technology tools and programs will be monitored.	Maxey, Michael	8/24/2015	iReady data, Achieve 3000 data, Innovations for Learning data	6/6/2016 biweekly
G3.B3.S2.MA1	Teacher reflection of professional development on best practices observed in classrooms.	Fullwood, Tiffany	8/31/2015	Teacher reflection sheets	6/6/2016 quarterly
G3.B3.S2.MA5	Classroom walkthrough to look for evidence of implementation of professional development.	Fullwood, Tiffany	8/31/2015	Classroom walkthrough forms	6/6/2016 weekly
G3.B3.S2.MA6	Minutes and reflections from Literacy Leadership Team (LLT) and Collaborative Planning.	Fullwood, Tiffany	8/31/2015	Copy of minutes, reflections and lesson plans with data	6/6/2016 weekly
G3.B3.S2.MA1	After each professional development session, sign-in sheets, minutes, and participant feedback forms will be collected.	Fullwood, Tiffany	8/31/2015	copy of sign-in sheets/minutes, copy of participant feedback forms	6/6/2016 annually
G3.B3.S2.MA2	Classroom walkthrough forms will be used to monitor implementation of professional development.	Fullwood, Tiffany	8/24/2015	Copies of classroom walkthrough forms after classroom visits and instructional rounds.	6/6/2016 biweekly
G3.B3.S2.MA3	Teachers will be given reflection forms to fill out after data chats to formulate a plan to differentiate instruction and develop student groups. Data will also be expected to be written into lesson plans to validate student groups and differentiated activities.	Parris, Kendall	8/31/2015	copy of teacher reflections from data chats and lesson plans with data included.	6/6/2016 weekly
G3.B8.S2.MA1	Monitor usage of technology program throughout the school year.	Maxey, Michael	9/7/2015	Technology Integration Team meeting minutes	6/6/2016 quarterly
G3.B8.S2.MA1	Teachers will attend weekly collaborative planning meetings to acquire information on the different technology programs available.	Maxey, Michael	8/31/2015	Collaborative planning minutes.	6/6/2016 quarterly
G3.B3.S5.MA1	Observer taking notes during model lesson and debriefing with teachers.	Joseph, Lakeysa	8/31/2015	Quality note taking, debrief minutes with teacher including reflective conversation and plans for implementation.	6/6/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S5.MA5	Observer lesson plans	Fullwood, Tiffany	8/24/2015	Lesson plans that reflect differentiation embedded within instruction and center rotations.	6/6/2016 monthly
G3.B3.S5.MA6	Differentiation implemented within classrooms.	Fullwood, Tiffany	8/31/2015	Differentiation represented within small group instruction and centers.	6/6/2016 daily
G3.B3.S5.MA1	Discuss model observation plan with administration.	Joseph, Lakeysha	8/31/2015	Administration approval of observation plan.	one-time
G3.B3.S5.MA2	Debrief administration and teachers about current classroom observation schedule	Joseph, Lakeysha	8/31/2015	Log of observations	6/6/2016 weekly
G3.B3.S5.MA3	Classroom teacher observations	Fullwood, Tiffany	9/7/2015	CAST observations	4/29/2016 quarterly
G4.MA1	Creating a literacy resource guide for teachers based on data and available resources.	Joseph, Lakeysha	8/24/2015	A completed literacy resource guide that is specific to Woodland Acres Elementary.	12/18/2015 monthly
G4.MA1	Instructional Observations (formal and informal data)	Appelman, Deborah	8/24/2015	CAST	6/6/2016 biweekly
G4.MA1	Informal walkthrough data	Roach , Patrick	8/24/2015	Walkthrough observation feedback forms	6/6/2016 biweekly
G4.MA4	Collaborative Agendas that will reflect the level of complexity and rigor needed in order to meet mastery of the New Florida Standards.	Appelman, Deborah	8/31/2015	Common Planning Agendas, Item Specifications usage in lesson plans	5/30/2016 biweekly
G4.MA5	Charts will be developed to monitor the usage of technology with fidelity by teachers and students. Incentives will be provided for grade levels that use the technology with fidelity and show positive results.	Parris, Kendall	9/7/2015	Data charts and graphs, technology logs	5/30/2016 monthly
G4.B2.S1.MA1	Creating a literacy resource guide for teachers based on data and available resources.	Joseph, Lakeysha	9/22/2014	A completed literacy resource guide that is specific to our school.	12/19/2014 monthly
G4.B2.S1.MA4	Professional development for differentiation within the reading block.	Joseph, Lakeysha	9/22/2014	Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.	6/5/2015 monthly
G4.B2.S1.MA1	Create a literacy resource guide for teachers based on data and available resources.	Appelman, Deborah	8/31/2015	A completed literacy resource guide that is specific to Woodland Acres Elementary.	6/6/2016 monthly
G4.B2.S1.MA2	Professional development for differentiation within the reading block.	Joseph, Lakeysha	8/31/2015	Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.	6/6/2016 monthly
G4.B4.S1.MA1	Grade level notebook which includes resources to help improve rigorous instruction and unpacking standards.	Appelman, Deborah	8/31/2015	Unpacked standards per grade level	6/6/2016 biweekly
G4.B4.S1.MA1	Each collaborative planning session will have typed minutes of professional development delivered and discussions around instruction and student work.	Appelman, Deborah	8/31/2015	Bank of unpacked standards for each grade level K-5.	6/6/2016 biweekly
G4.B14.S1.MA1	Leadership team will compare usage from beginning of the year to different times throughout the year.	Parris, Kendall	9/7/2015	Technology tracking charts for all classrooms.	annually
G4.B14.S1.MA1	Professional development will be given based on the needs of the faculty. Leadership will assess the professional development and monitor faculty to determine fidelity.	Parris, Kendall	9/23/2015	Professional development meetings, Leadership Team Meeting Agendas.	5/30/2016 annually
G4.B14.S1.MA1	Professional development will be given based on the needs of the faculty.	Parris, Kendall	9/23/2015	Professional development meetings, Leadership Team Meeting Agendas.	6/6/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Leadership will assess the professional development and monitory faculty to determine fidelity.				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we unpack the New Florida Standards and understand the complexity of item specifications throughout the 2015-16 school year. Then, we will be able to increase our level of students reaching proficiency on the Florida Standards Assessment.

G2.B1 Time to unpack standards

G2.B1.S1 Professional development on the New Florida Standards and the process of unpacking standards

PD Opportunity 1

Providing professional development for teachers on unpacking standards

Facilitator

Administration and coaches

Participants

Classroom Teachers

Schedule

Biweekly, from 8/31/2015 to 2/5/2016

PD Opportunity 2

Provide opportunities for grade levels to collaborate and participate in vertical articulation.

Facilitator

Administration, coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/31/2015 to 6/6/2016

G3. If we improve the implementation of differentiated instruction throughout the 2015-16 school year. Student performance will increase within all content areas.

G3.B3 Lack of knowledge on how to differentiate and implement with fidelity

G3.B3.S2 Professional development on differentiation.

PD Opportunity 1

Professional development on differentiated instruction.

Facilitator

Reading and Math coaches

Participants

Classroom teachers

Schedule

Annually, from 8/24/2015 to 6/6/2016

PD Opportunity 2

Training the trainer

Facilitator

Reading and Math Coaches

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/6/2016

PD Opportunity 3

Data Chats

Facilitator

Administration, coaches

Participants

Classroom Teachers

Schedule

Monthly, from 9/21/2015 to 5/30/2016

G3.B3.S5 Model lessons in classrooms (Instructional Rounds)

PD Opportunity 1

Schedule observations of model classrooms

Facilitator

School coaches

Participants

Classroom Teachers

Schedule

Monthly, from 8/31/2015 to 6/6/2016

PD Opportunity 2

Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.

Facilitator

Administration, coaches

Participants

Classroom Teachers

Schedule

Quarterly, from 8/31/2015 to 6/6/2016

G3.B8 Lack of teacher technology knowledge

G3.B8.S2 Provide professional development on how each technology program and/or device can be used in the classroom.

PD Opportunity 1

Provide professional development on each technology program and provide suggestions through collaborative meetings. Focus will be on how to effectively use the technology programs and devices in the classroom to differentiate instruction (iReady/Achieve 3000).

Facilitator

School Technology Coordinator

Participants

Classroom Teachers

Schedule

Monthly, from 8/31/2015 to 5/30/2016

G4. If we Improve the level of rigor in the area of science and reading throughout the 2015-2016 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas.

G4.B2 Using correct resources based on data

G4.B2.S1 Provide professional development on how to use data to develop a resource guide for teachers.

PD Opportunity 1

Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.

Facilitator

Reading Coach

Participants

Literacy Leadership Team

Schedule

Monthly, from 9/25/2015 to 6/6/2016

PD Opportunity 2

Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.

Facilitator

Reading Coach

Participants

Literacy Teachers K-5

Schedule

Monthly, from 8/31/2015 to 6/6/2016

G4.B14 Knowledge of Technology Resources/How to Use

G4.B14.S1 Provide professional development on technology resources available at the school.

PD Opportunity 1

Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).

Facilitator

School Technology Contact

Participants

All faculty

Schedule

On 5/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Monthly Disciplinary Meetings	\$0.00
2	G2.B1.S1.A1	Providing professional development for teachers on unpacking standards	\$0.00
3	G2.B1.S1.A2	Provide opportunities for grade levels to collaborate and participate in vertical articulation.	\$0.00
4	G3.B3.S2.A1	Professional development on differentiated instruction.	\$0.00
5	G3.B3.S2.A2	Training the trainer	\$0.00
6	G3.B3.S2.A3	Data Chats	\$0.00
7	G3.B3.S5.A1	Develop a protocol for observing peer teachers (schedule, observation forms, debrief forms)	\$0.00
8	G3.B3.S5.A2	Schedule observations of model classrooms	\$0.00
9	G3.B3.S5.A3	Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.	\$0.00
10	G3.B8.S2.A1	Provide professional development on each technology program and provide suggestions through collaborative meetings. Focus will be on how to effectively use the technology programs and devices in the classroom to differentiate instruction (iReady/ Achieve 3000).	\$0.00
11	G4.B14.S1.A1	Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).	\$0.00
12	G4.B2.S1.A1	Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.	\$0.00
13	G4.B2.S1.A2	Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.	\$0.00
14	G4.B4.S1.A1	Develop collaborative planning schedule, protocols, and mission.	\$0.00
15	G4.B4.S1.A2	Discuss with teachers the goals and advantages of Collaborative Planning	\$0.00
16	G4.B4.S1.A3	Gather resources to use during Collaborative Planning.	\$0.00
Total:			\$0.00