

Lewis Anna Woodbury Elementary School



2016-17 Schoolwide Improvement Plan

Lewis Anna Woodbury Elementary School

610 CHARLESTON AVE S, Fort Meade, FL 33841

<http://www.lawallstarlions.com/>

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	67%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	D*	D	D

**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 Polk 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 Lewis Anna Woodbury Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Committed to EXCELLENCE by providing a high quality education for EVERYONE.

b. Provide the school's vision statement.

Lewis Anna Woodbury Elementary prepares students with the academic skills, habits of mind, and character traits necessary to perform on or above grade level and be prepared for success in college, career, and as productive citizens in the local and global community.

2. School Environment

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

The school-wide Positive Behavior Support (PBS) Plan supports a positive school culture and builds positive relationships between staff members and students and among students.

Professional Development is provided yearly to help staff members identify the needs and proficiency levels of their ELL students, as well as the needs of their ESE students, and to guide them in securing relevant services as needed.

Efforts have been made to hire African American and bilingual Hispanic staff members to assist team members in bridging the cultural nuances of these two demographic groups within the school community. Teachers include diversity awareness in the classrooms while preparing presentations for Hispanic Heritage Month, Black History Month, Veterans' Day, Cinco de Mayo, and other celebrated holidays.

School clubs such as Pride, Chorus, Patrols, Flag Corps, News, Chess, and Art, help to build rapport between teachers, parents, and students. Additionally, the school's SAC members have placed special importance on seeking ways to reach out to the parents of each culture represented by our students.

Our daily after school program, After School Adventures, provides opportunities for staff and students to explore new learning collaboratively through enrichment activities embedded into the lesson plans.

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

Staff members are on duty before, during, and after school to supervise students, monitor transitions, and provide assistance as needed. Bullying lessons are taught and publicized on the news to make all teachers and students aware of what to do in case they encounter a bullying situation. Safety is constantly reinforced through the practice of consistently using the buddy system whenever students navigate campus without direct adult supervision.

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.

We are a PBS School and have a school-wide behavior plan that includes a behavior scale, school-wide expectations posted around campus, and rules for lunch, bus, car, and walking in line. PBS Lesson Plans are provided to teachers for teaching and reviewing the PBS behavior expectations. The PBS program includes a Personal Development Intervention plan with follow up to help individual students work on positive behavior choices. We also utilize individual behavior intervention plans with mentoring to help students with more intensive behavioral needs. In addition, we are implementing CHAMPS to further delineate classroom behavior management plans and procedures.

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.

Social Skills groups are provided as needed to address student issues such as divorce, social difficulties, defiant behaviors, etc. Grief counseling is outsourced through Hospice. Our guidance counselor, school psychologist and other staff members are available to assist students as needed. When there is a significant need, the district crisis team is available to provide services. In addition, mentoring is provided through our Reading Pals, Teen Trendsetters, and Americorps programs, as well as through varied community outreach efforts for our students such as individualized after school Homework Help partnerships.

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.

Our Attendance Manager for each campus along with our Social Worker track individual student attendance so that we can advise parents in writing when their child's attendance is below 90%. If attendance does not improve we meet with parents to set up an attendance plan, and/or the social worker makes a home visit to determine how we might best help the family.

We have a very low suspension rate, but all discipline data including suspensions, is reviewed monthly during our PBS meetings, and recommendations are made for any problem areas.

Data is analyzed monthly by the Academic and School-based Leadership Teams and at the beginning of the year the students who scored Level 1 or 2 on ELA and/or Mathematics are identified and closely monitored. The Academic Leadership Team (ALT) and the School Based Leadership Team (SBLT) are also responsible for reviewing grades to determine interventions for students who are failing in ELA or Mathematics.

The MTSS team is responsible for monitoring interventions and progress for students in Tier 2 or Tier 3 for academics and for students in Tier 2 or Tier 3 for behavior.

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	15	9	6	10	11	0	0	0	0	0	0	0	63
One or more suspensions	0	2	3	1	3	9	0	0	0	0	0	0	0	18
Course failure in ELA or Math	6	9	9	16	7	6	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	34	54	50	0	0	0	0	0	0	0	138

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	0	0	3	14	8	5	0	0	0	0	0	0	0	30

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

The guidance counselor has conferences with teachers and parents to discuss attendance concerns. If the problem is not resolved, we invite our school Social Worker to the next attendance meeting where an intervention plan is created and a contract is signed by the parent.

Rtl meetings are held as needed to discuss academic or behavior concerns with teaches, parents and the Rtl team. The MTSS team guides teachers in creating intervention and progress monitoring plans. Interventions are determined by student need after the team has discussed the concerns regarding the student's academic performance and/or behavior concerns.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316368>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Our school has several things in place to keep our parents and community up to date with activities to support student achievement.

1. Quarterly newsletters are sent hard copy to all families and posted on the school website.
2. School Messenger and Remind 101 are used to call, email and/or text parents when important events

and activities are taking place.

3. The school website is another important source of information and connection with our families and community.
4. Reading Pals, volunteers recruited from the community, meet with Kindergarten students one hour each day to building a love for reading and a good reading foundation. Americoprs volunteers also work with students throughout the week to build reading skills while reproving one-on-one mentoring. And our Teen Trendsetter program pairs local high school students with 2nd grade students twice a week to help them build their reading skills.
5. Together with our local McDonald's we reach out to our community to encourage reading. McDonald's allows us to come in three times a year to share stories, have reading activities, and fellowship with our parents and students all while supporting a local business.
6. Once a month we offer Parent Nights to our parents. These are informative learning opportunities to help them with parenting concerns. Children are encourage to attend and work on age appropriate academic activities.
7. We have a strong PTO board that works to improve and support our school in and out of the classroom. This includes providing varied student incentives, bringing in assembly programs, fundraising to purchase student technology, fulfilling requests from teachers, and working on campus beautification.
8. Our business partners donate money as well as resources to provide incentives and classroom support.
9. The advisory board of our After Schools Adventure 21st Century Grant program includes varied members of our local community.
10. Several local churches have started an outreach program to provide Homework Help after school to our 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
Bizerra, Sue	Principal
Bakos, Dana	Assistant Principal
Wise, Alex	Assistant Principal
Belcher, Kathy	Teacher, K-12
Macon, Louria	Instructional Technology
Belcher, Leslie	School Counselor
West, Lina	Teacher, K-12
Barber, Crystal	Teacher, K-12
Niero, Charles	Teacher, K-12
Pierce, Heather	Teacher, K-12
Jones, Sheila	Psychologist
Gargus, Amy	Teacher, ESE
New, Sheri	Instructional Media
Villarreal, Mary	Teacher, ESE
Wellden, Ginger	Instructional Coach

b. Duties

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

Principal/Assistant Principals: Provide a common vision for the use of data-based decision-making, ensure that the school staff is implementing RtI, ensure implementation of intervention support and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities. Work extensively with all grade levels to ensure standards-based instruction is occurring consistently.

Guidance Counselor / Social Worker: Provide services to individual students that range from program design to assessment and intervention. They connect students and families to local community agencies. This connection helps promote the academic, behavior, emotional and social success of each student within the school setting.

School Psychologist: Assists in the development of intervention plans through the use of data collection, interpretation and analysis. The school psychologist promotes the importance of fidelity and documentation when implementing the Response to Intervention process. Once this process is implemented correctly, then the decision making process is utilized for educational decisions for students. Additionally, in collaboration with the Guidance Counselor, she provides small group instruction on social skills to targeted students.

Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, assists in the selection and screening, and helps identify systemic patterns of student need with respect to language skills.

Exceptional Student Education Teachers: Participate in collecting student data, integrate core instructional activities into Tier 3 instruction, and collaborate with general education teachers through inclusion.

Title I Interventionist/ ESOL Teacher / Academic Coaches: Provide guidance on literacy and math/science planning initiatives, facilitate and support data collection activities, provide professional development, coaching and technical assistance to teachers and staff, provide support for assessment and monitoring for children to be considered "At-risk" or students who may have bilingual needs, work with students in small groups.

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.

The School Based Leadership Team (SBLT) and the Academic Leadership Team (ALT) each meet twice a month to review student data and plan for learning. Students who are not showing progress are referred to the MTSS team. The team studies data to identify students who are meeting/exceeding benchmarks or at moderate risk or high risk for not meeting benchmarks. MTSS team members meet weekly with selected classroom teachers and family members through Response to Intervention (RtI) meetings to provide Tier 2 and Tier 3 assistance with struggling students.

The MTSS and SBLT Teams help to write, monitor and revise the SIP throughout the school year based on data collection.

Title I, Part A:

Funds school-wide services for Lewis Anna Woodbury Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides before and after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant:

Migrant students enrolled in Lewis Anna Woodbury Elementary are assisted by the school and by the District Migrant Education Program (MEP). Two migrant paraprofessionals, housed on each campus, provide small group assistance to migrant students during their daily instruction. Funding is provided for after school tutoring, including Pre-K migrant students not enrolled in a Pre-K program. Students are prioritized by the MEP for supplemental services based on need and migrant status. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D:

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II:

Professional Development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. All of the classrooms at Lewis Anna Woodbury have been provided with Smart Boards, Smart Response, Smart Slate, Document Cameras, Projectors, and relevant software. Grades K, 3, 4 and 5 have light speed sound system installed.

Title III:

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Our ESOL teacher provides direct instruction in reading to struggling ELL 2nd grade students. She and the two ESOL paraprofessionals provide small group assistance to ELL students during their daily instruction. Title III also provides funding for after school tutoring for ELL students.

Title X- Homeless:

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs:

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs:

Lewis Anna Woodbury Elementary is a school with Community Eligibility Option Free Meals to all Students. It is also frequently a location for a summer feeding program for the community.

Head Start:

Two Head Start classes are located on our campus. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and the children benefit from weekly story time in the Media Center. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Clinton Cornelius	Business/Community
Sue Bizerra	Principal
Dana Bakos	Principal
Alex Wise	Principal
Kathy Belcher	Teacher
Gilbert Morera	Business/Community
Sam Berrien	Education Support Employee
Tim Bearden	Parent
Ed Flood	Parent
Noel Henry	Education Support Employee
Carlos Granados	Parent
Daffne Cruz	Teacher
Jacqueline Rose	Business/Community
Rosa Colchado	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

The SAC was presented with state test data at the beginning of the school year and following benchmark testing. They reviewed the School Improvement Plan and offered suggestions, mainly in the area of parent and community involvement and mentoring.

b. Development of this school improvement plan

One of the School Advisory Council's (SAC) main initiatives was to increase mentoring opportunities - the members are working with local organizations to recruit mentors to visit students during lunchtime and to provide Homework Help off campus three days a week. The SAC supported other academic initiatives detailed in this plan, such as the Reading Pals program and Teen Trendsetters. They also voted to approve the All Pro Dads program for the upcoming year.

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

The SAC reviews the annual budget and makes recommendations where they see a need.

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

Last year there were over \$3400 in school improvement funds allocated to the two schools. The SAC approved the purchase of ink for computer printers and paper supplies.

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
Bizerra, Sue	Principal
Bakos, Dana	Assistant Principal
Wise, Alex	Assistant Principal
West, Lina	Instructional Coach
Wellden, Ginger	Instructional Coach

b. Duties

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

The LLT/ALT focuses on ensuring that standards based instruction is effectively implemented through the use of high yield strategies. Our primary initiative is to increase students' reading, math, science and writing proficiency at or above grade level to meet or exceed our established targets. To accomplish this goal the team will monitor struggling students' progress at all grade levels, monitor students' participation in the tutorial services before, during and after school, and communicate with parents about their students' progress. Monthly progress monitoring, FAIR assessment data, IBTP assessment data, Early Warning System data, and Genesis discipline and attendance reports will be analyzed to direct instruction and ensure supports are provided to meet the needs of students. To address individual literacy needs on a school-wide basis, 60 minutes of intensive reading and writing in response to text has been added to daily schedules, called Power Hour. In addition, identified Gifted/Able Learners are given direct instruction on discovery learning, problem solving, and inquiry based learning to enhance critical thinking skills.

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.

Lewis Anna Woodbury teachers engage in weekly collaborative team meetings to develop lesson plans, analyze grade level trends with data, modify instruction if needed, and discuss best teaching practices. In addition, every one to two months grade level teams meet for three hours for intensive unit planning.

We have made videos of teachers to show models of varied practices in the different subject areas. We also regularly arrange for teacher observation of other model teachers to promote implementation of effective instructional strategies to increase student achievement.

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

Recruitment:

Administration - All applicants are screened through the school district's Recruitment and Hiring System, interviews are conducted with an interview team and candidates are ranked by the team, and finally references are checked before offering a position to any applicant.

Retention:

Administration and Academic Coaches - New teachers are partnered with a veteran teacher at the grade level, usually the grade chair. The Academic Coaches assist the new teacher in settling into the work environment, including making sure she/he has all necessary texts and materials, and reviewing local policies and procedures in more detail such as the Lewis Anna Woodbury Staff Handbook and the school's Positive Behavior Support (PBS) program. The new teachers are invited to join a non-grade level team such as PBS, Sunshine Team, etc. to help them feel a part of their new school and community. When a new teacher would benefit from observing other teachers, those arrangements are made, and more intensive coaching is provided as needed.

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

Teachers New to Grade Level:

Grade Chairs, Academic Coaches - Grade Chairs are most knowledgeable about grade level curriculum issues and can also advise regarding classroom management concerns.

The Academic Coaches are most qualified to share research-based strategies and classroom management techniques. The mentors and mentees meet to discuss evidence-based strategies. The mentor will provide support in the form of planning, modeling, coaching, and performance feedback.

Struggling Teachers:

Administration, Academic Coaches - The Academic Coaches are most qualified to mentor struggling teachers. The mentor and mentees will meet in a professional learning community to discuss evidence-based strategies for each area of weakness. The process will involve the clinical educator cycle which includes using: observation, planning, modeling, coaching, and post observation feedback.

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.

Lewis Anna Woodbury teachers use the District Learning Maps in combination with the Florida Standards to collaboratively plan Standards-based instruction. Teachers pull material from the District adopted core programs, as well as from CPalms, District developed lesson plans and resources, and approved digital resources. Our Reading, Math, and Science Coaches work side by side with teachers in developing Standards-based lesson plans. Administration and Coaches observe instruction and give feedback to help focus instruction on the Standards.

All materials purchased must be approved by the division of learning to help ensure that they are aligned to 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.

At Lewis Anna Woodbury, students are initially placed according to their prior year assessments. As new assessment data is gathered, students are placed in small groups for targeted interventions, and are then progress monitored twice a month to guide instruction. Students who continue to fall behind in spite of the interventions are referred to the Response to Intervention (RtI) Team for further evaluation. Resource teachers and paraprofessionals assist teachers with small group instruction.

Students who excel, work with a resource teacher and/or with other high performing students to extend and enhance their learning.

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: 4,000

Open computer lab before school for 30 minutes each day for students to practice math fluency and build higher level skills via several online formats (Reflex Math, Ten Marks, Khan Academy).

Strategy Rationale

Our students tend to score low in Number Operations, so building their math facts fluency will enable them to be more successful with complex problem solving.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Macon, Louria, louria.macon@polk-fl.net

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

Progress through the levels is tracked on each of the programs. Progress monitoring scores are also used to determine overall proficiency gains.

Strategy: Extended School Day

Minutes added to school year: 22,500

After School Adventures 21st Century Grant is an after school enrichment program that runs Monday through Friday from 3:00-5:30. It includes Project-Based Learning, Character Development, Nutrition and Physical Activity, varied enrichment opportunities such as computer coding, robotics, TV production, etc., and homework help.

Strategy Rationale

Daily enrichment with embedded academics will lead to long term academic growth for the 2nd-5th grade participants.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Villarreal, Mary, mary.villarreal@polk-fl.net

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

Pre and post tests, quarterly grades, and the school-wide progress monitoring results will be analyzed for percent growth.

Strategy: Extended School Day

Minutes added to school year: 10,800

Our school day includes a Power Hour for reading beyond the 120-minute reading block. During the Power Hour, students are grouped homogeneously and matched with a teacher or paraprofessional for targeted interventions or acceleration.

Strategy Rationale

We are no longer one of the lowest 300 schools in the state for reading, but are continuing this strategy to ensure that all students have dedicated time to target problem areas or to experience advanced reading opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bizerra, Sue, sue.bizerra@polk-fl.net

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

Progress monitoring data are collected twice each month for intensive interventions, and at longer intervals for higher performing students, to determine the effectiveness of the interventions and the next instructional directions.

Strategy: Extended School Day

Minutes added to school year: 4,200

In-house after school tutoring will be 4 hours a week (2 days/week for 2 hours) after school from October through April. This program will target students in grades 2-5.

Additionally, we will have ESOL tutoring for ELL students in grades 1-3, and possibly Migrant tutoring for any migrant students. Both groups will meet 2 days a week, and group size will be limited to 8-10 students.

Strategy Rationale

These tutoring programs focus on building fluency, vocabulary, and comprehension skills, as well as math problem solving for the upper grade students. They will provide some time for homework help, since support is often lacking at home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bizerra, Sue, sue.bizerra@polk-fl.net

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

Pre and post tests, as well as FAIR and other progress monitoring scores.

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.

Lewis Anna Woodbury has two Head Start classes. Pre-K teachers are invited to all professional development and training offered by the school. Local Pre-K programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K teachers and our neighboring teachers at the Child Development Center and East Area Migrant Center coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month.

New Kindergarten students can enroll beginning in March and all summer long, and the school secretary sets up several night enrollment dates in the spring to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten

teachers determine students' acquisition of specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS becomes available.

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.** Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support through the coaching process.
- G2.** Lewis Anna Woodbury will continue to implement school wide Positive Behavior Support (PBS), will initiate CHAMPS strategies in classrooms and throughout the school community, and will study Leader in Me and Mindsets for future implementation, in order to provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning.

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. Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support through the coaching process. **1a**

 G087052

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	46.0
FSA Mathematics Achievement	54.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal **3**

- Core instruction is lacking in rigor and differentiation due to inconsistent standards-based instruction, inconsistent use of instructional best practices.
- Inconsistent use of data to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Dana Center Training and other District provided professional development.
- Individualized tutoring through Reading Pals, Teen Trendsetters, Americorps, Books Bridge, Peri's Pals Mentoring.
- Third grade sheltered reading group for ELL students.
- Reading Wonders, GO Math, CPalms, Reflex Math, Achieve 3000, Ticket to Read, Headsprout
- Regional, District, and School-based Coach support (Reading, Math, Science).
- Power Hour (60 minute targeted reading instruction).
- District Summer Academies for students.
- Before and after school tutoring programs
- After School Adventures 21st Century daily enrichment after school 12 hours/week
- Before and after school tutoring programs
- After School Adventures 21st Century daily enrichment after school 12 hours/week

Plan to Monitor Progress Toward G1. 8

Monitor effectiveness of collaborative roles along with lesson plans reflecting instructional strategies and student activities and tasks that meet the full intent of the standards during weekly collaborative planning. Monitor instruction for full implementation of standards-based instruction, active student engagement, and authentic, standards-based student work. Monitor coaching logs and observation tracker. Monitor progress monitoring results through team meetings and data chats with grade levels, individual teachers, and students.

Person Responsible

Sue Bizerra

Schedule

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

Evidence of Completion

Standards-based lesson plans for all grade levels resulting in increased scores on progress monitoring. Standards-based instruction with active student engagement and authentic tasks. Coaching logs and observation tracker. Data chat records and progress monitoring results.

G2. Lewis Anna Woodbury will continue to implement school wide Positive Behavior Support (PBS), will initiate CHAMPS strategies in classrooms and throughout the school community, and will study Leader in Me and Mindsets for future implementation, in order to provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning.

1a

G087053

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	15.0
Attendance Below 90%	50.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of PBS and CHAMPS expectations.
- Bringing together a focused team to study Leader in Me and Mindsets that will plan how to integrate all four initiatives for a cohesive, culture-changing environment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Two experienced chairpersons to guide PBS and CHAMPS, and four staff leaders trained to provide Professional Development on CHAMPS.
- District PBS Senior Coordinator is available for coaching and support.
- Established MTSS team with experience in Tier 2 and Tier 3 behavior interventions.
- Several staff members already practicing Leader in Me and Mindset strategies in their classrooms.

Plan to Monitor Progress Toward G2. 8

Discipline and attendance data are reviewed monthly during PBS meetings and a climate survey will be conducted. Leader in Me and Mindsets book study group leaders will present a plan of action for implementation from their book study groups.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Genesis and Quiosk data along with climate survey results will show progress toward meeting the goal. The book study groups will present their plan of action for implementation by December, and select group members will pilot the plan of action with their classes in the spring.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support through the coaching process. **1**

 G087052

G1.B1 Core instruction is lacking in rigor and differentiation due to inconsistent standards-based instruction, inconsistent use of instructional best practices. **2**

 B231399

G1.B1.S1 Facilitate Standards-based collaborative lesson planning. **4**

 S244165

Strategy Rationale

Using the standards to guide planning for instruction ensures that teachers focus their instruction on the new Florida standards.

Action Step 1 **5**

Teachers will use the Florida Standards along with District Created Curriculum Maps during weekly collaborative planning to drive standards-based classroom instruction that includes higher level questioning and student accountability. At least once each quarter grade levels will be given extended planning time with professional development and time to work on areas of need in the lesson planning process based on student data.

Person Responsible

Dana Bakos

Schedule

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

Evidence of Completion

Weekly collaborative planning sign-in sheets, agendas, lesson plans, data used to guide planning.

Action Step 2 **5**

Administration and Coaches actively participate in grade level lesson planning. All teachers have assigned roles and contribute to completing standards-based plans during this time.

Person Responsible

Alex Wise

Schedule

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

Evidence of Completion

Completed lesson plans. Notes on coach's planning agendas from collaborative planning.

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

Lesson Planning, Student Work Samples, HOT Questions, Mathematical Practices

Person Responsible

Alex Wise

Schedule

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

Evidence of Completion

Standards-based lesson plans should indicate consistent and pervasive demonstration of instructional best practices, effective differentiated small group instruction, student work samples at grade level or higher,

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

Analyze progress monitoring results, student work samples and Journey ratings.

Person Responsible

Sue Bizerra


Schedule

Monthly, from 8/8/2016 to 5/12/2017

Evidence of Completion

Improved progress monitoring results, student work samples at grade level or higher, higher Journey ratings.

G1.B1.S2 Support the delivery of Standards-based instruction by monitoring instruction and providing feedback. 4

 S244166

Strategy Rationale

Providing support through monitoring of instruction with feedback gives teachers the opportunity to reflect on their instructional practices, make improvements where needed, and fosters positive teacher morale.

Action Step 1 5

Leadership Team will implement supportive observations with feedback.

Person Responsible

Dana Bakos

Schedule

Weekly, from 8/22/2016 to 5/12/2017

Evidence of Completion

Calendar of coaching observations. Observation Tracker file with notes on action steps and progress for teachers being supported.

Action Step 2 5

Implementation of coaching cycle with select teachers.

Person Responsible

Lina West

Schedule

Monthly, from 8/22/2016 to 3/17/2017

Evidence of Completion

Coaches logs, coaching cycle logs, observation tracker with notes on action steps and progress for teachers being supported.

Action Step 3 **5**

Teachers will be given the opportunity to observe other teachers in person or through video clips of teachers modeling targeted strategies.

Person Responsible

Ginger Wellden

Schedule

Monthly, from 8/22/2016 to 3/17/2017

Evidence of Completion

Video clips of teachers modeling targeted strategies, teacher observation notes, coaches logs, observation tracker.

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

Monitor schedule for observations and feedback conferences. Discuss where and what support is needed during Leadership Team meetings.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Observation tracker, coaches logs and Journey entries provide dates of observations and conferences, and notes on feedback given. Leadership Team Minutes.

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

Monitor Journey records and Observation Tracker for successful implementation of targeted strategies resulting in increased student engagement. Share observation notes during Leadership Team meetings.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/22/2016 to 5/12/2017

Evidence of Completion

Journey records and Observation Tracker entries should show increased use of targeted strategies, resulting in higher student achievement.

G1.B2 Inconsistent use of data to drive instruction. 2

 B231400

G1.B2.S1 Progress monitoring will be utilized to guide Standards-based instruction. 4

 S244168

Strategy Rationale

Common assessments used for progress monitoring allow us to focus instruction on specific needs of students.

Action Step 1 5

Teachers will track student progress on standards using assessments in ELA, Math, and Science and record the scores on a shared Excel spreadsheet.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Excel progress monitoring sheet in Share Point

Action Step 2 5

Administration will set and monitor academic targets for each grade level, teacher, and content area. Targets are re-evaluated on an ongoing basis.

Person Responsible

Sue Bizerra

Schedule

Every 2 Months, from 8/8/2016 to 5/26/2017

Evidence of Completion

Excel progress monitoring spreadsheet with academic targets by grade level and content area.

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

Leadership team will meet monthly to review data.

Person Responsible

Sue Bizerra

Schedule

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

Evidence of Completion

Progress monitoring spreadsheets located in Sharepoint.

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

Leadership team will analyze the data to determine student proficiency. Areas that lack proficiency will be addressed in planning to help guide instruction.

Person Responsible

Sue Bizerra

Schedule

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

Evidence of Completion

Analysis of student data. Planning agendas and lesson plans.

G1.B2.S2 Regular data chats and data reviews will be held to make instructional decisions. 4

 S244169

Strategy Rationale

Regular data chats provide an opportunity to make informed instructional decisions and establish future performance goals.

Action Step 1 5

Leadership Team, Guidance Counselor and Teachers review progress monitoring results disaggregated by student, teacher and/or grade level to determine effectiveness and adjust instruction accordingly.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 9/2/2016 to 5/12/2017

Evidence of Completion

Meeting Minutes, disaggregated data, notes on instructional adjustments.

Action Step 2 5

Data chats are held with grade levels and/or individual teachers to plan instructional adjustments.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

Data chat schedule and notes.

Action Step 3 5

Data chats are held with students to track achievement of targeted learning gains.

Person Responsible

Alex Wise

Schedule

Quarterly, from 9/23/2016 to 5/12/2017

Evidence of Completion

Student data sheets with signatures and notes.

Action Step 4 5

Based on data reviews, students are targeted for varied tutoring interventions including after school Mini Miner Tutoring, After School Adventures, Reading Pals, Teen Trendsetters, AmeriCorps, and Morning Math Lab.

Person Responsible

Dana Bakos

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Tutor logs, student attendance lists

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

A schedule for data chats will be established

Person Responsible

Dana Bakos

Schedule

Monthly, from 9/16/2016 to 5/12/2017

Evidence of Completion

Data chat schedule, notes from data chats

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

Data chat records and meeting notes will be monitored to measure implementation of effective interventions and strategies resulting in reaching academic goals.

Person Responsible

Alex Wise


Schedule

Monthly, from 9/30/2016 to 5/12/2017

Evidence of Completion

Data chat records, data meeting notes, progress monitoring results.

G2. Lewis Anna Woodbury will continue to implement school wide Positive Behavior Support (PBS), will initiate CHAMPS strategies in classrooms and throughout the school community, and will study Leader in Me and Mindsets for future implementation, in order to provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning. **1**

 G087053

G2.B1 Inconsistent implementation of PBS and CHAMPS expectations. **2**

 B231403

G2.B1.S1 PBS Team, including representation from all stakeholders within school, meets monthly and team members promote PBS and CHAMPS initiatives within stakeholder groups. **4**

 S244171

Strategy Rationale

It is important to have active participation from all stakeholder groups to have pervasive implementation.

Action Step 1 **5**

Ensure all stakeholder groups are represented and actively participate on PBS Team.

Person Responsible

Leslie Belcher

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PBS sign-in sheets and meeting minutes.

Action Step 2 **5**

Ensure that PBS Team members actively promote PBS and CHAMPS initiatives within stakeholder groups.

Person Responsible

Lina West

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CHAMPS behavior plans completed, evidence of CHAMPS behavior plans implementation in classes, list of students earning PBS rewards.

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

Administration participation in PBS meetings, review of teacher created CHAMPS behavior plans.

Person Responsible

Alex Wise

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PBS Team sign-in sheet and minutes, CHAMPS behavior plans, checklist of artifacts promoting PBS and/or CHAMPS in classrooms and general areas, list of students receiving PBS rewards.

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

Review discipline and attendance records, conduct a student and staff climate survey.

Person Responsible

Dana Bakos


Schedule

Monthly, from 9/2/2016 to 5/26/2017

Evidence of Completion

Discipline and attendance records from Genesis and Quiosk, results from student and staff climate survey.

G2.B2 Bringing together a focused team to study Leader in Me and Mindsets that will plan how to integrate all four initiatives for a cohesive, culture-changing environment. **2**

 B231404

G2.B2.S1 Put together two book study groups to study Leader in Me and Mindsets, who then develop an implementation plan that integrates all four initiatives (PBS, CHAMPS, Leader in Me, Mindsets) for a cohesive, culture-changing environment. **4**

 S244174

Strategy Rationale

A team committed to learning about these two initiatives will form the foundation for designing an implementation plan. This team will have the knowledge and commitment from their group study to design the implementation plan, and can pilot it in the spring to enable a seamless launch for following year.

Action Step 1 **5**

Form 2 book study groups to study the Leader in Me and Mindsets books.

Person Responsible

Sue Bizerra

Schedule

Every 3 Weeks, from 8/15/2016 to 11/18/2016

Evidence of Completion

Book study sign-up, book sign-out, book study meeting agendas and sign-in sheets.

Action Step 2 **5**

Book study members meet to share and integrate ideas for implementation, then develop a plan for implementation.

Person Responsible

Sue Bizerra

Schedule

Biweekly, from 9/19/2016 to 1/27/2017

Evidence of Completion

Sign-in sheets, minutes with ideas from brainstorming, final implementation plan.

Action Step 3 5

Study group members volunteer to pilot the implementation plan in their class or area.

Person Responsible

Sue Bizerra

Schedule

Daily, from 2/6/2017 to 5/26/2017

Evidence of Completion

Artifacts in classrooms such as signs, banners, etc., procedures, student products, observation evidence during classroom walkthroughs.

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

LLT will participate in book study sessions and planning meetings.

Person Responsible

Sue Bizerra

Schedule

Every 3 Weeks, from 9/19/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, planning notes, implementation plan.

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

Encourage the group by actively participating in discussions and planning, provide incentives, monitor feasibility and quality of implementation plan.

Person Responsible

Sue Bizerra

Schedule

Every 3 Weeks, from 9/19/2016 to 5/26/2017

Evidence of Completion

The main evidence will be the planning notes, the fully developed implementation plan, and the feedback from pilot classrooms resulting in adjustments to the implementation plan.

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.A1 A316146	Form 2 book study groups to study the Leader in Me and Mindsets books.	Bizerra, Sue	8/15/2016	Book study sign-up, book sign-out, book study meeting agendas and sign-in sheets.	11/18/2016 every-3-weeks
G2.B2.S1.A2 A316147	Book study members meet to share and integrate ideas for implementation, then develop a plan for...	Bizerra, Sue	9/19/2016	Sign-in sheets, minutes with ideas from brainstorming, final implementation plan.	1/27/2017 biweekly
G1.B1.S2.A2 A316134	Implementation of coaching cycle with select teachers.	West, Lina	8/22/2016	Coaches logs, coaching cycle logs, observation tracker with notes on action steps and progress for teachers being supported.	3/17/2017 monthly
G1.B1.S2.A3 A316135	Teachers will be given the opportunity to observe other teachers in person or through video clips...	Wellden, Ginger	8/22/2016	Video clips of teachers modeling targeted strategies, teacher observation notes, coaches logs, observation tracker.	3/17/2017 monthly
G1.B1.S1.MA1 M327949	Analyze progress monitoring results, student work samples and Journey ratings.	Bizerra, Sue	8/8/2016	Improved progress monitoring results, student work samples at grade level or higher, higher Journey ratings.	5/12/2017 monthly
G1.B1.S2.MA1 M327951	Monitor Journey records and Observation Tracker for successful implementation of targeted...	Bizerra, Sue	8/22/2016	Journey records and Observation Tracker entries should show increased use of targeted strategies, resulting in higher student achievement.	5/12/2017 weekly
G1.B1.S2.A1 A316133	Leadership Team will implement supportive observations with feedback.	Bakos, Dana	8/22/2016	Calendar of coaching observations. Observation Tracker file with notes on action steps and progress for teachers being supported.	5/12/2017 weekly
G1.B2.S2.MA1 M327957	Data chat records and meeting notes will be monitored to measure implementation of effective...	Wise, Alex	9/30/2016	Data chat records, data meeting notes, progress monitoring results.	5/12/2017 monthly
G1.B2.S2.MA1 M327958	A schedule for data chats will be established	Bakos, Dana	9/16/2016	Data chat schedule, notes from data chats	5/12/2017 monthly
G1.B2.S2.A1 A316138	Leadership Team, Guidance Counselor and Teachers review progress monitoring results disaggregated...	Bizerra, Sue	9/2/2016	Meeting Minutes, disaggregated data, notes on instructional adjustments.	5/12/2017 monthly
G1.B2.S2.A2 A316139	Data chats are held with grade levels and/or individual teachers to plan instructional adjustments.	Bizerra, Sue	9/19/2016	Data chat schedule and notes.	5/12/2017 monthly
G1.B2.S2.A3 A316140	Data chats are held with students to track achievement of targeted learning gains.	Wise, Alex	9/23/2016	Student data sheets with signatures and notes.	5/12/2017 quarterly
G1.B2.S1.MA1 M327955	Leadership team will analyze the data to determine student proficiency. Areas that lack proficiency...	Bizerra, Sue	9/19/2016	Analysis of student data. Planning agendas and lesson plans.	5/19/2017 monthly
G1.B2.S1.MA1 M327956	Leadership team will meet monthly to review data.	Bizerra, Sue	9/19/2016	Progress monitoring spreadsheets located in Sharepoint.	5/19/2017 monthly
G1.B2.S1.A1 A316136	Teachers will track student progress on standards using assessments in ELA, Math, and Science and...	Bizerra, Sue	9/19/2016	Excel progress monitoring sheet in Share Point	5/19/2017 weekly
G1.MA1 M327961	Monitor effectiveness of collaborative roles along with lesson plans reflecting instructional...	Bizerra, Sue	8/8/2016	Standards-based lesson plans for all grade levels resulting in increased scores on progress monitoring. Standards-based instruction with active student engagement and authentic tasks. Coaching logs and observation tracker. Data chat records and progress monitoring results.	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1  M327966	Discipline and attendance data are reviewed monthly during PBS meetings and a climate survey will...	Bizerra, Sue	9/2/2016	Genesis and Quiosk data along with climate survey results will show progress toward meeting the goal. The book study groups will present their plan of action for implementation by December, and select group members will pilot the plan of action with their classes in the spring.	5/26/2017 monthly
G1.B1.S1.MA1  M327950	Lesson Planning, Student Work Samples, HOT Questions, Mathematical Practices	Wise, Alex	8/8/2016	Standards-based lesson plans should indicate consistent and pervasive demonstration of instructional best practices, effective differentiated small group instruction, student work samples at grade level or higher,	5/26/2017 weekly
G1.B1.S1.A1  A316131	Teachers will use the Florida Standards along with District Created Curriculum Maps during weekly...	Bakos, Dana	8/8/2016	Weekly collaborative planning sign-in sheets, agendas, lesson plans, data used to guide planning.	5/26/2017 weekly
G1.B1.S1.A2  A316132	Administration and Coaches actively participate in grade level lesson planning. All teachers have...	Wise, Alex	8/8/2016	Completed lesson plans. Notes on coach's planning agendas from collaborative planning.	5/26/2017 weekly
G1.B2.S1.A2  A316137	Administration will set and monitor academic targets for each grade level, teacher, and content...	Bizerra, Sue	8/8/2016	Excel progress monitoring spreadsheet with academic targets by grade level and content area.	5/26/2017 every-2-months
G2.B1.S1.MA1  M327962	Review discipline and attendance records, conduct a student and staff climate survey.	Bakos, Dana	9/2/2016	Discipline and attendance records from Genesis and Quiosk, results from student and staff climate survey.	5/26/2017 monthly
G2.B1.S1.MA1  M327963	Administration participation in PBS meetings, review of teacher created CHAMPS behavior plans.	Wise, Alex	8/15/2016	PBS Team sign-in sheet and minutes, CHAMPS behavior plans, checklist of artifacts promoting PBS and/or CHAMPS in classrooms and general areas, list of students receiving PBS rewards.	5/26/2017 monthly
G2.B1.S1.A1  A316144	Ensure all stakeholder groups are represented and actively participate on PBS Team.	Belcher, Leslie	8/15/2016	PBS sign-in sheets and meeting minutes.	5/26/2017 monthly
G2.B1.S1.A2  A316145	Ensure that PBS Team members actively promote PBS and CHAMPS initiatives within stakeholder groups.	West, Lina	8/15/2016	CHAMPS behavior plans completed, evidence of CHAMPS behavior plans implementation in classes, list of students earning PBS rewards.	5/26/2017 weekly
G2.B2.S1.MA1  M327964	Encourage the group by actively participating in discussions and planning, provide incentives,...	Bizerra, Sue	9/19/2016	The main evidence will be the planning notes, the fully developed implementation plan, and the feedback from pilot classrooms resulting in adjustments to the implementation plan.	5/26/2017 every-3-weeks
G2.B2.S1.MA1  M327965	LLT will participate in book study sessions and planning meetings.	Bizerra, Sue	9/19/2016	Sign-in sheets, planning notes, implementation plan.	5/26/2017 every-3-weeks
G2.B2.S1.A3  A316148	Study group members volunteer to pilot the implementation plan in their class or area.	Bizerra, Sue	2/6/2017	Artifacts in classrooms such as signs, banners, etc., procedures, student products, observation evidence during classroom walkthroughs.	5/26/2017 daily
G1.B1.S2.MA1  M327952	Monitor schedule for observations and feedback conferences. Discuss where and what support is needed...	Bizerra, Sue	8/22/2016	Observation tracker, coaches logs and Journey entries provide dates of observations and conferences, and notes on feedback given. Leadership Team Minutes.	5/26/2017 weekly
G1.B2.S2.A4  A316141	Based on data reviews, students are targeted for varied tutoring interventions including after...	Bakos, Dana	8/22/2016	Tutor logs, student attendance lists	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support through the coaching process.

G1.B1 Core instruction is lacking in rigor and differentiation due to inconsistent standards-based instruction, inconsistent use of instructional best practices.

G1.B1.S1 Facilitate Standards-based collaborative lesson planning.

PD Opportunity 1

Teachers will use the Florida Standards along with District Created Curriculum Maps during weekly collaborative planning to drive standards-based classroom instruction that includes higher level questioning and student accountability. At least once each quarter grade levels will be given extended planning time with professional development and time to work on areas of need in the lesson planning process based on student data.

Facilitator

Leadership Team along with District Coaches

Participants

All teachers

Schedule

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

G2. Lewis Anna Woodbury will continue to implement school wide Positive Behavior Support (PBS), will initiate CHAMPS strategies in classrooms and throughout the school community, and will study Leader in Me and Mindsets for future implementation, in order to provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning.

G2.B1 Inconsistent implementation of PBS and CHAMPS expectations.

G2.B1.S1 PBS Team, including representation from all stakeholders within school, meets monthly and team members promote PBS and CHAMPS initiatives within stakeholder groups.

PD Opportunity 1

Ensure that PBS Team members actively promote PBS and CHAMPS initiatives within stakeholder groups.

Facilitator

Lina West, Dana Bakos, Alex Wise

Participants

PBS Team and later all staff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G2.B2 Bringing together a focused team to study Leader in Me and Mindsets that will plan how to integrate all four initiatives for a cohesive, culture-changing environment.

G2.B2.S1 Put together two book study groups to study Leader in Me and Mindsets, who then develop an implementation plan that integrates all four initiatives (PBS, CHAMPS, Leader in Me, Mindsets) for a cohesive, culture-changing environment.

PD Opportunity 1

Form 2 book study groups to study the Leader in Me and Mindsets books.

Facilitator

Sue Bizerra, Daffne Cruz, Shanna Bruneau

Participants

Staff members who participate in book studies.

Schedule

Every 3 Weeks, from 8/15/2016 to 11/18/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use the Florida Standards along with District Created Curriculum Maps during weekly collaborative planning to drive standards-based classroom instruction that includes higher level questioning and student accountability. At least once each quarter grade levels will be given extended planning time with professional development and time to work on areas of need in the lesson planning process based on student data.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300		0802 - Lewis Anna Woodbury Elementary School	Title I, Part A		\$12,000.00
			Notes: Substitute teachers to cover during curriculum planning			
2	G1.B1.S1.A2	Administration and Coaches actively participate in grade level lesson planning. All teachers have assigned roles and contribute to completing standards-based plans during this time.				\$0.00
3	G1.B1.S2.A1	Leadership Team will implement supportive observations with feedback.				\$0.00
4	G1.B1.S2.A2	Implementation of coaching cycle with select teachers.				\$0.00
5	G1.B1.S2.A3	Teachers will be given the opportunity to observe other teachers in person or through video clips of teachers modeling targeted strategies.				\$0.00
6	G1.B2.S1.A1	Teachers will track student progress on standards using assessments in ELA, Math, and Science and record the scores on a shared Excel spreadsheet.				\$0.00
7	G1.B2.S1.A2	Administration will set and monitor academic targets for each grade level, teacher, and content area. Targets are re-evaluated on an ongoing basis.				\$0.00
8	G1.B2.S2.A1	Leadership Team, Guidance Counselor and Teachers review progress monitoring results disaggregated by student, teacher and/or grade level to determine effectiveness and adjust instruction accordingly.				\$0.00
9	G1.B2.S2.A2	Data chats are held with grade levels and/or individual teachers to plan instructional adjustments.				\$0.00
10	G1.B2.S2.A3	Data chats are held with students to track achievement of targeted learning gains.				\$0.00
11	G1.B2.S2.A4	Based on data reviews, students are targeted for varied tutoring interventions including after school Mini Miner Tutoring, After School Adventures, Reading Pals, Teen Trendsetters, AmeriCorps, and Morning Math Lab.				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900		0802 - Lewis Anna Woodbury Elementary School	Title I, Part A		\$12,500.00
			Notes: \$12,500 for tutor Special Activity Logs and an additional \$5,000 for student transportation.			

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12	G2.B1.S1.A1	Ensure all stakeholder groups are represented and actively participate on PBS Team.				\$0.00
13	G2.B1.S1.A2	Ensure that PBS Team members actively promote PBS and CHAMPS initiatives within stakeholder groups.				\$0.00
14	G2.B2.S1.A1	Form 2 book study groups to study the Leader in Me and Mindsets books.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0802 - Lewis Anna Woodbury Elementary School	Title I, Part A		\$3,000.00
			Notes: Book study groups will attend Leader in Me Conference in Orlando			
15	G2.B2.S1.A2	Book study members meet to share and integrate ideas for implementation, then develop a plan for implementation.				\$0.00
16	G2.B2.S1.A3	Study group members volunteer to pilot the implementation plan in their class or area.				\$0.00
Total:						\$27,500.00