

Seminole County Public Schools

# Woodlands Elementary School



2015-16 School Improvement Plan

## Woodlands Elementary School

1420 EE WILLIAMSON RD, Longwood, FL 32750

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0591>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	33%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	34%

### 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>	A*	B	A	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 Seminole 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

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

The vision of Woodlands Elementary is to provide a safe environment where all students can develop positive self-concepts, a broad knowledge base, responsible behavior, and a life-long desire for learning. Through a variety of teaching methods, technologies, and open communication between home, school, and community, we will develop the individual maximum potential of every student.

#### School Environment

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

Through Grade Level PLCs and Professional Development Opportunities at the District and School Levels, teachers are taught strategies to incorporate culturally responsive education within their daily instruction. These strategies recognize and address the various student learning styles, the different modes of reflective learning, the role of group collaboration, and the function of non-verbal behavior. Our ESOL and ESE teachers provide support and information for the teachers as well. Families are invited in to Woodlands Elementary to teach about their culture and traditions..

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

Student safety is a priority at Woodlands Elementary. Students have set rules and procedures in their classrooms and in all common areas of the school. The teachers and staff at Woodlands Elementary emphasize positive student behaviors through the PAWS school-wide positive reinforcement program. Students are recognized for playing fair, always making someone's day, having a winning attitude, and staying in the moment. Students are encouraged to work together and help others. Many of the students participate in the Kids Care Club, which is a student group that serves others.

##### **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**

Woodlands Elementary uses team based planning and problem solving to implement positive behavior support within a multi-tiered system of support (MTSS) as the school-wide behavioral system. Three to five established rules are posted in the classrooms and common areas. The rules are stated in a positive manner and explicitly taught, along with the procedures, to every student. Behavior instruction is systematic and ongoing throughout the school year. The Positive Behavior Support Team has worked with faculty and staff to establish the PAWS award system to reward students for exhibiting the positive behaviors of playing fair, always making someone else's day, having a winning attitude, and staying in the moment. By exhibiting these behaviors, students and faculty can earn PAWS awards. They can redeem these awards for charms and use them to enter a weekly drawing in which they can win lunch with the principal. There are consequences for not



following the policies and procedures that are known and enforced consistently according to the SCPS student code of conduct. All staff have a clear understanding of the behavioral expectations, rewards, and how to consistently enforce the school-wide system. They also have the opportunity to provide input to continuously improve the system. If a student repeatedly exhibits an undesired behavior, the problem solving team will meet to discuss possible antecedents and how to respond to the problem behavior.

**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**

Woodlands ensures that the social-emotional needs of all students are being met through collaboration and teamwork between the teacher, the parents, the guidance counselor, and the school social worker. Counseling is always available and provided on an as-needed basis. The guidance counselor and the social worker also provide support groups for students dealing with specific social or emotional issues. Woodlands has trained school mentors that meet with students weekly to support their positive social-emotional growth. Students and parents are also provided with information about outside seminars and trainings that address social-emotional issues of interest.

**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?**

No

**PIP Link**

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

**Description**

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access System, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff, including, but not limited to SchoolConnects, School website, Remind 101, EdModo, Class Dojo, Shutterfly, and/or daily/weekly regular written communication in the student planner or notebook. Our parents are encouraged to participate as Dividend volunteers, support our teachers in the classrooms, chaperone field trips, provide services as Math Super Stars and Super Scientist facilitators, as well as participate in PTA and on SAC. We hold numerous parent academies over the course of the year to share information on important topics such as FSA reading, math, and writing, as well as events such as BYOD info night, the science fair, and strategies to support assist children in the classrooms for early grades. We encourage all parents to sign in on Skyward so they can regularly access their child's academic progress. Parents are asked to participate in two parent teacher conferences each year and more frequently if the child is experiencing a learning or behavior challenge. We also have a number of informational and family events sponsored by PTA. These

include our ice cream social, spaghetti dinner, health fair, family reading night, science fair, family movie night, and other family events.

**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**

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. Several Woodlands staff members attend an annual dinner at the local VFW to show support for the organization that provides food to our families in need during the holidays and throughout the school year. The City of Longwood was recognized at a SAC meeting for donating bicycles and providing fire safety presentations to all Woodlands students.

**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
May, Patricia	Principal
Williams, Tracey	Assistant Principal
Philbrick, Hillary	Teacher, K-12
Williams, Rosa	Teacher, K-12
Clark, Amanda	Teacher, K-12
Quint, Krista	Teacher, K-12
Bastian, Jill	Teacher, K-12
Stump, Lynn	Teacher, ESE
Dapore, Michelle	Teacher, K-12
Andree, Kaye	Teacher, K-12
Manor, Stephanie	Teacher, K-12

**Duties**

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

The School Leadership Team at Woodlands Elementary is comprised of a representative from each grade level and ESE, a representative from the paraprofessionals, the Guidance Counselor, the Educational Technology Facilitator, the Assistant Principal and the Principal. The Woodlands School Leadership Team meets on a biweekly basis to analyze school data, problem solve, and practice shared decision making. Each representative ensures that the teachers on their team are provided clear information in a timely manner, facilitates their own group problem solving sessions (PLCs), and provides feedback to the School Leadership Team.

***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**

Woodlands Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure that the school is adequately staffed to meet student achievement needs. Funds are primarily used to support improved instruction and interventions. Woodlands Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This and any additional funding sources are coordinated to maximize the number of students served and the amount of services available for academic interventions and enrichment. The school leadership team ensures that school-based district professional learning opportunities are made available.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Valerie Woldman	Parent
Kiley Wagenschnur	Parent
Tracey Williams	Principal
Nathaniel Johnson	Parent
Roger Baker	Parent
Noah Garrett	Parent
Nicole Williams	Parent
Amanda Clark	Teacher
Amanda Torres	Teacher
Rosa Williams	Teacher
Jeffrey Bouley	Parent
Patricia May	Principal
Scarlett Henning	Parent
Samantha Taylor	Parent
Kristine Evans	Education Support Employee

#### Duties

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

#### *Evaluation of last year's school improvement plan*

SAC periodically reviews the School Improvement Plan to ensure that the plan is being implemented and to track progress towards the goals. At the end of the school year, SAC determined that the Woodlands School Improvement Plan was implemented and progress was made toward each goal. Teachers became more knowledgeable about the Florida Standards, made progress towards working effectively in PLCs and participated in instructional rounds, which all contributed to increased student success.

#### *Development of this school improvement plan*

The SAC reviews the student test results (FSA, FCAT Science, SRI, etc.) from the previous year and provides input on goals for the current school year. These school improvement goals are based on increasing student achievement in reading, mathematics, and writing during the 2015-16 school year. Local issues and topics that impact the students, school, and community are taken into consideration.

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

SAC has input on the overall school budget, specifically the SAC budget. SAC works collaboratively to determine how the allocated funds will be spent to best accomplish our school improvement goals.

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

School Improvement funds for the 2014-2015 allowed us to offer professional development training for teachers in grades K-5 to collaborate on best practices and increasing student achievement. Additionally, teachers in grades 4 and 5 were able to visit other schools to observe and prepare to effectively implement departmentalizing for the 2015-16 school year. Our current balance is \$3,594.98. The focus for this school year is to provide Professional Development and PLC time to continue working on unpacking the standards, raising the level of rigor in our instruction, and implementing effective PLCs.

**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
May, Patricia	Principal
Williams, Tracey	Assistant Principal
Dapore, Michelle	Teacher, K-12
Bastian, Jill	Teacher, K-12
Clark, Amanda	Teacher, K-12
Irwin, Cindy	Teacher, K-12
Philbrick, Hillary	Teacher, K-12
Quint, Krista	Teacher, K-12
Stump, Lynn	Teacher, ESE
Williams, Rosa	Teacher, K-12

**Duties**

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

The Literacy Leadership Team will help guide Professional Development initiatives that are focused on the Language Arts Florida Standards. We will focus on text complexity, close reading strategies, writing text-dependent responses and working with fiction and non-fiction text. These topics are heavy impact topics and strategies in the Language Arts Florida Standards. We will also spend time on increasing our students' stamina and ability to read and understand rigorous passages, as well as

their ability to write information or an opinion about a topic utilizing evidence from multiple passages. The Literacy Leadership Team will also promote Reading Counts, our school-wide motivational reading program through purchasing the appropriate supplies and materials, providing teacher and student training, and offering incentives and awards. In addition, the Literacy Leadership Team will promote reading through school-wide initiatives and events.

## 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**

Woodlands Elementary encourages positive working relationships between teachers. Grade level teams are provided structured time to work together on a weekly basis to plan collaboratively, analyze student data, and problem solve. Vertical articulation also takes place throughout the school year to build an understanding of the standards and curriculum across the grade levels. The Exceptional Student Education and instructional support teachers make time to meet with the classroom teachers to make collaborative decisions about students and instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## 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***

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

#### 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***

Woodlands has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. Woodlands utilizes EdInsight to document all interventions, meetings, and parent involvement in the process. In addition, grade level teams meet regularly in Professional Learning Communities to analyze student data and problem-solve to best meet the needs and ensure success of all students.

***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:** Before School Program

**Minutes added to school year:** 2,100

Woodlands Elementary offers a tutorial program for our MTSS, ESE and ESOL students in grades 3-5. These groups have no more than 12 students per class. They meet two hours per week to work on specific core skills in reading and math.

**Strategy Rationale**

Some students need additional time and interventions to be successful in mastering the grade level standards.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Williams, Tracey, tracey\_williams@scps.k12.fl.us

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

Reading data is collected through the Scholastic Reading Inventory, Oral Reading Fluency Assessment and Phonics Screener for Intervention. Math data is collected through the Go Math assessments.

**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**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

**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**

N/A

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

N/A

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

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## 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.** All teachers will know and understand the Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students.

## 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.** All teachers will know and understand the Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students. 1a

G074452

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

**Resources Available to Support the Goal** 2

- District Training
- Teachers are willing to learn
- 50 Minute Common Planning Time
- Teachers work in PLCs to unpack the standards, analyze data and plan using the district instructional frameworks
- Students are ready to learn
- Administrative Support
- District Instructional Plans and Frameworks

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited knowledge on the level of cognitive complexity expected of the Florida Standards

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

To monitor positive progress on this goal, the level of rigor in lesson implementation and common assessments will be aligned with the expectations of the Florida Standards.

**Person Responsible**

Patricia May

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Lesson plans, student data and iObservation data will be used as evidence of completion when monitoring for progress toward meeting this goal.

## 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.** All teachers will know and understand the Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students. **1**

 G074452

**G1.B1** Teachers have limited knowledge on the level of cognitive complexity expected of the Florida Standards **2**

 B194392

**G1.B1.S1** Design and deliver PD in reaching the cognitive complexity expected at each grade level when teaching the Florida Standards **4**

 S205920

### Strategy Rationale

Teachers at each grade level need to have a clear understanding of the cognitive complexity expected for each benchmark so that they can plan effective, targeted lessons that build up to the expected level of rigor.

### Action Step 1 **5**

Administration will provide Professional Development opportunities on unpacking the Florida Standards and how to sequence lessons to build up to the expected level of cognitive complexity at each grade level

#### Person Responsible

Patricia May

#### Schedule

Monthly, from 8/17/2015 to 5/26/2016

#### Evidence of Completion

Implementation of strategies evidenced in teacher observation data.

**Action Step 2** 5

Provide teachers with professional development on the SCPS ELA and Math Frameworks, as well as time to work in their PLCs to collaboratively plan using these frameworks.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

Agendas, Sign-in Sheets, lesson plans, teacher observations

**Action Step 3** 5

Provide teachers with professional development on formative and summative common assessments, as well as time to work in PLCs to determine the most effective way to assess students, analyze student data, and problem solve.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

Assessments, Student Data

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

Design and deliver PD in understanding and teaching the Florida Standards.

**Person Responsible**

Patricia May

**Schedule**

Monthly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

The PD plan, sign-in sheets, and lesson plans will be used as evidence of completion when monitoring for fidelity of implementation of this strategy.

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

Successful implementation of this strategy will build teacher knowledge in understanding and teaching the Florida Standards which will result in student learning gains.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

The evidence of completion of this strategy will be visible as lesson plans show alignment to the Florida Standards and students data shows increased proficiency on common assessments.

**G1.B1.S2** Provide time for collaborative planning and ongoing support for teachers through structured PLCs (weekly). 4

 S205921

**Strategy Rationale**

Working in grade level PLCs will allow teachers time to unpack the standards and get a true understanding of the expectations through discussion with colleagues.

**Action Step 1** 5

Establish guidelines and expectations for grade level PLC meetings.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

List of guidelines and expectations, observations

### Action Step 2 5

Provide teachers time to work in their PLCs to collaboratively plan using the SCPS ELA and Mathematics Frameworks.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

***Evidence of Completion***

Agendas, Meeting Notes, Lesson Plans, Observations

### Action Step 3 5

Provide teachers time to work in PLCs to determine the most effective way to assess students, develop common assessments, analyze student data, and problem solve.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

***Evidence of Completion***

Common Assessments, Student Data

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Design and implement ongoing support for teachers through structured weekly PLCs.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

***Evidence of Completion***

PLC Meeting Notes, Lesson Plans, Student Data, iObservation Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Successful implementation of this strategy will provide weekly support for teachers through weekly PLCs.

**Person Responsible**

Patricia May

**Schedule**

Weekly, from 8/17/2015 to 5/26/2016

**Evidence of Completion**

The evidence of this strategy will be shown weekly through meeting notes and student data.

**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	Administration will provide Professional Development opportunities on unpacking the Florida Standards and how to sequence lessons to build up to the expected level of cognitive complexity at each grade level	May, Patricia	8/17/2015	Implementation of strategies evidenced in teacher observation data.	5/26/2016 monthly
G1.B1.S2.A1	Establish guidelines and expectations for grade level PLC meetings.	May, Patricia	8/17/2015	List of guidelines and expectations, observations	5/26/2016 weekly
G1.B1.S1.A2	Provide teachers with professional development on the SCPS ELA and Math Frameworks, as well as time to work in their PLCs to collaboratively plan using these frameworks.	May, Patricia	8/17/2015	Agendas, Sign-in Sheets, lesson plans, teacher observations	5/26/2016 weekly
G1.B1.S2.A2	Provide teachers time to work in their PLCs to collaboratively plan using the SCPS ELA and Mathematics Frameworks.	May, Patricia	8/17/2015	Agendas, Meeting Notes, Lesson Plans, Observations	5/26/2016 weekly
G1.B1.S1.A3	Provide teachers with professional development on formative and summative common assessments, as well as time to work in PLCs to determine the most effective way to assess students, analyze student data, and problem solve.	May, Patricia	8/17/2015	Assessments, Student Data	5/26/2016 weekly
G1.B1.S2.A3	Provide teachers time to work in PLCs to determine the most effective way to assess students, develop common assessments, analyze student data, and problem solve.	May, Patricia	8/17/2015	Common Assessments, Student Data	5/26/2016 weekly
G1.MA1	To monitor positive progress on this goal, the level of rigor in lesson implementation and common assessments will be aligned with the expectations of the Florida Standards.	May, Patricia	8/17/2015	Lesson plans, student data and iObservation data will be used as evidence of completion when monitoring for progress toward meeting this goal.	5/27/2016 monthly
G1.B1.S1.MA1	Successful implementation of this strategy will build teacher knowledge in	May, Patricia	8/17/2015	The evidence of completion of this strategy will be visible as lesson plans	5/26/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	understanding and teaching the Florida Standards which will result in student learning gains.			show alignment to the Florida Standards and students data shows increased proficiency on common assessments.	
G1.B1.S1.MA1	Design and deliver PD in understanding and teaching the Florida Standards.	May, Patricia	8/17/2015	The PD plan, sign-in sheets, and lesson plans will be used as evidence of completion when monitoring for fidelity of implementation of this strategy.	5/26/2016 monthly
G1.B1.S2.MA1	Successful implementation of this strategy will provide weekly support for teachers through weekly PLCs.	May, Patricia	8/17/2015	The evidence of this strategy will be shown weekly through meeting notes and student data.	5/26/2016 weekly
G1.B1.S2.MA1	Design and implement ongoing support for teachers through structured weekly PLCs.	May, Patricia	8/17/2015	PLC Meeting Notes, Lesson Plans, Student Data, iObservation Data	5/26/2016 weekly

## 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.** All teachers will know and understand the Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students.

**G1.B1** Teachers have limited knowledge on the level of cognitive complexity expected of the Florida Standards

**G1.B1.S1** Design and deliver PD in reaching the cognitive complexity expected at each grade level when teaching the Florida Standards

### PD Opportunity 1

Administration will provide Professional Development opportunities on unpacking the Florida Standards and how to sequence lessons to build up to the expected level of cognitive complexity at each grade level

#### Facilitator

Administration and Curriculum Support Teachers

#### Participants

All Instructional Staff

#### Schedule

Monthly, from 8/17/2015 to 5/26/2016

### PD Opportunity 2

Provide teachers with professional development on the SCPS ELA and Math Frameworks, as well as time to work in their PLCs to collaboratively plan using these frameworks.

#### Facilitator

Administration and Curriculum Support Teachers

#### Participants

All Instructional Staff

#### Schedule

Weekly, from 8/17/2015 to 5/26/2016

### **PD Opportunity 3**

Provide teachers with professional development on formative and summative common assessments, as well as time to work in PLCs to determine the most effective way to assess students, analyze student data, and problem solve.

#### **Facilitator**

Administration and Curriculum Support Teachers

#### **Participants**

All Instructional Staff

#### **Schedule**

Weekly, from 8/17/2015 to 5/26/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Administration will provide Professional Development opportunities on unpacking the Florida Standards and how to sequence lessons to build up to the expected level of cognitive complexity at each grade level				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0591 - Woodlands Elementary School	School Improvement Funds		\$0.00
<i>Notes: Notes</i>						
2	G1.B1.S1.A2	Provide teachers with professional development on the SCPS ELA and Math Frameworks, as well as time to work in their PLCs to collaboratively plan using these frameworks.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0591 - Woodlands Elementary School	School Improvement Funds		\$3,500.00
<i>Notes: Notes</i>						
3	G1.B1.S1.A3	Provide teachers with professional development on formative and summative common assessments, as well as time to work in PLCs to determine the most effective way to assess students, analyze student data, and problem solve.				\$0.00
4	G1.B1.S2.A1	Establish guidelines and expectations for grade level PLC meetings.				\$0.00
5	G1.B1.S2.A2	Provide teachers time to work in their PLCs to collaboratively plan using the SCPS ELA and Mathematics Frameworks.				\$0.00
6	G1.B1.S2.A3	Provide teachers time to work in PLCs to determine the most effective way to assess students, develop common assessments, analyze student data, and problem solve.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0591 - Woodlands Elementary School	Other		\$7,000.00
<i>Notes: School PD Funds</i>						
					<b>Total:</b>	<b>\$10,500.00</b>