

Orange County Public Schools

Southwood Elementary



2015-16 School Improvement Plan

Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

www.ocps.net/lc/southeast/eso

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	82%

School Grades History

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

**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 is pending approval by the Orange County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

The school learns about cultures through interaction and discussion with students and parents. Relationships are built and formed within the classroom through teacher-student interaction. Teachers work with students in whole group and small group sessions. Teachers also conduct interest inventories to find out what students are interested in. Cultures are discussed across disciplines, and students are encouraged to discuss their various backgrounds with their classmates. Our teachers have a whole child approach that takes into account academic need, social need, and student interest.

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

At Southwood Elementary, students have the right to learn, the responsibility to be well prepared and pay attention and do their best, the right to feel safe, the responsibility to create a safe environment by following school rules, the right to be respected and the responsibility to treat everyone with respect. These are the values we impart and act upon. These ideals are incorporated into our Student Pledge. Staff reflect these rules through their actions towards students and other adults.

The guidance counselor through a partnership with Learning for Life, provides lessons in character education such as trust, respect, and responsibility. This role also provides students with lessons in bullying prevention. When needed, small group social skills counseling is provided to promote the positive interaction between students.

Students are provided equal access to programs such as the YMCA, STEM club, Music programs, and Art Club. This year, Southwood will also provide a Chess Club for students to increase critical thinking and tactical decision making.

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

We have a GROWL system campus wide. GROWL stands for (Good manners, Respect and responsibility, On time-on task, Work hard, Listen to learn). The system rewards positive behavior as the standard with quarterly recognition ceremonies to appreciate those who have been following the rules. Classrooms employ GROWL procedures for students to use in reflecting on conduct and improving academic achievement. This process is employed school wide.

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

Our Behavior Specialist conducts social skills groups with students. Our Guidance Counselor works to get counseling for families and students and conducts character education lessons. Our school social worker works with families to assist with counseling or services that will improve issues within the home that can impact students at school. Teachers use the Learning for Life program to teacher character education lessons to their classes.

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

Southwood has developed an early warning system based on identifying students who are at risk in the following areas: suspension, attendance, course failure and academic proficiency. The leadership team reviews data periodically to monitor each of these areas. Proactive interventions are developed, implemented and monitored in order to align with the early warning 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
	K	1	2	3	4	5	
Attendance below 90 percent	11	5	11	6	6	7	46
One or more suspensions	0	0	1	3	0	1	5
Course failure in ELA or Math	12	21	22	54	41	40	190
Level 1 on statewide assessment	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	5		
Students exhibiting two or more indicators		1	1	4	6	3	3	18

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

For attendance issues, the guidance counselor and social worker intervene and work with the parent to focus on getting the child to school. For discipline issues, the behavior specialist works to create behavior plans for teachers, students, and parents to employ so that the students can focus on correcting behaviors that impact academics. For students who fall short in ELA or mathematics instruction, teachers use the scores from assessments to place the students into intervention groups, where they employ strategies to work with the student and move them towards expected achievement through targeted practice. Specifically for the 6 students in third grade who exhibit two or more indicators, the school provides afternoon tutoring in reading and math to support deficiencies.

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/64750>.

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

We have formed partnerships with local businesses who support us through goods or services, and we in return support them through patronage and promotion. We have community nights and family nights at local businesses such as Chick-Fil-A, partner with Home Depot to build school gardens, and have community members participate in our career day.

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
Montgomery, Lee	Principal
Fox, Karl	Assistant Principal
Rousseau, Judith	Instructional Coach
Creel, Debby	Other
Fisher, Cherry	Other

Duties

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

Leadership team members conduct grade level progress monitoring meetings to ensure that instruction is aligned to the Florida Standards. They also monitor Professional Learning Communities for completion of common formative assessments. The Curriculum Resource Teacher provides instructional coaching in the area of planning to ensure that lessons are planned to the rigor of the standard. In addition, she supports administration with the design and implementation of professional development on the Marzano Framework. The Staffing Specialist provides support for the students with disabilities to ensure that students have accurate achievement goals and that they have equal accessibility to educational programs. The CCT provides support for the English Language Learners to ensure they have equal accessibility to educational programs. This person also oversees the MTSS process to ensure students are properly identified for additional levels of support. The principal works with grades 3-5 on their progress monitoring as well as supervises all grade

levels in their lesson planning. The Leadership team meets weekly to discuss data and progress in student achievement.

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

Due to a lack of measurement tools, Southwood Elementary determined that there was a need for teachers to create common formative assessments. As part of the process, the master schedule was created to allow for teams to have common planning blocks in order to collaborate. As part of their PLCs, teams would need to instill the four guiding principles of a PLC. What do want students to learn? How will know that they have learned it? What will we do for the students that do not demonstrate mastery? What do we do with students that demonstrate mastery?

The next step of the process would be to develop lesson plans that are aligned to the depth of the standards. Teachers are able to access the resources through the Instructional Management System (IMS), CPalms, and HMH Think Central. Orange County Public Schools provides schools curriculum information through IMS. Here teachers and administrators may locate the course descriptions, scope and sequence, measurable topic plans that include the standards, learning targets, scales, and other curriculum information related to that specific standard and content.

Instructional staff then upload lesson plans and the common assessments to the collaboration site weekly. Administration can then monitor and provide feedback to staff based on the documentation that has been uploaded.

At the beginning of the school year leadership team members meet during grade level planning time with instructors to review student data from the previous year to determine areas of student strengths/weaknesses. The data is analyzed and used to place students in groups for multi-tiered instruction.

All data collected will determine instructional goals and drive lessons specific to student need.

Assessments for progress monitoring take place as follows; Tier 2-bi-weekly and Tier 3 weekly.

Teachers complete assessments and graph data for students receiving Tier 2 instruction. The data is documented electronically. The MTSS representative will have access to the shared file. MTSS

representatives will review data and met with individual teachers to discuss student concerns. Any student not showing adequate progress will be brought to the MTSS leadership team for review.

Grade level teams meet twice monthly for teachers to discuss student progress and share instructional strategies that have proven to be effective for each area of need. instructional adjustments are made according to results of Progress Monitoring.

Principal conducts meetings once per month with each grade level during planning for data analysis.

The implementation of core instruction includes differentiated lessons to meet the needs of all students.

Title I funding will be used for professional development opportunities with the creation of common formative assessments for all instructional personnel. There will be one day pull out sessions that will deal with an overview of common formative assessments. By utilizing Title I funding for training with all grades, we believe the impact will have direct results on improved instructional practices as well as provide our students a better opportunity to improve their skills within the new curriculum.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Seijo	Parent
Lee Montgomery	Principal
Sekaya Jackson	Education Support Employee
Judith Rosseau	Teacher
Chelsea Najah	Parent
Llererina Zarate	Business/Community
Lourdes Olavarria	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

During the September SAC meeting, the council met to review the goals achieved from last year's plan, review the new data set for 2015-2016 and work to create goals that are attainable for this school year. The available data sources from 2014-2015 were reviewed by overall grade level, subgroup, and subject. Goals for this year were set based on current trends and areas where indicators reflect there needs to be more concerted efforts.

Development of this school improvement plan

The SAC wil work to review school budget, training, instructional materials, staffing, student support services. The SAC will meet monthly to review data related to the mentioned areas and create plans to move initiatives forward.

Preparation of the school's annual budget and plan

The academic needs are discussed with SAC and determinations are made as to where resources should be allocated for the following school year. We look at current resources, and let data drive the decision making process in terms of where there appears to be reflected need. The budget is then analyzed for resources that can be allotted to fit the needs we have determined through the problem solving model.

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

The Southwood Elementary SAC allocated 10,000 for a new server to support the integration of new technology including the district provided assessment laptop carts.

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
Montgomery, Lee	Principal
Fox, Karl	Assistant Principal
Rousseau, Judith	Instructional Coach
Hill, Robyn	Instructional Media
Emeregildo, Eloisa	Teacher, K-12
Feldsted, Whitney	Teacher, K-12
Jarrell, Jessica	Teacher, K-12
Ramirez, Mary	Teacher, K-12
Sikes-Pesi, Griselle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will review school wide trends in reading and focus on ways to not only assist students in exposure to literacy but create more parental involvement opportunities such as Literacy Nights and parent workshops to equip parents with materials and strategies to work with literacy in the home. Additionally, the Literacy Leadership Team will look at Florida State Standards and focus on how we can best align our literacy needs in conjunction with expectations of FSA. The LLT will look at ELA standards, level of rigor in our reading instructional practices, and work with the Curriculum Resource Teacher on instructional models that will best assist students attain the necessary literary skills to be successful of the FSA.

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 have a common planning time built into the master schedule. Teachers also have scheduled PLC (Professional Learning Community) meeting times to focus on the work at hand and discuss achievement data and growth models for students, as well as best practice for instruction. Teachers will use this time to collaborate in common lesson planning sessions to ensure rigorous instruction is aligned to the Florida Standards. They will use these sessions to intentionally plan frequent formative assessments to monitor for student understanding of the content. The end result will be that data is collected from the formative assessments so that students are adequately prepared for summative assessments. We conduct professional learning sessions once per month as a whole staff to focus on instructional practices, distinct initiatives and elements of focus for increasing student achievement.

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

The recruiting of new teachers is primarily the principal's responsibility. It is imperative to establish rapport with and find candidates who are competent in their craft and who will be a good fit for the team for which they are being considered. The principal and school-based leadership team work to establish the attainment of teachers. We provide leadership opportunities, vertical teaming, active PLC's, team building activities, recognition of accomplishments, sharing sessions, and ongoing coaching to constantly improve the craft of teaching.

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

Each first year teacher or teacher new to Southwood is paired with a grade level mentor who works with that teacher to assimilate them into the grade level and culture of the school. Once per month the CRT hosts a morning training session for all of the new teachers to discuss instructional strategies such as lesson planning, data driven instruction, teaching techniques. Mentors and mentees also participate on school committees together so they can assist with school wide projects and goals while collaboratively learning.

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

Grade levels teams along with school leadership will continue to deconstruct the standards and to guide their instruction. Both of our ELA and mathematics textbook series are state adopted and aligned to the Florida Standards and will be used as a resource as teachers plan for standards-based instruction.. Our teachers will use multiple resources in their planning to assure that instruction is aligned with the standards, and research-based practices are used to impact student achievement. As part of the common planning times allocated in the master schedule, teachers will collaboratively plan for instruction while intentionally building in formative assessments that will inform their instruction in preparation for summative assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is analyzed by teachers to determine students' instructional level . Students are assigned to tiers via the MTSS process. Students are taught additionally on the skills where data indicates lower proficiency. Skills are taught and reassessed. Students are moved into new skills groups or remain in the current group as their proficiency increases on both formative and standardized assessments.

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: 1,500

Students that were "held harmless" due to new standardized assessments will be offered an opportunity to participate in either morning or afternoon ELA and/or Math tutoring to provide additional support.

Strategy Rationale

The rationale for the identified students to participate in extended learning is due to students' performing below grade level in both the classroom and summative assessments. These students need additional support to enhance their learning to ensure their academic success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rousseau, Judith, judith.rousseau@ocps.net

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

Data is gathered from formative and summative assessments as well as pre and post testing data once the programs begin.

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

We have a Kindergarten Round-Up program that invites prospective students and parents to campus. We provide an information session led by our Kindergarten teachers to explain the K curriculum and transition process. We test prospective students over the summer and get levels for where they are academically in readiness. We make suggestions to the parents as to how they can work with the students at home over the summer, and we provide resources for them to use. For our 5th grade students transitioning to middle school, we partner with with our feeder schools to provide transition information and work with counselors at the schools to see that student academic and social needs are reported so that students enter with positive plans in place to maintain their education once transitioned.

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

College and career awareness is promoted within each classroom. Attached to the window of each class is a placard with the college and logo of the university that the instructor attended. Each Friday is college day, where staff and students wear their favorite collegiate apparel. Fifth grade students attend a leadership academy sponsored by The University of Central Florida, where they are exposed to campus and shown what a college experience would be like.

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

Students are exposed to 21st century careers with technology by exposure to online curriculum provided by HMH Think Central. Technology is integrated in the classroom through use of Doceri to create overhead projection that mimics smart board technology. Fourth grade students use blogs and message boards to reflect and communicate about assignments.

Students will be offered the opportunity to earn career and professional education digital tool (CAPE) certificates. Certificates are focused on the following areas: word processing, spreadsheets, sound, motion, color presentations, and cyber security and coding. The digital tool certificates will be aligned with core courses in grade levels 3-5 to support digital skills needed by students for digital learning and to support interest in Career and Technical Education (CTE).

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

We discuss careers during career day presentations. We invite industry professionals to campus to discuss their career areas and provided insight into future careers for our students. STEM activities take place during science block that focus on group work, experimental problem solving, hypothesis generation and testing, and hands on immersion with data analysis.

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

We work in a consortium with the middle and high schools to discuss areas of scaffolding so that we each build students ready for the next level. We use immediate assessments and apply academic interventions. Baseline data is gained at the start of each year by using our Journey's and Go Math curriculum, as well as Fountas and Pinell reading assessments to identify gaps in learning. Teachers use the data to guide instruction and provide the basis for academic skills groups. Honor roll assemblies at the end of each quarter are used to recognize academic achievement. The school-wide GROWL ceremony at the end of each quarter recognizes students for making positive choices. Academic and social areas are enforced to promote the idea of continued success as students move to the next grade level and beyond.

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.** Teachers will use resources aligned to the Florida Standards and Instructional Framework to collaboratively create common formative assessments to increase student achievement (Division priority: Ensure college and career readiness).

- G2.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons that align the standards with instruction and student evidences using the Instructional Framework to increase student achievement (Division Priority: Accelerate student performance)

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. Teachers will use resources aligned to the Florida Standards and Instructional Framework to collaboratively create common formative assessments to increase student achievement (Division priority: Ensure college and career readiness). 1a

G073158

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Asian	81.0
AMO Reading - African American	70.0
AMO Reading - Hispanic	71.0
AMO Reading - White	81.0
AMO Reading - ELL	69.0
AMO Reading - ED	72.0
AMO Reading - All Students	74.0
AMO Reading - SWD	52.0
AMO Math - All Students	75.0
AMO Math - Asian	84.0
AMO Math - African American	72.0
AMO Math - Hispanic	72.0
AMO Math - White	82.0
AMO Math - ELL	71.0
AMO Math - ED	71.0
AMO Math - SWD	54.0

Resources Available to Support the Goal 2

- Time built into the master schedule for common planning
- Professional development on creating common formative and summative assessments
- Access to online resources for HMH and CPalms

Targeted Barriers to Achieving the Goal 3

- Deep understanding of the standards
- Lack of aligned resources outside of district adopted materials
- Lack of experience in creating rigorous common assessments
- Teacher perception of the depth of rigor

Plan to Monitor Progress Toward G1. 8

Student performance data on district assessments, teacher-created common formative and summative assessments and classroom observation data

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Lesson plans, PLC agendas, teacher-created formative and summative, classroom observation data and student performance data

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons that align the standards with instruction and student evidences using the Instructional Framework to increase student achievement (Division Priority: Accelerate student performance) **1a**

G073159

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - Hispanic	
AMO Reading - African American	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ED	
AMO Math - SWD	
AMO Math - ELL	

Resources Available to Support the Goal **2**

- Access to the Marzano Instructional Framework
- Professional development on best practices for generating student evidences
- Collaborative planning time built into master schedule

Targeted Barriers to Achieving the Goal **3**

- Multiple components of the lesson/unit plan

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

Provide an agenda for each PLC with guiding questions on aligning learning targets for the standards to formative assessments, student outcomes, and common mini-assessments

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Lesson plans, PLC agendas, Classroom observation data, student test data

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. Teachers will use resources aligned to the Florida Standards and Instructional Framework to collaboratively create common formative assessments to increase student achievement (Division priority: Ensure college and career readiness). **1**

 G073158

G1.B1 Deep understanding of the standards **2**

 B191118

G1.B1.S1 Provide a professional development with an overview of what formative assessment is and how to begin the process of design **4**

 S202574

Strategy Rationale

To create a common understanding of the design and implementation of common formative assessments

Action Step 1 **5**

Professional development on planning and aligning formative assessments to the standards

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets, meeting notes, and PD handouts/PPTs

Action Step 2 5

Common planning times and Professional Learning Communities

Person Responsible

Lee Montgomery

Schedule

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

Evidence of Completion

Master schedule and PLC minutes

Action Step 3 5

Creation of common formative assessments and mini summative assessments the are aligned to the depth of the standards

Person Responsible

Lee Montgomery

Schedule

Weekly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Common formative assessment test bank and data

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

Professional development provided monthly on planning and aligning common assessments

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Meeting notes, PD handouts/PPTS, and sign-in sheets

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

Collaboration during common planning times to design common formative assessments

Person Responsible

Lee Montgomery

Schedule

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

Evidence of Completion

PLC minutes, lesson plans, and common assessments

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

Progress monitoring meetings with teams monthly to discuss the data and assessment used to measure mastery

Person Responsible

Lee Montgomery

Schedule

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

Evidence of Completion

Progress monitoring minutes, formative assessment data tool, and teacher-created common assessments

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

Informal and formal observations to look for evidence of rigorous instruction aligned to the standards

Person Responsible

Lee Montgomery

Schedule

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

Evidence of Completion

lobservation data and reports

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

Teachers will upload common assessments to the collaboration site

Person Responsible

Karl Fox

Schedule

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

Evidence of Completion

Teacher-create common assessments

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

Data discussions will occur as a result of progress monitoring meetings regarding student performance on common assessments

Person Responsible

Lee Montgomery

Schedule

Evidence of Completion

Progress monitoring logs uploaded to the collaboration site

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons that align the standards with instruction and student evidences using the Instructional Framework to increase student achievement (Division Priority: Accelerate student performance) **1**

 G073159

G2.B1 Multiple components of the lesson/unit plan **2**

 B191122

G2.B1.S1 Common planning time built into the master schedule to ensure teachers are able to collaborate on the expectation of student outcome as it relates to instruction **4**

 S202576

Strategy Rationale

Teachers need to have frequent and consistent time to collaborate when planning instruction

Action Step 1 **5**

Intentional lesson planning through Professional Learning communities to focus on the standards, review of elements of the protocol, aligning instruction to the standards and comparison of student data with expected outcomes

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Lesson plans uploaded to the collaboration site

Action Step 2 **5**

Professional development on aligning instruction to the standards

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Observation data, sign-in sheets, agendas, and handouts

Action Step 3 5

Coaching and informal observations to provide feedback on instructional practices

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

i observation data and reports

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

Common planning time for Professional Learning Communities will be provided along with an agenda and guiding questions to facilitate discussion

Person Responsible

Lee Montgomery

Schedule

Weekly, from 8/11/2015 to 6/8/2016

Evidence of Completion

PLC minutes, lesson plans, documentation uploaded to the collaboration site

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

Conduct informal and formal observations to provide feedback

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Observation data and lesson plans

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

Perform trend analysis from i observation data and reports

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Observation data and progress monitoring data

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

Lesson plans and common assessments uploaded to the collaboration site while supporting the planning process

Person Responsible

Lee Montgomery

Schedule

Weekly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Lesson plans, common assessments, PLC minutes, and student data

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

Perform trend analysis on element scoring of the observation data

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Evidence of Completion

Observation data

Appendix 1: Implementation Timeline

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

Orange - 1341 - Southwood Elementary - 2015-16 SIP
Southwood Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development on planning and aligning formative assessments to the standards	Montgomery, Lee	8/11/2015	Sign-in sheets, meeting notes, and PD handouts/PPTs	6/8/2016 monthly
G2.B1.S1.A1	Intentional lesson planning through Professional Learning communities to focus on the standards, review of elements of the protocol, aligning instruction to the standards and comparison of student data with expected outcomes	Montgomery, Lee	8/11/2015	Lesson plans uploaded to the collaboration site	6/8/2016 monthly
G1.B1.S1.A2	Common planning times and Professional Learning Communities	Montgomery, Lee	8/24/2015	Master schedule and PLC minutes	6/8/2016 weekly
G2.B1.S1.A2	Professional development on aligning instruction to the standards	Montgomery, Lee	8/11/2015	Observation data, sign-in sheets, agendas, and handouts	6/8/2016 monthly
G1.B1.S1.A3	Creation of common formative assessments and mini summative assessments the are aligned to the depth of the standards	Montgomery, Lee	8/11/2015	Common formative assessment test bank and data	6/8/2016 weekly
G2.B1.S1.A3	Coaching and informal observations to provide feedback on instructional practices	Montgomery, Lee	8/11/2015	i observation data and reports	6/8/2016 monthly
G1.MA1	Student performance data on district assessments, teacher-created common formative and summative assessments and classroom observation data	Montgomery, Lee	8/17/2015	Lesson plans, PLC agendas, teacher-created formative and summative, classroom observation data and student performance data	6/8/2016 monthly
G1.B1.S1.MA1	Informal and formal observations to look for evidence of rigorous instruction aligned to the standards	Montgomery, Lee	8/24/2015	lobservation data and reports	6/8/2016 daily
G1.B1.S1.MA5	Teachers will upload common assessments to the collaboration site	Fox, Karl	8/24/2015	Teacher-create common assessments	6/8/2016 weekly
G1.B1.S1.MA6	Data discussions will occur as a result of progress monitoring meetings regarding student performance on common assessments	Montgomery, Lee	6/8/2016	Progress monitoring logs uploaded to the collaboration site	one-time
G1.B1.S1.MA1	Professional development provided monthly on planning and aligning common assessments	Montgomery, Lee	8/11/2015	Meeting notes, PD handouts/PPTS, and sign-in sheets	6/8/2016 monthly
G1.B1.S1.MA3	Collaboration during common planning times to design common formative assessments	Montgomery, Lee	8/24/2015	PLC minutes, lesson plans, and common assessments	6/8/2016 monthly
G1.B1.S1.MA4	Progress monitoring meetings with teams monthly to discuss the data and assessment used to measure mastery	Montgomery, Lee	8/24/2015	Progress monitoring minutes, formative assessment data tool, and teacher-created common assessments	6/8/2016 monthly
G2.MA1	Provide an agenda for each PLC with guiding questions on aligning learning targets for the standards to formative assessments, student outcomes, and common mini-assessments	Montgomery, Lee	8/11/2015	Lesson plans, PLC agendas, Classroom observation data, student test data	6/8/2016 monthly
G2.B1.S1.MA1	Lesson plans and common assessments uploaded to the collaboration site while supporting the planning process	Montgomery, Lee	8/11/2015	Lesson plans, common assessments, PLC minutes, and student data	6/8/2016 weekly
G2.B1.S1.MA5	Perform trend analysis on element scoring of the observation data	Montgomery, Lee	8/11/2015	Observation data	6/8/2016 monthly
G2.B1.S1.MA1	Common planning time for Professional Learning Communities will be provided along with an agenda and guiding questions to facilitate discussion	Montgomery, Lee	8/11/2015	PLC minutes, lesson plans, documentation uploaded to the collaboration site	6/8/2016 weekly
G2.B1.S1.MA3	Conduct informal and formal observations to provide feedback	Montgomery, Lee	8/11/2015	Observation data and lesson plans	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA4	Perform trend analysis from i observation data and reports	Montgomery, Lee	8/11/2015	Observation data and progress monitoring data	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will use resources aligned to the Florida Standards and Instructional Framework to collaboratively create common formative assessments to increase student achievement (Division priority: Ensure college and career readiness).

G1.B1 Deep understanding of the standards

G1.B1.S1 Provide a professional development with an overview of what formative assessment is and how to begin the process of design

PD Opportunity 1

Professional development on planning and aligning formative assessments to the standards

Facilitator

Administrative team

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2015 to 6/8/2016

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons that align the standards with instruction and student evidences using the Instructional Framework to increase student achievement (Division Priority: Accelerate student performance)

G2.B1 Multiple components of the lesson/unit plan

G2.B1.S1 Common planning time built into the master schedule to ensure teachers are able to collaborate on the expectation of student outcome as it relates to instruction

PD Opportunity 1

Professional development on aligning instruction to the standards

Facilitator

Principal

Participants

Administration and instructional staff

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Technical Assistance Items

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

G2. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons that align the standards with instruction and student evidences using the Instructional Framework to increase student achievement (Division Priority: Accelerate student performance)

G2.B1 Multiple components of the lesson/unit plan

G2.B1.S1 Common planning time built into the master schedule to ensure teachers are able to collaborate on the expectation of student outcome as it relates to instruction

PD Opportunity 1

Intentional lesson planning through Professional Learning communities to focus on the standards, review of elements of the protocol, aligning instruction to the standards and comparison of student data with expected outcomes

Facilitator

Principal

Participants

Administration and Instructional staff

Schedule

Monthly, from 8/11/2015 to 6/8/2016

PD Opportunity 2

Coaching and informal observations to provide feedback on instructional practices

Facilitator

Principal

Participants

Instructional staff

Schedule

Monthly, from 8/11/2015 to 6/8/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Professional development on planning and aligning formative assessments to the standards				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1341 - Southwood Elementary	Title I Part A		\$4,000.00
2	G1.B1.S1.A2	Common planning times and Professional Learning Communities				\$0.00
3	G1.B1.S1.A3	Creation of common formative assessments and mini summative assessments the are aligned to the depth of the standards				\$0.00
4	G2.B1.S1.A1	Intentional lesson planning through Professional Learning communities to focus on the standards, review of elements of the protocol, aligning instruction to the standards and comparison of student data with expected outcomes				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1341 - Southwood Elementary	Title I Part A		\$2,500.00
5	G2.B1.S1.A2	Professional development on aligning instruction to the standards				\$0.00
6	G2.B1.S1.A3	Coaching and informal observations to provide feedback on instructional practices				\$0.00
Total:						\$6,500.00