

Leon County Schools

# Woodville Elementary School



2015-16 School Improvement Plan

## Woodville Elementary School

9373 WOODVILLE HWY, Tallahassee, FL 32305

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)</b>
Elementary	Yes	66%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate (Reported as Non-white on Survey 2)</b>
No	No	45%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	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 is pending approval by the Leon 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To promote outstanding achievement in a dedicated learning environment for all students.

##### **Provide the school's vision statement**

Improving tomorrow...Learning today, Honoring our past!

As the oldest school in Leon County, Woodville Elementary has a rich history of providing a quality education for its students and community engagement in the educational process.

#### School Environment

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

The diversity of our students and staff is honored and celebrated in all we do. The school learns about students' cultures and builds relationships throughout the year. Prior to the school year beginning parents are provided a Input and Feedback form which allows them to share information about their children and describe their needs. This process is along with the annual orientation held before the start of the school year afford parents the opportunity to share the uniqueness of their child and fosters bonds between students and teachers. Prior to classes beginning, teachers and administrators convene to discuss students with unique educational needs including ESE, ESOL, and 504 students so teachers can plan accordingly from the onset of the school year.

Our school has become more diverse over the past three years with a rising population of Non-native English speakers. Parents of these students are provided literature in their native language as often as possible and the addition of Spanish speaking staff has increased to provide critical support as translators during registration, conferences, and school programs.

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

Woodville Elementary administration, faculty, and staff are committed to providing an environment where students feel safe, respected, and valued. School safety and procedures are shared with staff during preplanning week with administration monitoring throughout the year. Expectations for behavior are established the first days of school and reinforced daily through our Positive Behavior Support Program. Based upon student population a Morning Intake Plan is created to ensure safe entrance and transitions on campus. Younger students (Prekindergarten through First Grade) are provided supervision in separate areas from older students in grades 2-5. Teacher and staff presence is evident throughout the school in hallways and walkways as classes intake to ensure safety and appropriate behavior is maintained. During the school day teachers and staff actively monitor students in the classroom, lunchroom, playground, and transitions to ensure safety. After school students are dismissed by transportation arrangement (car, bus, extended day program) by grade levels with younger students having more supervision.

##### **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**

Expectations for behavior are established the first days of school and reinforced through our Positive Behavior Support Program (PBS). School staff are trained on the PBS program and an overview of the Student Code of Conduct at the onset of each school year and grade level teams work to create behavior plans and submit to administration for review. The morning news show begins each morning with patriotic exercises and the school creed which focuses on demonstrating outstanding citizenship, responsibility, empathy, and respect. Adherence to rules and displays of outstanding citizenship are reinforced through our Mustang Bucks program in which students are periodically rewarded dollars to be used in our school wide token economy system known as the Mustang Market. Students accumulate Mustang Bucks to be used bi-weekly in the Mustang Market. Teachers are trained in the use of Marzano elements that focus on methods and scales to engage students in participating in the learning process.

**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**

Woodville Elementary ensure the social-emotional needs of all students are met by alerting teachers of our guidance and counseling services at the beginning of each year. Parents requests and teachers refer students with counseling needs to our Guidance Counselor who conducts an initial session with the student. The Guidance Counselor will schedule follow-up sessions, unique plans, makes referrals to school Social Worker and Attendance Liaison, makes contact with parents, or inform parents of local agencies and outreach programs that may be available. The Guidance also serves as part of the ESOL Advisory Team, Homeless Liaison, and Positive Behavior Support Team. In this role, the counselor helps ensure the social-emotional and often physical needs of the child are met in order to maximize instructional engagement.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

A detailed Parental Involvement Plan (as required for Title I schools) has been uploaded to the FLDOE website.

**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**

Woodville Elementary has entered partnerships with several business and community partnerships to assist with facilitating optimal environments for teaching and learning as well as impacting student achievement. Business and community partners include:

- Rep. Alan Williams
- Beef O'Brady's
- Brusters Real Ice Cream
- Costco Wholesale
- Woodville Ace Hardware
- Woodville Public Library
- Publix #610
- Tallahassee St. Marks Area State Parks
- Sams

The individuals and entities have provided mentoring and offer financial support to fund literacy initiatives, student recognitions, and other school events. Woodville Elementary appreciates this support and looks to expand contributions of our partners to include mentorships and leadership experiences for our teachers.

**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
Scott, Taita	Principal
Rudd, Elizabeth	Assistant Principal

**Duties**

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

Principal (Assistant Principal as LEA designee): Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional

development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.

Referral Coordinator: Will serve as Referral Coordinator and conduct pre-screening of referred student.

Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, collaborates with other staff to ensure implementation of Tier 1,2 and 3 instruction and support.

Select ESE teachers: (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.

Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities

***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***

Our school has established a system of continual review of student and grade level data to determine impact of instruction and problem solve. Grade level team meetings are being guided on methods to maximize discussion that is centered around data review and creating action plans within instruction to address remediation and enrichment that may be needed (based upon data review). Student needs that are examined are then addressed through lesson planning to incorporate remediation in small groups during workshop portion of the reading block (KG-5th grade) or during the supplemental "Walk and Read" block for 1st - 3rd grade. This proactive approach allows us to analyze data and assist teachers with proactive approaches using formative assessment data to adjust or differentiate instruction to meet the needs of each student.

Title I funding is used to support quality instruction in the classroom. Title I funding is used to support additional personnel (resource teacher, paraprofessionals) to assist classroom teachers in differentiating instruction.

Title II funding will be allocated to support professional learning and teacher development. A focus of this year's professional learning will be implementing the Common Core Shifts as identified by our district.

Title I, Part A

Woodville Elementary School utilizes the Title I school- wide model. Data is reviewed regularly through the School Improvement Committees and the School Advisory Council. Summary data is reviewed annually to inform changes in the next year's school improvement goals and objectives. Our school improvement plan addresses the needs of all student subgroups in the area of reading, writing, math, science, and includes a plan for monitoring our objective and strategies throughout the year with close attention to monitoring each student's progress. The district coordinates with Title I and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The school district migrant liaison provides services and support to students and parents. The migrant

liaison coordinates with Title 1 Program as well as other programs to ensure student needs are met. In addition, the district professional development center assist teachers in obtaining certifications and endorsements required

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention and Neglected and Delinquent programs.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of all students.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education, such as transportation. Title I provides a resource teacher to support Title I students in non-Title I schools.

#### Supplemental Academic Instruction (SAI)

ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy School for struggling readers. Supplemental Educational Service Funds are used to provide students on free and reduced lunch with afterschool tutoring services.

The 21st Century After School Grant funds will be used to expand supplemental services after school and during the summer to support students scoring below grade level in reading and math.

#### Violence Prevention Programs

The LCS District Provide professional development for administrators in the area of bullying, harassment, etc. In turn, the school presents programs and information to the students at the school. Parent and teacher awareness are integral parts of the programs. The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

#### Nutrition Programs

A free breakfast and lunch program is provided all students. During the summer the school is a summer nutrition site for students in the community as well as for the students who attend summer programs at the school.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

A successful GED Program is held at Woodville Elementary School. The school works in unison with the Adult Education School of Leon County School to provide this program to the members of our community. Adult Education meets Monday and Wednesday nights at each week from 5:30 – 8:30 to work on skills needed for GED completion for our parents and community.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Angela Milnes	Parent
Pat Johnson	Parent
Fran Scott	Parent
Nina Thomas	Parent
Christina Henderson	Teacher
Ellen Scott	Teacher
Verna Brock	Business/Community
Taita Scott	Principal
Angela Milnes	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 2014 meeting, the School Advisory Council (SAC) will review previous year's goals and year end data. The Principal will review the final data and share strategies for the group to explore which strategies worked or may need adjustment. Mid-year data was shared with the SAC body during the January/February SAC meetings. Final data relating to FSA is unavailable as of September 14, 2015.

*Development of this school improvement plan*

An initial public hearing was held during the Title I Open House in which several SAC members were present (September 3, 2015). Parent input was solicited via through surveys during the 14-15 school year, class input forms, and Open House and that input was considered in reshaping and forming school goals.

A second public hearing was held during the September 2015 SAC Meeting for parental input and a draft of the School Improvement Plan was provided to the SAC body for further review between September 16- 30, 2015. A final version of the School Improvement Plan will be approved by the School Advisory Council during the October meeting.

*Preparation of the school's annual budget and plan*

Woodville Elementary is expects to receive School Improvement funds during the 2015-2016 school year to support ongoing assessment and professional development for teachers.

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

School Improvement funds were used to support Professional Learning Communities for teacher to collaboratively review data and plan for differentiated instruction.

**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
Scott, Taita	Principal
Rudd, Elizabeth	Assistant Principal
Sampson, Erin	
Oberkreser, Lyssa	Instructional Media
Gaylord, Amy	Teacher, K-12
Harley, Mary	Teacher, K-12
Crisher, Hope	Teacher, K-12
Petties, Yvette	Teacher, K-12
Engelbrecht, Rebecca	Teacher, K-12
Pitts, Michelle	Teacher, K-12
Aviles, Lydia	Teacher, K-12
Henderson, Christina	Teacher, K-12
Blake, Rhonda	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

This year the LLT will focus on increasing teacher understanding of Florida Standards and new Wonders Reading curriculum to increase student engagement and impact on student achievement. One major focus of the LLT is to develop and deepen parent knowledge of the new Florida Standards and Wonders Curriculum helping them understand the shifts in rigor and instruction necessary for students to master benchmarks. This will be accomplished through parent workshops, conferencing, and articles in the biweekly school newsletter. All members of the LLT also serve as the Wonders Instructional Leaders for their grade level. Wonders Instructional Leaders attend quarterly professional development meetings and are charged with bringing this information back to their teams to facilitate collaborative planning meetings, analyzing student data, and providing support to struggling learners.

**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 within the school with similar teaching assignment are given a common planning period. This period provides ample time for teachers to collaborate for the benefit of all students. During the months of October through May teachers are provided the opportunity to participate in a half day Professional Learning Community once per month. During the PLC teachers receive grade specific staff development, review data, and collaboratively plan to address the needs of all learners.

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

Our school participates in the district wide teacher transfer day where highly qualified experienced teachers are able to interview with schools. Summer professional development opportunities were offered to all teachers including a district level Florida Standards Overview and Go Math/Wonders

Implementation training. All new teachers in our school participate in a New Teacher Professional Learning Community where there are monthly support meetings on a variety of topics to acclimate the teachers to our school and district. All new teachers to our school are assigned a mentor teacher to provide weekly guidance and support as needed.

Our school offers at least two Professional Learning opportunities each month which focus on developing teachers' skills and competency in instructional fields. Each month our teachers meet for data driven Progress Monitoring meetings to discuss individual student, class, and grade level data. During the Progress Monitoring meetings the participants engage in problems solving and shared decision making for the benefit of our students.

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

This year our school has hired one beginning teacher. This teacher has been assigned a mentor whose primary teaching assignment is similar to the teaching context of the new teacher. Mentors meet weekly with their assigned peer. Each quarter administration provides at least two opportunities for release time so mentors and mentees may observe one another. The mentoring opportunity has also been extended to experienced teachers that are new to our school so they may benefit from the collaboration in better acclimate to our school and community.

## **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***

Curriculum pacing guides and rubrics provided by our district's Division of Teaching and Learning are distributed to all teachers during the summer months. Grade level team leaders meet with all team members to ensure there is common pacing within the grade level. Each grade level uses common assessments which are reviewed with administration to determine how well students are mastering new standards. The Student Instructional Support Team convenes weekly to review all Literacy and Math progress by grade level, review effectiveness of interventions, and identify trends in data that may have implications for professional development and/or coaching for specific teachers, grade levels, or school wide.

#### **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***

Grade level teams meet weekly and a portion of those meetings are reserved for grade level data review of common assessments. Using the assessments, teachers determine strengths and challenges, perform item analysis and reflect upon their teaching for commonly missed items. Information gleaned from these sessions are used to guide planning and inform decisions for remediation and student placement/ movement in intervention groups.

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

**Strategy: After School Program**

**Minutes added to school year: 7,000**

After school tutoring/enrichment will be offered 3 times per week from November 2015 through March 2016.

**Strategy Rationale**

Extending the school day provides opportunities for remedial students to receive supplemental work in prerequisite skills and advanced learners to receive enrichment.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Scott, Taita, scottt@leonschools.net

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

Weekly tutoring attendance sheets, progress monitoring data (Wonders, Go Math, fact fluency, oral reading fluency, etc.), and student portfolios.

**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**

Families of children with disabilities are supported during the transition process from pre kindergarten by beginning the dialogue regarding transition in the fall prior to kindergarten placement by the pre kindergarten teacher and other appropriate personnel. Parents attend the pre kindergarten transition individual education plan meeting. For pre kindergarten students changing schools, the receiving schools are invited to participate in the pre kindergarten to kindergarten transition conference at the new school or new classroom. For students moving into kindergarten, time is spent getting the students acclimated through visitations and "join in" activities at the close of the school year. Families of children enrolled in School Readiness/Voluntary Pre Kindergarten are prepared for transition in the spring prior to the kindergarten placement by ongoing dialogue with the teachers and other appropriate personnel. The Problem Solving Team (MTSS) works with PreKindergarten teachers to identify students that are demonstrating academic difficulties to identify strategies and resources to help prepare these students and their families for successful integration into Kindergarten. The school provides registration packets so that parents start the process with assistance.

At Woodville Elementary School all incoming kindergarten student are invited to come in during the summer for early registration and Kindergarten screening. A special orientation night is provided before the opening of school. A general orientation is provided the Friday before the first day of schools so that all students and parents may meet the classroom teacher and visit the classrooms.

**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:

.

#### 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.** To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent question (orally and written) as evidenced by 50% of students will score at the proficient level on the FSA Literacy Assessment (margin of error +/- 10 percentage points).
- G2.** To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving read as evidenced by 50% of students scoring at the proficient level on the FSA Mathematics Assessment (margin of error +/- 10 percentage points).
- G3.** To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science assessment to 50% (margin of error +/- 10 percentage points).

## 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.** To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent question (orally and written) as evidenced by 50% of students will score at the proficient level on the FSA Literacy Assessment (margin of error +/- 10 percentage points). 1a

G073496

**Targets Supported** 1b

Indicator	Annual Target
	50.0

**Resources Available to Support the Goal** 2

- Additional personnel to promote reading proficiency (Reading Coach, ESE Teacher, Resource Teachers, Instructional Paraprofessionals)
- District and School Supported Staff Development to enhance Teacher Professional Learning (Curriculum Camps, Junior Great Books, Title I Staff Development: Quality Instruction using Marzano Research)

**Targeted Barriers to Achieving the Goal** 3

- Limited data points/sources to monitor reading proficiency.
- Diverse span of abilities of students' reading abilities among FSA tested grade levels.

**Plan to Monitor Progress Toward G1.** 8

Tracking of student mastery of remedial skills and progress toward on-grade level standards.

**Person Responsible**

Elizabeth Rudd

**Schedule**

Biweekly, from 9/17/2015 to 5/6/2016

**Evidence of Completion**

Grade Level Data Monitoring Notebooks, progress reports to parents

**G2.** To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving read as evidenced by 50% of students scoring at the proficient level on the FSA Mathematics Assessment (margin of error +/- 10 percentage points). 1a

G073497

**Targets Supported** 1b

Indicator	Annual Target
	50.0

**Resources Available to Support the Goal** 2

- Think Central Website to monitor student progress
- District Support documents (pacing guides, learning goals, rubrics, etc.)

**Targeted Barriers to Achieving the Goal** 3

- Deficient problem solving skills of some students

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

Chapter and Unit Assessments

**Person Responsible**

Taita Scott

**Schedule**

Monthly, from 9/21/2015 to 5/13/2016

**Evidence of Completion**

Increased student proficiency with problems solving and chapter assessments

**G3.** To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science assessment to 50% (margin of error +/- 10 percentage points). 1a

G073498

**Targets Supported** 1b

Indicator	Annual Target
	50.0

**Resources Available to Support the Goal** 2

- District resources including pacing guides, learning goals, and rubrics.

**Targeted Barriers to Achieving the Goal** 3

- Limited time and resources to deliver quality, hands-on science instruction.

**Plan to Monitor Progress Toward G3.** 8

Review of Quarterly Grades and Unit Assessments

**Person Responsible**

Taita Scott

**Schedule**

Monthly, from 9/21/2015 to 5/13/2016

**Evidence of Completion**

Increased proficiency of students mastering grade level benchmarks and content

## 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.** To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent question (orally and written) as evidenced by 50% of students will score at the proficient level on the FSA Literacy Assessment (margin of error +/- 10 percentage points). **1**

 G073496

**G1.B1** Limited data points/sources to monitor reading proficiency. **2**

 B191982

**G1.B1.S1** Scheduling strategic progress monitoring meetings to analyze student data, conduct item analysis by student, class, and grade level; engage in strategic planning to address implications in data.

**4**

 S203424

### Strategy Rationale

Providing additional guidance and time for teachers to engage in strategic analysis and planning will be key to increasing student proficiency.

### Action Step 1 **5**

Periodic Review of Scheduling of Progress Monitoring meetings to review data and begin planning based upon data.

#### Person Responsible

Taita Scott

#### Schedule

Biweekly, from 9/17/2015 to 5/6/2016

#### Evidence of Completion

Scheduling of progress monitoring meetings and Professional Learning Community Dates (True North Logic)

**Action Step 2** 5

Student and parental involvement in progress monitoring

**Person Responsible**

Taita Scott

**Schedule**

Monthly, from 10/15/2015 to 5/6/2016

**Evidence of Completion**

Data charts and Data Wall to monitor students progress in pre-identified common assessments Student Benchmark Mastery Monitoring

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

Creation of Master Progress Monitoring Schedule

**Person Responsible**

Taita Scott

**Schedule**

Biweekly, from 9/17/2015 to 5/6/2016

**Evidence of Completion**

Progress Monitoring Calendar

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

Monitoring of teacher analysis of data and lesson planning influenced by data.

**Person Responsible**

Taita Scott

**Schedule**

Monthly, from 9/17/2015 to 5/6/2016

**Evidence of Completion**

Review of teacher reflection logs following progress monitoring and lesson planning sessions

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

Monitoring of individual, class, and grade level data

**Person Responsible**

Elizabeth Rudd

**Schedule**

Monthly, from 9/17/2015 to 5/6/2016

***Evidence of Completion***

Student data monitoring notebooks

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

Review of data reported by teachers and lesson planning influenced by needs implicated by data

**Person Responsible**

Elizabeth Rudd

**Schedule**

Every 6 Weeks, from 9/17/2015 to 5/6/2016

***Evidence of Completion***

Observation of effective implementation of planning to differentiate instruction for on grade level tasks and appropriate curriculum implementation for students requiring enrichment (on/above grade level) or remediation (below grade level).

**G1.B2** Diverse span of abilities of students' reading abilities among FSA tested grade levels. 2

 B191983

**G1.B2.S1** Targeted small group instruction for remediation and enrichment 4

 S203425

**Strategy Rationale**

Students must receive instruction in small groups to remediate deficiencies and capitalize upon strengths.

**Action Step 1** 5

Implementation of small group instruction 4x per week for remediation of deficient skills.

**Person Responsible**

Erin Sampson

**Schedule**

Weekly, from 9/22/2015 to 5/13/2016

***Evidence of Completion***

Weekly progress monitoring of skills mastered in remediation groups.

**Action Step 2** 5

On-grade level, small groups to build reading comprehension skills.

**Person Responsible**

Erin Sampson

**Schedule**

On 5/13/2016

***Evidence of Completion***

Weekly monitoring of skills mastered in small groups.

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

Weekly data collection sheets monitoring mastery of skills presented.

**Person Responsible**

Erin Sampson

**Schedule**

Weekly, from 9/21/2015 to 5/13/2016

***Evidence of Completion***

Student progress and mastery of skills presented in small groups and weekly assessments.

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

Review of lesson plans for documentation of needs based small group instruction

**Person Responsible**

Taita Scott

**Schedule**

Monthly, from 9/21/2015 to 5/13/2016

***Evidence of Completion***

Documentation of small group lesson plans.

**G2.** To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving read as evidenced by 50% of students scoring at the proficient level on the FSA Mathematics Assessment (margin of error +/- 10 percentage points). 1

G073497

**G2.B1** Deficient problem solving skills of some students 2

B191984

**G2.B1.S1** Daily, explicit teaching of problem solving strategies for all K-5 students and evidence gathered through student problem solving journals. 4

S203426

### Strategy Rationale

Students engaging in problem solving and documenting through journals will create a "strategy notebook" that can be referred to when completing problem solving.

### Action Step 1 5

Daily problem solving utilizing Higher Order Thinking Skills (HOTS) questions. Use of math journals to document student strategies

#### Person Responsible

Taita Scott

#### Schedule

Monthly, from 9/21/2015 to 5/13/2016

#### Evidence of Completion

Student journals will be reviewed by teachers and shared during grade level team meetings and progress monitoring meetings.

### Action Step 2 5

Small group instruction in mathematics.

#### Person Responsible

Taita Scott

#### Schedule

Biweekly, from 9/21/2015 to 5/13/2016

#### Evidence of Completion

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

Classroom walkthroughs, Documentation in lesson plans

**Person Responsible**

Taita Scott

**Schedule**

Monthly, from 9/21/2015 to 5/13/2016

***Evidence of Completion***

Ongoing math journals, guided problems solving (observations); Teacher preparation for problem solving learning experiences.

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

Frequent data review meetings by grade levels and Administration to determine student growth and proficiency in problem solving.

**Person Responsible**

Elizabeth Rudd

**Schedule**

Monthly, from 9/8/2014 to 5/15/2015

***Evidence of Completion***

Increased proficiency with problems solving on chapter assessments

**G3.** To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science assessment to 50% (margin of error +/- 10 percentage points). 1

G073498

**G3.B1** Limited time and resources to deliver quality, hands-on science instruction. 2

B191986

**G3.B1.S1** Strategic allocation of time and resources to support hands-on science instruction in grades K-5 4

S203427

### Strategy Rationale

Strategic scheduling of instructional time and allocation of supplemental resources will support high quality, hands-on science instruction in the classroom.

### Action Step 1 5

Allocation of Instructional Resources and Materials budget to maximize teaching and learning

#### Person Responsible

Taita Scott

#### Schedule

Monthly, from 9/21/2015 to 5/13/2016

#### Evidence of Completion

School wide master schedule of instructional blocks and supplemental resources to support instruction.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review of weekly lesson plans to include weekly, hands-on science learning experiences

#### Person Responsible

Taita Scott

#### Schedule

Monthly, from 9/21/2015 to 5/13/2016

#### Evidence of Completion

Lesson plans, common assessments. and student work products.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Review of grade level benchmarks tests and weekly content quizzes

**Person Responsible**

Taita Scott

**Schedule**

Quarterly, from 9/21/2015 to 5/13/2016

**Evidence of Completion**

Bi-weekly assessments and unit assessments

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Periodic Review of Scheduling of Progress Monitoring meetings to review data and begin planning based upon data.	Scott, Taita	9/17/2015	Scheduling of progress monitoring meetings and Professional Learning Community Dates (True North Logic)	5/6/2016 biweekly
G1.B2.S1.A1	Implementation of small group instruction 4x per week for remediation of deficient skills.	Sampson, Erin	9/22/2015	Weekly progress monitoring of skills mastered in remediation groups.	5/13/2016 weekly
G2.B1.S1.A1	Daily problem solving utilizing Higher Order Thinking Skills (HOTS) questions. Use of math journals to document student strategies	Scott, Taita	9/21/2015	Student journals will be reviewed by teachers and shared during grade level team meetings and progress monitoring meetings.	5/13/2016 monthly
G3.B1.S1.A1	Allocation of Instructional Resources and Materials budget to maximize teaching and learning	Scott, Taita	9/21/2015	School wide master schedule of instructional blocks and supplemental resources to support instruction.	5/13/2016 monthly
G1.B1.S1.A2	Student and parental involvement in progress monitoring	Scott, Taita	10/15/2015	Data charts and Data Wall to monitor students progress in pre-identified common assessments Student Benchmark Mastery Monitoring	5/6/2016 monthly
G1.B2.S1.A2	On-grade level, small groups to build reading comprehension skills.	Sampson, Erin	9/22/2015	Weekly monitoring of skills mastered in small groups.	5/13/2016 one-time
G2.B1.S1.A2	Small group instruction in mathematics.	Scott, Taita	9/21/2015		5/13/2016 biweekly
G1.MA1	Tracking of student mastery of remedial skills and progress toward on-grade level standards.	Rudd, Elizabeth	9/17/2015	Grade Level Data Monitoring Notebooks, progress reports to parents	5/6/2016 biweekly
G1.B1.S1.MA1	Review of data reported by teachers and lesson planning influenced by needs implicated by data	Rudd, Elizabeth	9/17/2015	Observation of effective implementation of planning to differentiate instruction for on grade level tasks and appropriate curriculum implementation for students requiring enrichment (on/above grade level) or remediation (below grade level).	5/6/2016 every-6-weeks
G1.B1.S1.MA1	Creation of Master Progress Monitoring Schedule	Scott, Taita	9/17/2015	Progress Monitoring Calendar	5/6/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA3	Monitoring of teacher analysis of data and lesson planning influenced by data.	Scott, Taita	9/17/2015	Review of teacher reflection logs following progress monitoring and lesson planning sessions	5/6/2016 monthly
G1.B1.S1.MA4	Monitoring of individual, class, and grade level data	Rudd, Elizabeth	9/17/2015	Student data monitoring notebooks	5/6/2016 monthly
G1.B2.S1.MA1	Review of lesson plans for documentation of needs based small group instruction	Scott, Taita	9/21/2015	Documentation of small group lesson plans.	5/13/2016 monthly
G1.B2.S1.MA1	Weekly data collection sheets monitoring mastery of skills presented.	Sampson, Erin	9/21/2015	Student progress and mastery of skills presented in small groups and weekly assessments.	5/13/2016 weekly
G2.MA1	Chapter and Unit Assessments	Scott, Taita	9/21/2015	Increased student proficiency with problems solving and chapter assessments	5/13/2016 monthly
G2.B1.S1.MA1	Frequent data review meetings by grade levels and Administration to determine student growth and proficiency in problem solving.	Rudd, Elizabeth	9/8/2014	Increased proficiency with problems solving on chapter assessments	5/15/2015 monthly
G2.B1.S1.MA1	Classroom walkthroughs, Documentation in lesson plans	Scott, Taita	9/21/2015	Ongoing math journals, guided problems solving (observations); Teacher preparation for problem solving learning experiences.	5/13/2016 monthly
G3.MA1	Review of Quarterly Grades and Unit Assessments	Scott, Taita	9/21/2015	Increased proficiency of students mastering grade level benchmarks and content	5/13/2016 monthly
G3.B1.S1.MA1	Review of grade level benchmarks tests and weekly content quizzes	Scott, Taita	9/21/2015	Bi-weekly assessments and unit assessments	5/13/2016 quarterly
G3.B1.S1.MA1	Review of weekly lesson plans to include weekly, hands-on science learning experiences	Scott, Taita	9/21/2015	Lesson plans, common assessments. and student work products.	5/13/2016 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.** To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent question (orally and written) as evidenced by 50% of students will score at the proficient level on the FSA Literacy Assessment (margin of error +/- 10 percentage points).

**G1.B1** Limited data points/sources to monitor reading proficiency.

**G1.B1.S1** Scheduling strategic progress monitoring meetings to analyze student data, conduct item analysis by student, class, and grade level; engage in strategic planning to address implications in data.

### PD Opportunity 1

Periodic Review of Scheduling of Progress Monitoring meetings to review data and begin planning based upon data.

#### Facilitator

Principal, Assistant Principal, or Reading Coach, LCS Curriculum /Developers, Contracted Services

#### Participants

Teachers K-5

#### Schedule

Biweekly, from 9/17/2015 to 5/6/2016

### PD Opportunity 2

Student and parental involvement in progress monitoring

#### Facilitator

Principal, Assistant Principal, or Reading Coach, LCS Curriculum /Developers, Contracted Services

#### Participants

Students K-5, Parents/Guardians

#### Schedule

Monthly, from 10/15/2015 to 5/6/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Periodic Review of Scheduling of Progress Monitoring meetings to review data and begin planning based upon data.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Woodville Elementary School	School Improvement Funds		\$4,000.00
<i>Notes: Substitutes to provide classroom coverage during half day Professional Learning Communities</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Student and parental involvement in progress monitoring</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Woodville Elementary School	Title I Part A		\$2,500.00
<i>Notes: Student progress monitoring binders.</i>						
<b>3</b>	<b>G1.B2.S1.A1</b>	<b>Implementation of small group instruction 4x per week for remediation of deficient skills.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B2.S1.A2</b>	<b>On-grade level, small groups to build reading comprehension skills.</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B1.S1.A1</b>	<b>Daily problem solving utilizing Higher Order Thinking Skills (HOTS) questions. Use of math journals to document student strategies</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Woodville Elementary School	Title I Part A		\$500.00
<i>Notes: Purchase of materials to support student journals.</i>						
<b>6</b>	<b>G2.B1.S1.A2</b>	<b>Small group instruction in mathematics.</b>				<b>\$0.00</b>
<b>7</b>	<b>G3.B1.S1.A1</b>	<b>Allocation of Instructional Resources and Materials budget to maximize teaching and learning</b>				<b>\$2,850.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Woodville Elementary School	General Fund		\$2,250.00
<i>Notes: Providing a grade level science materials budget to facilitate hands-on science instruction that deepens student understanding of the scientific process.</i>						
			0131 - Woodville Elementary School	Other		\$600.00

### Budget Data

*Notes: Purchase of science benchmark assessments to monitor progress toward annual benchmarks assess on the 5th Grade FCAT 2.0 assessment.*

**Total: \$9,850.00**