

Duval County Public Schools

Woodland Acres Elementary School



2016-17 Schoolwide Improvement Plan

Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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 Woodland Acres Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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 Woodland Acres Elementary is to provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen in a global economy.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

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

Woodland Acres will has implemented a mentoring program for the most at-risk students. Community

members mentor students once a week to discuss reading strategies and serve as a consistent figure in each child's life.

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	38	37	36	16	18	0	0	0	0	0	0	0	157
One or more suspensions	0	2	5	1	1	3	0	0	0	0	0	0	0	12
Course failure in ELA or Math	3	15	15	27	10	15	0	0	0	0	0	0	0	85
Level 1 on statewide assessment	0	0	0	30	21	36	0	0	0	0	0	0	0	87
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	6	7	22	17	27	0	0	0	0	0	0	0	81

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

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

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?

Yes

1. PIP Link

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

2. Description

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

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.

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

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

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

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

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

Woodland Acres Elementary School is also a Professional Development School for the University of North Florida. This partnership provides many opportunities for teacher and student growth. UNF students complete field experiences, course work, and internships at Woodland Acres Elementary. Through these programs, Woodland Acres students are provided tutoring and tiered interventions.

The UNF partnership also brought the business partnership of Main Street America, Inc. to Woodland Acres Elementary. The partnership with MSA has resulted in a supply drive, monthly tutoring, a book drive, and 5th grade field trip to their business headquarters.

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
Green, Tiffany	Principal
Maxey, Michael	Teacher, K-12
Nickerson, Karleen	School Counselor
Parris, Angela	Teacher, K-12
Joseph, Lakeysha	Instructional Coach
Roach , Patrick	Assistant Principal
Penn, Stephanie	Teacher, K-12
Veasley, Heather	Instructional Coach
Person, Dashan	Assistant Principal
Stevenson, Christie	Instructional Coach
Syverud, Sue	Other

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

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.

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

All instructional staff will receive a RtI Handbook that contains the necessary resources and forms to

complete Tier II and III interventions. Fidelity logs will be used by the teachers to verify consistency in the delivery of the interventions. Teachers are required to keep documentation of the frequency of teacher-led instruction as well as the data that was used to determine the RtI intervention.

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

Title I, Part A

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amber Burgbacher	Business/Community
Joy Hervey	Business/Community
Steve Gerrish	Business/Community
Lakeysha Joseph	Teacher
LaTonya Taylor	Education Support Employee
Mary Heaney	Business/Community
Sharneka Rollins	Business/Community
Brett Veneziale	Teacher
Tiffany Fullwood	Principal
Christie Stevenson	Business/Community
Deborah Appelman	Business/Community
Charna Ballerino	Teacher

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

During the last SAC meeting in May of 2016, the SAC evaluated the effectiveness of programs at Woodland Acres Elementary. We looked at the goals of the school improvement plan and determined if the goals were met and how they can be revised in order to have a successful 2016-17 school year. The committee discussed the importance of focusing on differentiated instruction and rigor. The SAC noted that more emphasis needs to be put on all learners not just struggling learners. Enrichment activities need to be planned as well as intervention activities. The level of rigor to match the Florida State Standards was also noted as a priority.

b. Development of this school improvement plan

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

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

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

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

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

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

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
Green, Tiffany	Principal
Joseph, Lakeysha	Instructional Coach
Parris, Angela	Teacher, K-12
Roach , Patrick	Assistant Principal
Helse, Tyvae	Teacher, K-12
Berry, Bailey	Teacher, K-12
Penn, Stephanie	Teacher, K-12
Bacon, Andrea	Teacher, K-12
Person, Dashan	Assistant Principal

b. Duties

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

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

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.

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

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

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

Teachers will be provide additional support through the use of coaching cycles. These cycles will allow instructional coaches at the school to work with teachers, one-on-one, to provide in depth assistance in the area of teaching. Person(s) responsible: school-based and district-based coaches.

We will utilize the University of North Florida Resident Clinical Faculty (RCF) to hold monthly meetings with novice teachers to professionally develop common concerns faced by inexperienced teachers. The

RCF will conduct informal walkthroughs with novice teachers to determine level of implementation of the new professional development. Person(s) responsible: RCF, school administration, and mentor teachers.

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

Every new teacher to Woodland Acres Elementary School will be awarded the opportunity to become acclimated to the school through various avenues. We feel that giving extra support to new teachers will help them better understand the school's culture along with its processes and procedures. New teachers will participate in monthly meetings with administration, be assigned a mentor, have the opportunity to observe other classrooms, and take part in professional development throughout the school year.

There will be a meet-and-greet session prior to the beginning of school with all new teachers to Woodland Acres Elementary School. This orientation session will allow new teachers the opportunity to understand the faculty and parent/student handbook through an in-depth description of its contents. New teachers will also participate in a school tour introducing them to all of the essential locations in the school building.

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

Each brand new teacher will be assigned a Resource Team. The Resource Team consists of a mentor, principal or designee, the Professional Development Facilitator (PDF), and the novice teacher. Duties may include observing and giving feedback, providing additional strategies and resources, providing assessment data, modeling, team teaching, and coaching the novice teacher as needed. The observations conducted by the Resource Team will become a part of the novice teacher's portfolio.

Novice teachers are paired with experienced teachers (3 years of more) either on the same grade level or within the same department. These mentors have prior leadership experiences at the school (i.e., grade level chair, directing teacher, committee head, etc.) and have completed Clinical Educator Training which will help them give productive feedback to the novice teacher.

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

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.

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

- Novel Studies
- Duval Math curriculum
- Duval Reads curriculum

iReady
Achieve 3000
DAR/TTS

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.

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

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

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

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

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

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

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

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

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: After School Program

Minutes added to school year: 6,540

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Maxey, Michael, maxeym@duvalschools.org

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

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

Strategy: Extended School Year

Minutes added to school year: 10,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Appelman, Deborah, appelman@duvalschools.org

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

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

Strategy: Before School Program

Minutes added to school year: 600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Parris, Kendall, parrisk@duvalschools.org

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

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

Strategy: Weekend Program

Minutes added to school year: 720

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Joseph, Lakeysha, josephl@duvalschools.org

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

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

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.

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

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

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

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

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.

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

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

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.

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.** If we establish a safe, respectful school environment, then we will decrease the amount of student behavior infractions through building healthy student to student and student to teacher relationships.

- G2.** If we Improve the level of rigor and the implementation of differentiated instruction in the areas of science and reading throughout the 2016-2017 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. If we establish a safe, respectful school environment, then we will decrease the amount of student behavior infractions through building healthy student to student and student to teacher relationships. 1a

G086508

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

Targeted Barriers to Achieving the Goal 3

- Teachers not trained in the use of CHAMPS and PBIS

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Wide PBIS Plan
- Behavioral Rtl Committee
- Foundations Team
- MRT
- Professional Development on Best Practices
- CAT Cash Store
- Second Step Curriculum
- Learning for Life Curriculum
- Administration

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Patrick Roach

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

updated discipline data points

G2. If we Improve the level of rigor and the implementation of differentiated instruction in the areas of science and reading throughout the 2016-2017 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas.

1a

G086509

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	80.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following resources will be used in reading, math, science, and technology to enhance the level of rigor in each planned lesson:
- Unpacked New Florida Standards
- Reading Coach
- Literacy Leadership Team
- FSA Item Specifications
- Collaborative Planning
- Math Coach
- District Science Specialist
- Medical Arts Lab
- FCAT Item Specifications
- i-Ready
- Achieve 3000
- iPads and Laptop Carts
- Penda Learning

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/29/2016 to 12/15/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Instructional Observations (formal and informal data)

Person Responsible

Tiffany Green

Schedule

Biweekly, from 8/22/2016 to 4/28/2017

Evidence of Completion

CAST

Plan to Monitor Progress Toward G2. 8

Informal walkthrough data

Person Responsible

Patrick Roach

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Walkthrough observation feedback forms

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tiffany Green

Schedule

Biweekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Common Planning Agendas, Item Specifications usage in lesson plans

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Heather Veasley

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Data charts and graphs, technology logs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we establish a safe, respectful school environment, then we will decrease the amount of student behavior infractions through building healthy student to student and student to teacher relationships. 1

G086508

G1.B3 Teachers not trained in the use of CHAMPS and PBIS 2

B229877

G1.B3.S1 All teachers will be trained to use CHAMPS in the classroom. PBIS Strategies, Tier 2 & 3 Interventions will be located on One View. 4

S242541

Strategy Rationale

By providing monthly professional development on classroom management techniques, teachers will be able to better manage, control, and diffuse behavioral incidents.

Action Step 1 5

Each week a PBIS Target Tip will be shared with the staff

Person Responsible

Patrick Roach

Schedule

Weekly, from 8/15/2016 to 6/5/2017

Evidence of Completion

PBIS Target Tip Posted in Weekly Newsletter

Action Step 2 5

PBIS/Foundation Team Meetings

Person Responsible

Patrick Roach

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Agendas and agenda notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Track positive and discipline referrals

Person Responsible

Patrick Roach

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Monthly discipline reports that include the amount of positive and behavioral referrals

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Track positive and discipline referrals

Person Responsible

Patrick Roach

Schedule

Monthly, from 8/15/2016 to 6/5/2017

Evidence of Completion

Monthly discipline reports that include the amount of positive and behavioral referrals

G2. If we Improve the level of rigor and the implementation of differentiated instruction in the areas of science and reading throughout the 2016-2017 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas. 1

G086509

G2.B2 Using correct resources based on data 2

B229881

G2.B2.S1 Provide professional development on how to use data to develop a resource guide for teachers. 4

S242542

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

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

Person Responsible

Lakeysa Joseph

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Professional development for differentiation within the reading block.

Person Responsible

Lakeysa Joseph

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

Person Responsible

Lakeysa Joseph

Schedule

Monthly, from 9/12/2016 to 12/16/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Professional development for differentiation within the reading block.

Person Responsible

Lakeysha Joseph

Schedule

Monthly, from 9/19/2016 to 5/31/2017


Evidence of Completion

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

G2.B4 Identifying rigorous materials to use **2**

 B229883

G2.B4.S1 Teachers will participate in Collaborative Planning. The focus will be on unpacking the New Florida Standards, New Curriculum, C-Palms website, sharing best practices, and reviewing test item specifications. **4**

 S242543

Strategy Rationale

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

Action Step 1 **5**

Develop collaborative planning schedule, protocols, and mission.

Person Responsible

Patrick Roach

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Collaborative planning schedule for all grade levels K-5.

Action Step 2 **5**

Discuss with teachers the goals and advantages of Collaborative Planning

Person Responsible

Patrick Roach

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Collaborative planning minutes

Action Step 3 5

Gather resources to use during Collaborative Planning.

Person Responsible

Heather Veasley

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

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

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

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

Person Responsible

Deborah Appelman

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Unpacked standards per grade level

G2.B14 Knowledge of Technology Resources/How to Use 2

B229893

G2.B14.S1 Provide professional development on technology resources available at the school. 4

S242544

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Michael Maxey

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Technology resources and handouts from each training.

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

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

Person Responsible

Kendall Parris

Schedule

Annually, from 9/19/2016 to 5/31/2017

Evidence of Completion

Professional development meetings, Leadership Team Meeting Agendas.

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

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

Person Responsible

Kendall Parris

Schedule

Annually, from 9/19/2016 to 6/2/2017

Evidence of Completion

Professional development meetings, Leadership Team Meeting Agendas.

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 7

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

Person Responsible

Kendall Parris

Schedule

Annually, from 9/6/2016 to 6/2/2017

Evidence of Completion

Technology tracking charts for all classrooms.

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					
G2.B2.S1.MA1 M324300	Creating a literacy resource guide for teachers based on data and available resources.	Joseph, Lakeysha	9/12/2016	A completed literacy resource guide that is specific to our school.	12/16/2016 monthly
G2.MA1 M324310	Instructional Observations (formal and informal data)	Green, Tiffany	8/22/2016	CAST	4/28/2017 biweekly
G2.MA1 M324311	Informal walkthrough data	Roach , Patrick	8/22/2016	Walkthrough observation feedback forms	5/31/2017 biweekly
G2.MA4 M324312	Collaborative Agendas that will reflect the level of complexity and rigor needed in order to meet...	Green, Tiffany	8/31/2016	Common Planning Agendas, Item Specifications usage in lesson plans	5/31/2017 biweekly
G2.MA5 M324313	Charts will be developed to monitor the usage of technology with fidelity by teachers and...	Veasley, Heather	9/5/2016	Data charts and graphs, technology logs	5/31/2017 monthly
G1.B3.S1.A2 A313891	PBIS/Foundation Team Meetings	Roach , Patrick	8/15/2016	Agendas and agenda notes	5/31/2017 biweekly
G2.B2.S1.MA4 M324301	Professional development for differentiation within the reading block.	Joseph, Lakeysha	9/19/2016	Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.	5/31/2017 monthly
G2.B2.S1.MA1 M324302	Create a literacy resource guide for teachers based on data and available resources.	Joseph, Lakeysha	8/29/2016	A completed literacy resource guide that is specific to Woodland Acres Elementary.	5/31/2017 monthly
G2.B2.S1.MA2 M324303	Professional development for differentiation within the reading block.	Joseph, Lakeysha	8/31/2016	Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.	5/31/2017 monthly
G2.B2.S1.A1 A313892	Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and...	Joseph, Lakeysha	8/29/2016	A completed resource guide of materials/programs/curriculum will be available at the school. The guide will align common reading deficits that can be identified with data to the materials/programs/curriculum that is readily available onsite or online.	5/31/2017 monthly
G2.B2.S1.A2 A313893	Provide professional development with emphasis on differentiating within the reading block that...	Joseph, Lakeysha	8/31/2016	Reading Coach will collect meeting sign-in sheets, teacher reflections on professional development, classroom observation sheets as all pieces of evidence of implementation.	5/31/2017 monthly
G2.B4.S1.A2 A313895	Discuss with teachers the goals and advantages of Collaborative Planning	Roach , Patrick	8/29/2016	Collaborative planning minutes	5/31/2017 biweekly
G2.B4.S1.A3 A313896	Gather resources to use during Collaborative Planning.	Veasley, Heather	8/29/2016	Grade level collaborative notebook containing all resources and products (unpacked standards).	5/31/2017 biweekly
G2.B14.S1.MA1 M324307	Professional development will be given based on the needs of the faculty. Leadership will assess...	Parris, Kendall	9/19/2016	Professional development meetings, Leadership Team Meeting Agendas.	5/31/2017 annually
G2.B14.S1.A1 A313897	Provide training on technology resources available through weekly collaborative meetings, WOW...	Maxey, Michael	9/6/2016	Technology resources and handouts from each training.	5/31/2017 biweekly
G2.B4.S1.MA1 M324304	Grade level notebook which includes resources to help improve rigorous instruction and unpacking...	Appelman, Deborah	8/29/2016	Unpacked standards per grade level	6/2/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1 M324305	Each collaborative planning session will have typed minutes of professional development delivered...	Appelman, Deborah	8/29/2016	Bank of unpacked standards for each grade level K-5.	6/2/2017 biweekly
G2.B4.S1.A1 A313894	Develop collaborative planning schedule, protocols, and mission.	Roach , Patrick	8/29/2016	Collaborative planning schedule for all grade levels K-5.	6/2/2017 weekly
G2.B14.S1.MA1 M324306	Leadership team will compare usage from beginning of the year to different times throughout the...	Parris, Kendall	9/6/2016	Technology tracking charts for all classrooms.	6/2/2017 annually
G2.B14.S1.MA1 M324308	Professional development will be given based on the needs of the faculty. Leadership will assess...	Parris, Kendall	9/19/2016	Professional development meetings, Leadership Team Meeting Agendas.	6/2/2017 annually
G1.MA1 M324299	Monthly discipline data will be collected and Dis-aggregated by teacher, time of day, place and...	Roach , Patrick	8/15/2016	updated discipline data points	6/5/2017 monthly
G1.B3.S1.MA1 M324297	Track positive and discipline referrals	Roach , Patrick	8/15/2016	Monthly discipline reports that include the amount of positive and behavioral referrals	6/5/2017 monthly
G1.B3.S1.MA1 M324298	Track positive and discipline referrals	Roach , Patrick	8/15/2016	Monthly discipline reports that include the amount of positive and behavioral referrals	6/5/2017 monthly
G1.B3.S1.A1 A313890	Each week a PBIS Target Tip will be shared with the staff	Roach , Patrick	8/15/2016	PBIS Target Tip Posted in Weekly Newsletter	6/5/2017 weekly
G2.MA1 M324309	Creating a literacy resource guide for teachers based on data and available resources.	Joseph, Lakeysa	8/29/2016	A completed literacy resource guide that is specific to Woodland Acres Elementary.	12/15/2017 monthly

V. Professional Development Opportunities

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

G2. If we Improve the level of rigor and the implementation of differentiated instruction in the areas of science and reading throughout the 2016-2017 school year, students will be adequately prepared for the FCAT Science and Florida Standards Assessment thus raising our overall proficiency levels in these areas.

G2.B2 Using correct resources based on data

G2.B2.S1 Provide professional development on how to use data to develop a resource guide for teachers.

PD Opportunity 1

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

Facilitator

Reading Coach

Participants

Literacy Leadership Team

Schedule

Monthly, from 8/29/2016 to 5/31/2017

PD Opportunity 2

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

Facilitator

Reading Coach

Participants

Literacy Teachers K-5

Schedule

Monthly, from 8/31/2016 to 5/31/2017

G2.B14 Knowledge of Technology Resources/How to Use

G2.B14.S1 Provide professional development on technology resources available at the school.

PD Opportunity 1

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

Facilitator

School Technology Contact

Participants

All faculty

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Each week a PBIS Target Tip will be shared with the staff	\$0.00
2	G1.B3.S1.A2	PBIS/Foundation Team Meetings	\$0.00
3	G2.B14.S1.A1	Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).	\$0.00
4	G2.B2.S1.A1	Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.	\$0.00
5	G2.B2.S1.A2	Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.	\$0.00
6	G2.B4.S1.A1	Develop collaborative planning schedule, protocols, and mission.	\$0.00
7	G2.B4.S1.A2	Discuss with teachers the goals and advantages of Collaborative Planning	\$0.00
8	G2.B4.S1.A3	Gather resources to use during Collaborative Planning.	\$0.00
Total:			\$0.00