

Seminole County Public Schools

Woodlands Elementary School



2016-17 Schoolwide 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

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 33% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 34% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | A* | B | A |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Woodlands Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 special events, as well as use them to enter a biweekly 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 are encouraged 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.

d. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 RAP and Super Scientist facilitators, as well as participate in PTA and on SAC. We hold numerous parent involvement opportunities over the course of the year to share information on important topics such as FSA ELA and Math and the Statewide Science Assessment, as well as events such as the Math Olympics, Odyssey of the Mind, the Science/Curriculum Fair, and making rockets and race cars. We encourage all parents to sign in on Skyward Family Access so that they can regularly access their child's academic progress. Parents are asked to participate in two parent teacher conferences or student-led 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, family movie night, and other Woodlands Spirit Nights.

2. 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. The teachers and administrators show support of the local Boy Scout and Girl Scout troops by offering a meeting location and attending special events. The troops have supported the school by creating an outdoor learning environment and beautifying the campus. In addition, 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 donated bicycles and provided fire safety presentations to all Woodlands students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| May, Patricia | Principal |
| Williams, Tracey | Assistant Principal |
| Philbrick, Hillary | Teacher, K-12 |
| Williams, Rosa | Teacher, K-12 |
| Clark, Amanda | Teacher, ESE |
| Quint, Krista | Teacher, K-12 |
| Bastian, Jill | Instructional Coach |
| Stump, Lynn | Teacher, ESE |
| Dapore, Michelle | Teacher, K-12 |
| Evans, Kristine | Paraprofessional |
| Tucker, Amy | Teacher, K-12 |
| DeSantis, Katy | Teacher, K-12 |
| Dooley, Kathy | School Counselor |
| Thibodeaux, Allison | Teacher, K-12 |

b. Duties

1. 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 Instructional Coach, the Gifted Teacher, the Reading Teacher, 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Samantha Taylor | Parent |
| Tracey Williams | Principal |
| Nathaniel Johnson | Parent |
| Rosa Williams | Teacher |
| Jeffrey Bouley | Parent |
| Patricia May | Principal |
| Scarlett Henning | Parent |
| Kristine Evans | Education Support Employee |
| Amanda Lewis | Teacher |
| Tori Frazee | Parent |
| Vanessa Brewster | Teacher |
| Jeremy Niedfeldt | Parent |
| Teresa Paolantonio | Parent |
| Verdelle Lambert Rice | Parent |

b. Duties

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

a. 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 continue to become more knowledgeable about the Florida Standards and make progress towards working effectively in PLCs, which contributes to increased student success.

b. Development of this school improvement plan

The SAC reviews the student test results (FSA, Statewide Science Assessment, 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 ELA, Mathematics and Science during the 2016-17 school year. Local issues and topics that impact the students, school, and community are taken into consideration.

c. Preparation of the school's annual budget and plan

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

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

School Improvement funds for the 2015-2016 school year allowed us to offer increased collaborative planning time and professional development training for teachers in grades K-5. This valuable time was used to plan, analyze and reflect, which led to increased student achievement. Additionally, specific teachers were able to visit other schools to observe project-based learning and blended learning in action. Our current balance is \$3,594.98. The focus for this school year is to provide Professional Development and PLC time to work on increasing the level of rigor in our instruction, analyzing student data and differentiation instruction to meet the needs of all students.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------------|---------------------|
| May, Patricia | Principal |
| Williams, Tracey | Assistant Principal |
| Dapore, Michelle | Teacher, K-12 |
| Bastian, Jill | Instructional Coach |
| Clark, Amanda | Teacher, ESE |
| Irwin, Cindy | Teacher, K-12 |
| Philbrick, Hillary | Teacher, K-12 |
| Stump, Lynn | Teacher, ESE |
| Williams, Rosa | Teacher, K-12 |
| DeSantis, Katy | Teacher, K-12 |
| Thibodeaux, Allison | Teacher, K-12 |
| Wells, Betsy | Teacher, K-12 |
| Levine, Jaime | Teacher, K-12 |
| Brewster, Vanessa | Teacher, ESE |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 ELA 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 continue to 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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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. 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!

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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: 2,280

Woodlands Elementary offers a tutorial program for our MTSS, ESE and ESOL fourth and fifth grade students. 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 iStation. Math data is collected through the Go Math assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

Students in 5th grade receive informational visits from the Choices Department about magnet school

programs. They also receive visits from their future Middle Schools with program and registration information.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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, follow the pacing and utilize the resources provided in the Seminole County Public Schools frameworks and instructional plans, 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All teachers will know and understand the Florida Standards, follow the pacing and utilize the resources provided in the Seminole County Public Schools frameworks and instructional plans, and effectively implement strategies aligned to these standards to meet the academic needs of all students. 1a

G086276

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 70.0 |
| Math Gains | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Meeting individual student needs while keeping up with pacing and rigor of the Florida Standards district instructional plans/frameworks

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Training
- Teachers are willing to learn
- 40 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
- Support from our full time Instructional Coach
- District personnel

Plan to Monitor Progress Toward G1. 8

To monitor positive progress on this goal, the expected level of rigor for each standard will be reached or exceeded by scaffolding during lesson implementation based on individual student need.

Person Responsible

Patricia May

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Administration will look for progress of student learning in classrooms by conducting frequent walkthroughs, monitor student data, use iObservation to provide feedback, look at lesson plans, talk to students about their own student data 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, follow the pacing and utilize the resources provided in the Seminole County Public Schools frameworks and instructional plans, and effectively implement strategies aligned to these standards to meet the academic needs of all students. 1

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G1.B2 Meeting individual student needs while keeping up with pacing and rigor of the Florida Standards district instructional plans/frameworks 2

B229231

G1.B2.S1 Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of how to differentiate to meet the needs of all students. 4

S241736

Strategy Rationale

Teachers who are prepared with strategies and resources to effectively differentiate as they teach the Florida Standards, will ultimately implement more effective lessons that meet the needs of all students.

Action Step 1 5

Research PD Opportunities that will increase teacher knowledge on resources and strategies to use to effectively differentiate their instruction to meet the needs of all students.

Person Responsible

Patricia May

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets to show attendance, observation data to show lessons implemented in the classroom

Action Step 2 5

Teachers will be provided time to work as a team with support from school and district personnel on unpacking the Florida Standards, how to best use the curriculum materials, resources and assessments in the SCPS Instructional Plans and Frameworks, and how to effectively implement research-based instructional practices to maximize student achievement. The Instructional Coach, Interventionists and TOAs will work closely with all instructional staff members.

Person Responsible

Patricia May

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Teacher Observations, and Student Achievement will show evidence of effective PD and collaboration.

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

To monitor for the fidelity of implementation, teachers will be observed using resources and strategies to meet the needs of all of their students.

Person Responsible

Patricia May

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Teacher Observation Data

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

To monitor for the effectiveness of implementation, Unit Assessment and Common Trimester Assessment Data will be analyzed. Student data notebooks will be discussed with students and parents.

Person Responsible

Patricia May

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student Data

G1.B2.S2 Teachers will be provided weekly PLC time to collaboratively to prepare lessons that differentiate within the standards, analyze student data to determine which students need more support and which students need enrichment, and create and maintain a collaborative plan to provide differentiated instruction. 4

 S241737

Strategy Rationale

Teachers need to work together to meet the needs of all of the students in their grade level to ensure that all students are successful.

Action Step 1 5

Teachers will meet in grade level PLCs to analyze student data and determine ways to meet the needs of all students, including scaffolding and acceleration.

Person Responsible

Patricia May

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Teacher Observations will show evidence of student grouping and strategies implemented.

Action Step 2 5

Students will participate in tutorial to assist in providing more individualized instruction and additional learning time.

Person Responsible

Tracey Williams

Schedule

Weekly, from 10/10/2016 to 3/16/2017

Evidence of Completion

Tutorial Attendance Sheets, Lesson Plans and Teacher Observation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Student data will be analyzed and decisions will be made to meet the needs of all students.

Person Responsible

Patricia May

Schedule

Biweekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Observation of teachers collaborating in PLCs and implementing strategies in tutorial

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Lesson Plans, strategies and interventions discussed in PLCs will be implemented in the classroom.

Person Responsible

Patricia May

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans and data collected through teacher observations

G1.B2.S3 Teachers will be provided resources and a list of specific programs that are researched-based, allow for differentiation, and/or correlate with the Florida Standards. 4

 S241738

Strategy Rationale

Providing the teachers with research-based resources and programs will allow more time for analysis of student data and planning for differentiation.

Action Step 1 5

Provide the teachers resources and a list of research-based programs that can be used for intervention to utilize consistently throughout the school year to increase student proficiency in the Florida Standards.

Person Responsible

Patricia May

Schedule

Weekly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Student Data, Teacher Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Lesson plans will be reviewed and observation of PLCs and classroom instruction will be used to monitor the fidelity of implementation.

Person Responsible

Patricia May

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, PLC Notes, Teacher Observation

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Successful implementation of this strategy will provide teachers with consistent research-based resources and allow more time for analyzing student data and planning differentiation.

Person Responsible

Patricia May













Schedule

Weekly, from 8/4/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, PLC Notes, Teacher Observation

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|------------------|-------------------------------|---|--------------------------|
| 2017 | | | | | |
| G1.B2.S2.A2  A312860 | Students will participate in tutorial to assist in providing more individualized instruction and... | Williams, Tracey | 10/10/2016 | Tutorial Attendance Sheets, Lesson Plans and Teacher Observation | 3/16/2017 weekly |
| G1.MA1  M322511 | To monitor positive progress on this goal, the expected level of rigor for each standard will be... | May, Patricia | 10/3/2016 | Administration will look for progress of student learning in classrooms by conducting frequent walkthroughs, monitor student data, use iObservation to provide feedback, look at lesson plans, talk to students about their own student data when monitoring for progress toward meeting this goal. | 5/26/2017 monthly |
| G1.B2.S1.MA1  M322499 | To monitor for the effectiveness of implementation, Unit Assessment and Common Trimester Assessment... | May, Patricia | 10/3/2016 | Student Data | 5/26/2017 monthly |
| G1.B2.S1.MA1  M322500 | To monitor for the fidelity of implementation, teachers will be observed using resources and... | May, Patricia | 10/3/2016 | Teacher Observation Data | 5/26/2017 weekly |
| G1.B2.S1.A1  A312857 | Research PD Opportunities that will increase teacher knowledge on resources and strategies to use... | May, Patricia | 9/30/2016 | Sign-in sheets to show attendance, observation data to show lessons implemented in the classroom | 5/26/2017 monthly |
| G1.B2.S1.A2  A312858 | Teachers will be provided time to work as a team with support from school and district personnel on... | May, Patricia | 8/10/2016 | Lesson Plans, Teacher Observations, and Student Achievement will show evidence of effective PD and collaboration. | 5/26/2017 triannually |
| G1.B2.S2.MA1  M322501 | Lesson Plans, strategies and interventions discussed in PLCs will be implemented in the classroom. | May, Patricia | 10/3/2016 | Lesson plans and data collected through teacher observations | 5/26/2017 weekly |
| G1.B2.S2.MA1  M322502 | Student data will be analyzed and decisions will be made to meet the needs of all students. | May, Patricia | 10/3/2016 | Observation of teachers collaborating in PLCs and implementing strategies in tutorial | 5/26/2017 biweekly |
| G1.B2.S2.A1  A312859 | Teachers will meet in grade level PLCs to analyze student data and determine ways to meet the needs... | May, Patricia | 10/3/2016 | Teacher Observations will show evidence of student grouping and strategies implemented. | 5/26/2017 weekly |
| G1.B2.S3.MA1  M322503 | Successful implementation of this strategy will provide teachers with consistent research-based... | May, Patricia | 8/4/2016 | Lesson Plans, PLC Notes, Teacher Observation | 5/26/2017 weekly |
| G1.B2.S3.MA1  M322504 | Lesson plans will be reviewed and observation of PLCs and classroom instruction will be used to... | May, Patricia | 10/3/2016 | Lesson Plans, PLC Notes, Teacher Observation | 5/26/2017 weekly |
| G1.B2.S3.A1  A312861 | Provide the teachers resources and a list of research-based programs that can be used for... | May, Patricia | 8/4/2016 | Lesson Plans, Student Data, Teacher Observations | 5/26/2017 weekly |

V. 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, follow the pacing and utilize the resources provided in the Seminole County Public Schools frameworks and instructional plans, and effectively implement strategies aligned to these standards to meet the academic needs of all students.

G1.B2 Meeting individual student needs while keeping up with pacing and rigor of the Florida Standards district instructional plans/frameworks

G1.B2.S1 Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of how to differentiate to meet the needs of all students.

PD Opportunity 1

Research PD Opportunities that will increase teacher knowledge on resources and strategies to use to effectively differentiate their instruction to meet the needs of all students.

Facilitator

District Support Teachers

Participants

Grade Level Teachers K-5

Schedule

Monthly, from 9/30/2016 to 5/26/2017

PD Opportunity 2

Teachers will be provided time to work as a team with support from school and district personnel on unpacking the Florida Standards, how to best use the curriculum materials, resources and assessments in the SCPS Instructional Plans and Frameworks, and how to effectively implement research-based instructional practices to maximize student achievement. The Instructional Coach, Interventionists and TOAs will work closely with all instructional staff members.

Facilitator

School and District Support Personnel

Participants

Grade Level Teachers K-5

Schedule

Triannually, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. All teachers will know and understand the Florida Standards, follow the pacing and utilize the resources provided in the Seminole County Public Schools frameworks and instructional plans, and effectively implement strategies aligned to these standards to meet the academic needs of all students.

G1.B2 Meeting individual student needs while keeping up with pacing and rigor of the Florida Standards district instructional plans/frameworks

G1.B2.S3 Teachers will be provided resources and a list of specific programs that are researched-based, allow for differentiation, and/or correlate with the Florida Standards.

TA Opportunity 1

Provide the teachers resources and a list of research-based programs that can be used for intervention to utilize consistently throughout the school year to increase student proficiency in the Florida Standards.

Facilitator

SCPS Department of Teaching and Learning

Participants

K-5 Classroom Teachers, ESE Teachers, ESOL Teachers

Schedule

Weekly, from 8/4/2016 to 5/26/2017

VII. Budget

| | | | | | | |
|---|-------------|---|---|----------------|-----|-------------------|
| 1 | G1.B2.S1.A1 | Research PD Opportunities that will increase teacher knowledge on resources and strategies to use to effectively differentiate their instruction to meet the needs of all students. | | | | \$0.00 |
| 2 | G1.B2.S1.A2 | Teachers will be provided time to work as a team with support from school and district personnel on unpacking the Florida Standards, how to best use the curriculum materials, resources and assessments in the SCPS Instructional Plans and Frameworks, and how to effectively implement research-based instructional practices to maximize student achievement. The Instructional Coach, Interventionists and TOAs will work closely with all instructional staff members. | | | | \$6,187.19 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5000 | 140-Substitute Teachers | 0591 - Woodlands Elementary School | Other | | \$4,349.75 |
| | | | <i>Notes: Professional Development Funds- Substitute Teachers allow for classroom teachers to work as a team with support from school and district personnel on unpacking the Florida Standards, how to best use the curriculum materials, resources and assessments in the SCPS Instructional Plans and Frameworks, and how to effectively implement research-based instructional practices to maximize student achievement.</i> | | | |

Seminole - 0591 - Woodlands Elementary School - 2016-17 SIP
Woodlands Elementary School

| | | | | | | |
|---|-------------|--|---|--------------------------|---------------|--------------------|
| | 5000 | 140-Substitute Teachers | 0591 - Woodlands Elementary School | School Improvement Funds | | \$1,837.44 |
| | | | <i>Notes: Substitute Teachers allow for classroom teachers to work as a team with support from school and district personnel on unpacking the Florida Standards, how to best use the curriculum materials, resources and assessments in the SCPS Instructional Plans and Frameworks, and how to effectively implement research-based instructional practices to maximize student achievement.</i> | | | |
| 3 | G1.B2.S2.A1 | Teachers will meet in grade level PLCs to analyze student data and determine ways to meet the needs of all students, including scaffolding and acceleration. | | | | \$0.00 |
| 4 | G1.B2.S2.A2 | Students will participate in tutorial to assist in providing more individualized instruction and additional learning time. | | | | \$6,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0591 - Woodlands Elementary School | Other | | \$6,000.00 |
| | | | <i>Notes: Tutorial Funds</i> | | | |
| 5 | G1.B2.S3.A1 | Provide the teachers resources and a list of research-based programs that can be used for intervention to utilize consistently throughout the school year to increase student proficiency in the Florida Standards. | | | | \$0.00 |
| | | | | | Total: | \$12,187.19 |