Carter G. Woodson Elementary School

2017-18 Schoolwide Improvement Plan

Carter G. Woodson Elementary School

2334 BUTLER AVE, Jacksonville, FL 32209

http://www.duvalschools.org/woodson

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 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	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	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 Duval 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Carter G. Woodson Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Carter G. Woodson Elementary is to provide a safe and civil environment with an emphasis on rigorous standards-based curriculum and student inquiry, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence and become life-long learners.

b. Provide the school's vision statement.

At Carter G. Woodson Elementary, the school, home, and community will work together to provide a safe and successful academic environment, which is committed to assisting in the social, scientific, and technological development of each student while preparing them to become productive and literate citizens of society.

2. School Environment

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

Teachers are culturally responsive. They dedicate themselves to building relationships with their students within the classroom by collecting student interests inventories, building a bridge of consistent communication with the parents, and intertwining opportunities to connect not just socially, but emotionally with their students. Teachers assure that students lives and experiences are central to the learning process. They emphasize the importance of drawing connections between the school and community helping students to develop a belief that their best interests are the key focus.

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

Student safety is the number one priority for teachers, faculty, and staff. The processes of the organization is continuously monitored and reinforced to ensure consistent safety through the following measures:
1. Doors and gates are locked daily and checked throughout the day by campus security you submits a log at the completion of each day.
2. Fire Drills are conducted monthly
3. Safety plan and procedures for emergency response are conducted and monitored by administration and teachers
4. Identification procedures for all school visitors, including parents, are in place.
5. Teachers consistently demonstrate respect for students and their potential as learners by providing a caring environment and making personal connections with students and their families. Teachers hold high expectations for the achievement of their students and in order to do so, school processes are constructed to ensure students feel stable and secure on a daily basis.

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.

A positive behavioral interventions and supports plan has been created to aid in the minimization of distractions and to keep students engaged during instructional time. This plan focuses on positive incentives and rewards for desired behavior and puts focus on the behavior we want teachers and students to engage in rather than focusing on consequences. Classroom Dojo is also used school wide to help implement the positive incentives and rewards for students on a daily basis. It provides a visual of student progress and it serves as a communication tool between teacher, school, and parent. Teachers use effective practices, interventions, and strategies that are culturally responsive in order to reach the students they serve. Teachers and students have been trained on the Code of Conduct and are aware of the school-wide behavior expectations. The foundations team, along with the support of a district representative, were able to analyze school-wide discipline data and adjust practices when needed. The foundations team also reestablished the guidelines for success expectations for students that will be demonstrated by students while in the cafeteria, restroom, and hallways. CHAMPS will also be implemented in the school-wide behavior platform. Our foundations team is working closely with the district PBIS specialist to ensure that we are properly following guidelines.

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.

In order to meet the social-emotional needs of all students, we have several personnel and systems in place to support character development and emotional balance with our students. In addition to systems and support from the school counselor, we also have an on site school therapist provided through full service schools. We continuously assess students social and emotional needs ensuring we have resources in place to help quickly resolve student support issues. The school counselor schedules school check up measures, identifies students needing additional support, and follows through with parents consistently.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

-Attendance: The school counselor monitors student attendance. When students' attendance falls below 90%, the counselor begins the process of reviewing the records and investigating causes and possible solutions.
-Suspensions: Suspension data is reviewed by the PBIS team and faculty monthly. The PBIS Committee looks at trends and discusses possible causes/solutions and reports their findings to the faculty. The faculty discusses the data and teachers consider the information as they interact with their students to help determine causes and solutions.
-Course failure: Students with course failures are paired with the reading and/or math interventionists and a mentor.

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	2	9	23	37	18	17	0	0	0	0	0	0	0	106
One or more suspensions	1	5	11	15	7	4	0	0	0	0	0	0	0	43
Course failure in ELA or Math	3	3	5	6	2	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	20	26	35	0	0	0	0	0	0	0	81

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	3	13	33	52	26	25	0	0	0	0	0	0	0	152

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

The intervention strategies employed by the school to improve the academic performance of students that have been identified in the early warning system involves the use of the school counselor, on site therapist, full service schools, and other support staff. The school counselor will work diligently to ensure we are attentive to students social and emotional needs. Students that need additional support will be referred to the onsite therapist. Student support will also strive to keep consistent communication with parents.

Full service schools on site support will be implementing an initiative for attendance that will provide incentives for those chronically late and or absent students for reaching attendance goals. This will be tracked and monitored by the on site therapist.

The PBIS district specialist will support monthly with the implementation of classroom rituals and routines helping us to review and track the content and number of referrals that are being written so that we can revise and intervene when needed in efforts to keep suspensions down.

The Reading and Math Coach will actively track the data of students that are 1 to 2 grade levels behind in order to assist teachers in meeting their needs. For the students that have scored a level 1 on the statewide assessment, coaches will employ growth monitoring in order to monitor their progress and report data trends to the teachers in order to plan interventions. I-ready instructional support will also be used to provide small group support for level 1 students

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

Increased Parental Involvement from the stand point of consistency. We changed our delivery method by allowing parents the opportunity rotate around the school and participate in center activities that are run by teachers, instead of participating in the lecture style presentation of materials. We also linked student performances to Parent Nights as well. We use a text messaging system, a telephone messaging system, our school marquee and school website to post messages about school information, meetings, announcements and information about instruction. We do this to keep parents informed in a non-traditional way and persuade parents to view the school as a partner in education.

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.

Community day is an event held in the beginning of the year that allows us to come together with community partners and stakeholders in order to establish partnerships and relationships. By inviting businesses, organizations, and community members, we are able to educate parents on not only what the school envisions for the student and staff, but parents also get the opportunity to survey what the community has in store. WE open lines to uphold consistent lines of communication with our partners as they fund school events, supply drives, incentives for students/teachers, and provide resources in case of emergencies. Administratively, we ensure we provide our thanks and gratitude upon each act of kindness and support as we foster relationships that we hope will sustain year to year.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Clayton, Brandon	Principal
Thomas, Dione	Assistant Principal
Frazier-Nembhard , Erika	Instructional Coach
Kozlowski, Megan	Instructional Coach
Haynes, Jacqueline	School Counselor
Noble, Lynet	Teacher, ESE
Brown, Brenda	Teacher, K-12
Bivins, Robin	Teacher, K-12
Cooper, Tiffany	Teacher, K-12
Reddick, Carla	Teacher, K-12
Walker-Williams, Dara	Teacher, K-12
Willis, Chantell	Teacher, K-12
Williams, LaTrice	Teacher, K-12
McKie, Patrick	Teacher, K-12

b. Duties

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

• Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
• Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

• School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

• Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

• Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

• Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

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.

MTSS: Teachers meet with coaches during their Instructional Grade Level Meetings to discuss curriculum and students. They will determine which students are not responding to the core curriculum and other supplemental curriculum pieces could be used for Tier 2 interventions. They would allow that intervention to take place for a few weeks and provide updates to student progress by looking at data collected by the teacher. The group would then come up with addition curriculum materials to use for Tier 3 interventions in addition to the Core Curriculum and Tier 2 interventions already in use. Tier 3 interventions would be administered and data would be collected over time. The group would look at the data collected to determine if the Guidance Counselor and VE Teacher would need to start the MRT Process.

SIP- The School Improvement Planning Team divides the prior year's SIP into different sections based off of the team members experience and content area. The team member is responsible for analyzing the goals and strategies- did we achieve the goal? Did the strategy work? Do we need a new strategy based on achievement or failure of the goal? Once team member completes their section, it is brought to the School Improvement Team for analysis. They look at the implementation of the strategy, monitoring of the strategy, resources, and barriers. Once that has been done the rest of the plan (non-content areas) will be put together. Teachers are provided copies of the SIP and highlight the areas that they are implementing and compare their student assessment data to the SIP Goals. The current student assessment data is compared to the SIP goals during Instructional Grade Level meetings and additional strategies are included if they are being implemented in the classroom. Mid-year review of the SIP is done and presented to SAC and Community Partners.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D
District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs such as STAR.

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Ribault Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

Nutrition Programs- Fresh Fruit and Vegetable Program- students receive fresh fruit and vegetables three times a week starting in September and ending in March. Students sample the product and teachers integrate it into the Science Curriculum. Very beneficial for our students since they may eat or receive healthy foods at home.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Brandon D. Clayton	Principal
LaTasha Vicars	Parent
Debra Thomas	Education Support Employee
Carla Reddick	Teacher
Dara Walker-Williams	Teacher
Nicholas Wingrove	Parent
Shikena Caldwell	Parent
Kendretta Brown	Parent
Khristina Harris	Parent
Fannie Mae Elmore	Parent
Bernice Jackson	Parent
Natalie Clayton	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

All points were reviewed. Targets and results were discussed and current targets, action steps, and interim assessments will be reviewed throughout the year.

b. Development of this school improvement plan

The School Advisory Council is an active organization which plays a vital roll in the success of Carter G. Woodson Elementary School of the Medical Arts. This organization provides parents, community members, faculy, staff, and students an opportunity to participate in the development of educational priorities, assessment of school needs, and identification of local resources.

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

The 2017-2018 budget will be reviewed for the possible additon of materials and programs to support student learning.

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

We did not have school improvement funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

We are working to engage parents to get involved in SAC. We are investigating non-traditional ways to reaching parents so they can be more involved:

Earlier meeting times

Text messaging system as a means of communication

School Messenger System as a means of communication

Development of a small group of parents to help build more support

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
Kozlowski, Megan	Instructional Coach
Brown, Brenda	Teacher, K-12
Cooper, Tiffany	Teacher, K-12
Williams, LaTrice	Teacher, K-12
Malcolm, James	

b. Duties

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

TheTeam's major focus is teacher development and with this, our initiative will develop and organize professional development for all of the Literacy Teachers. In addition to our initial focus, the LLT will perform weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

We will further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students. The team uses the student work protocol to evaluate appropriateness and rigor in all literacy classrooms.

The LLT meets to plan literacy activities for the school including Reading Parent Night, Writing Parent Night, Quarterly Reading Campaign incentives and programs for students, Celebrate Literacy Week, Book of the Month activities and promotions, and student incentives for reading.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The vision and mission of the schools administration incorporates teacher relationships as a focal point for the work that is to be done inside and outside of the classroom. The hospitality team as well as incentivized initiatives for teachers have been implemented to ensure teachers feel valued as educators. Academically, the school has employed strategies that encourage positive working relationships between teachers by creating teams that meet weekly to assess the needs of their students and also conducting weekly common planning meetings. Administration is attentive to resources that may be

need by teachers in order to continue to build positive working relationships amongst the staff.

Affording all grade levels and content areas the time to meet, common plan, and collaborate on instruction allows them to strategically analyze student work and data in order to know what the students truly need. The instructional coaches paly a major role in common planning by also meeting with teacher to conduct professional development and discuss prominent data allowing teacher to share and build academically productive relationships.

Teachers have the opportunity to engage in lesson study with the instructional coaches and create plans based on team goals. All of this is part of an effort to not only improve teachers' instructional practice but allow them the opportunity to learn from one another and build a positive self perception.

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

Strategy Person Responsible Time
1. Providing Mentors for New Teachers PDF/AP Ongoing
2. Project C.O.U.G.A.R- which was developed to assist new teacher Principal/AP Monthly
with assessing and supporting their growth and needs both inside
and outside of the classroom
3. Providing Teacher Leadership Opportunities Principal Ongoing
4. Assessing the needs of the staff Principal/AP Monthly

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

Mentee Name: Wylisa Jones
Mentor Assigned: Kathy Bernard
Rationale for Pairing: Mrs. Bernard is a veteran teacher with years of kindergarten experience. She had data that supported her success in moving students at all levels during her time in the classroom. She is now a reading interventionist with skills at providing interventions to students who are strugglers.
Planned Mentoring Activities: She works with K-2 students as the reading interventionist and will be able to help her with planning and instructional support. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. She will also model lessons using reading and writing strategies to teach Language Arts concepts.

Mentee Name: Lajonna Harris
Mentor Assigned: Kathy Bernard
Rationale for Pairing: Mrs. Bernard is a veteran teacher with years of kindergarten experience. She had data that supported her success in moving students at all levels during her time in the classroom. She is now a reading interventionist with skills at providing interventions to students who are strugglers.
Planned Mentoring Activities: She works with K-2 students as the reading interventionist and will be able to help her with planning and instructional support. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. She will also model lessons using reading and writing strategies to teach Language Arts concepts.

Mentee Name: Bridgette Relation
Mentor Assigned: Brenda Brown
Rationale for Pairing: Mrs. Brown is a veteran teacher with years of primary experience. She had data that supported her success in moving students at all levels during her time in the classroom. She is now a reading interventionist with skills at providing interventions to students who are strugglers.
Planned Mentoring Activities: She works with third grade students as the reading interventionist and will be able to help her with planning and instructional support. The mentor is given release time to observe

the mentee. Time is given for the feedback, coaching and planning. She will also model lessons using reading and writing strategies to teach Language Arts concepts.

Mentee Name: Scott Smith
Mentor Assigned: Ashlen Williams-McCary
Rationale for Pairing: Mrs. McCary is a 5th grade science teacher. As a teacher on his grade level, she will be able to provide support in planning and explanation of the content..
Planned Mentoring Activities: The mentor and mentee meet weekly to plan and participate in a professional learning community to discuss evidence-based strategies for each domain. The mentor will model lessons for the mentee and provide feedback, coaching and planning.

Mentee Name: Glen Oliver
Mentor Assigned: Lolita Koster
Rationale for Pairing: Mrs. Koster is currently the math coach. She works with all math teachers in the buliding and is knowledgeable about what students need to move to the next level.
Planned Mentoring Activities: The mentor and mentee will have opportunities to teach together and meet on an on-going basis about students and participate in professional learning communities to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and the mentor will model lessons and provide support to assist in learning the standards and delivering rigorous instruction.

Mentee: Darra Walker-Williams
Mentor Assignment: Joe Montisano
Rationale for Pairing: Mr. Montisano is a 5th grade math teacher this year but has taught 3rd & 4th grade math in the district. He has a proven track record of moving low performing students.
Planned Mentoring Activities: The mentor and mentee will have opportunities to teach together and meet on an on-going basis about students and participate in professional learning communities to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and the mentor will model lessons and provide support to assist in learning the standards and delivering rigorous instruction.

Mentee: Patrick Kennedy
Mentor Assignment: Joe Montisano
Rationale for Pairing: Mr. Montisano is a 5th grade math teacher this year but has taught 3rd & 4th grade math in the district. He has a proven track record of moving low performing students.
Planned Mentoring Activities: The mentor and mentee will have opportunities to teach together and meet on an on-going basis about students and participate in professional learning communities to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and the mentor will model lessons and provide support to assist in learning the standards and delivering rigorous instruction.

Mentee: Sigmund Rothschild
Mentor Assignment: Michelle Moore
Rationale for pairing: Ms. Moore is the sponsor for our peer mediators. She is very skilled at building relationships with students and teaching students ways to self-monitor their behavior.
Planned Mentoring Activities: The mentor will be given release time to observe the mentee and the mentor will model lessons and provide support to assist in learning the standards and delivering rigorous instruction.

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.

Our teachers meet together weekly with instructional coaches to unpack the standards, study item specifications and examine the expectations of the curriculum to ensure alignment to standards. Teachers plan collaboratively on a daily basis and weekly with the instructional coaches with administrative support. All students are given common assessments provided by the district and aligned to the Florida Standards. The data is used to compare within schools, between schools and district-wide.

Our teachers have opportunities to meet as a grade level with an instructional coach to look at the standards, clarify the standards and look at student work using rubrics to determine alignment to the standards.

The curriculum we use has been selected by the District and is aligned with the Florida Standards. Teachers and instructional coaches engage in conversations about curriculum and lesson planning on a weekly basis.

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.

In order to meet the individual needs of our students it is important that we know where they are. In order to know where our students are we use past state assessment data, district baseline assessment data, I-ready mathematics and reading diagnostic data, and Achieve 3000 data. This data allows us to see where our students are academically and provides resources to meet the individual needs of each students. For example, a student that is takes the I-ready mathematics diagnostic assessment has a report that is produced explaining the students deficiencies. With that information, teachers are then able to construct their small groups and RTI in a manner that tackles the diverse needs of the students. Students that are having difficulty attaining the proficient or advanced level on the state assessment have the opportunity to improve upon their weaknesses in order to better prepare for the state assessment.

In addition, our teachers use common assessments to monitor student achievement (district created, teacher created, formal and informal). They also use exit tickets to determine students' understanding of daily content in order to drive their instruction for the next day. Growth monitoring assessments are given through I-Ready math/reading and achieve in order to periodically check student growth.

Teachers use multiple forms of data to tier instruction and group students according to their needs and RTI means are employed to provide intervention to students based on the assessment data that is produced.

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:

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

Strategy: After School Program

Minutes added to school year: 2,880

At-risk students targeted for small group instruction after school by their classroom teacher and uses Research-based curriculum through the District and the School.

Strategy Rationale

By using data to provide intervention and enrichment, students will receive the tiered instruction they need to meet the standards and achieve academic success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thomas, Dione, thomasd11@duvalschools.org

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

Student work pieces and mini-assessments are used to analyze instruction effectiveness, student progress, and plan for future instructional decisions. We also use data from Achieve 3000, I-Ready, and DAR.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another starts first with assessing the needs of the incoming and outgoing students but also looking at the data trends with each cohort as they move throughout the grade levels. With the changing educational demands, it is important that we not only know what our students come to us equip with, but we also need to know what the expectations will be once they leave Carter G. Woodson. In order to implement the needed support of our incoming students, communication with the parents and the community is imperative to social and emotional needs. Academically the base of education allows us to foster oversight strategies that are effective

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. This allows us to tailor a program that reaches our youngest learners. Currently, the enrollment for Pre-K is 18 and both parents and students must adhere to Pre-K's policies. Students who master the Pre-K objectives (academic and social) are proven to have a successful transition into an elementary program.

Within the first 30 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

(ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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.

As a medical magnet school, we have partnered with other medical magnet schools, elementary as well as middle schools, to gain expertise and perspective on what our students can expect in attending a medical magnet elementary but also what they can expect attending a medical magnet middle school. The vision and mission of the administrative team involves a focus on partnerships with business, industry, and community organizations that suits the needs of the forward progress of programs and initiatives for the students.

We partner with the neighborhood middle schools to provide "Transition to Middle School" field trips that expose our students to the next level of learning which is a result of a collaboration between elementary and middle school faculty and administration.

We invite community members of the medical and medical affiliated profession to talk about their jobs and the skills needed to be successful in that career area. We also open our invitations to other professions as we assess the needs and desires of the students (military, JEA, JTA, Supervisor of Elections, etc.).

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

N/A

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

As a medical magnet school, we integrate medical professions through our implementation of medical Mondays, invitation to medical professionals, and also our string need for science improvement. We integrate Medical curriculum into our science curriculums on each grade level in order to ensure our students are prepared for the next level of education in the medical field. The hope is that our students leave Carter G. Woodson with the tools they need to excel in any profession they choose but namely in the medical field.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

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"Â? 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 attend common planning meetings weekly and implement DUVAL Reads, Saxon Phonics (K-2) and DUVAL MATH with fidelity, the student achievement will increase in reading and math.

G2. If students are regularly engaged in rigorous science instruction, then the students will be able to demonstrate mastery of grade level standards and 5th grade FCAT 2.0 proficiency will increase.

G3. If we build a positive school community then the school culture and climate data will increase having both student and teacher retention increase

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.

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

G1. If we attend common planning meetings weekly and implement DUVAL Reads, Saxon Phonics (K-2) and DUVAL MATH with fidelity, the student achievement will increase in reading and math. 1a

🔍 G094422

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
FSA ELA Achievement	60.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	60.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of planning and collaboration with core and small group instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Planning and collaboration between district specialists, school instructional coaches, and teachers.

- Daily instructional rounding by administration.

- Teacher meetings with instructional coaches to evaluate student work using rubric for alignment to standards and rigor

Plan to Monitor Progress Toward G1. 8

I-Ready mathematics and reading data will be collected, reviewed, and monitored

Person Responsible
Erika Frazier-Nembhard

Schedule
Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Predicted proficiency report, school reports, class, reports, student profile reports, and standards mastery data.

Plan to Monitor Progress Toward G1. 8

Achieve 3000 data will be collected, reviewed, and monitored

Person Responsible
Megan Kozlowski

Schedule
Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Increase in Lexile Levels based on weekly reports and assessments pulled from the software.

Plan to Monitor Progress Toward G1. `8`

Running Record will be used to support and track reading goals

Person Responsible
Megan Kozlowski

Schedule
Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Increase in Lexile levels

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

G2. If students are regularly engaged in rigorous science instruction, then the students will be able to demonstrate mastery of grade level standards and 5th grade FCAT 2.0 proficiency will increase. 1a

🔍 G094423

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Students lack exposure to science curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Science specialist
- 5th grade lead science teacher attending monthly cohort meetings
- School-wide science instructional framework
- Utilizing the lab for science experiments

Plan to Monitor Progress Toward G2. 8

Progress monitoring assessments will be utilized and reviewed

Person Responsible
Dione Thomas

Schedule
Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion
Data reports

Plan to Monitor Progress Toward G2. 8

PENDA data reports will be pulled to review and monitor interventions and supports

Person Responsible
Dione Thomas

Schedule
Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion
PENDA data and assessment records

Plan to Monitor Progress Toward G2. `8`

Mid-year scrimmage data will be pulled for review

Person Responsible

Schedule

Evidence of Completion
Performance matters baseball card and assessment reports

Plan to Monitor Progress Toward G2. `8`

Achieve 3000 reports wil be pulled for review

Person Responsible

Schedule
Biweekly, from 8/28/2017 to 5/25/2018

Evidence of Completion
Achieve 3000 reports will be monitored

G3. If we build a positive school community then the school culture and climate data will increase having both student and teacher retention increase [1a]

🔍 G094424

Targets Supported [1b]

Indicator	Annual Target
District Parent Survey	4.0
Teacher attendance rate	90.0
Attendance rate	90.0

Targeted Barriers to Achieving the Goal [3]

- The community has a negative perception of the school and lack of trust

Resources Available to Help Reduce or Eliminate the Barriers [2]

- School created surveys to assess the culture and community needs

- Gallup survey data

- TNTP survey data

- Parent Survey data

Plan to Monitor Progress Toward G3. [8]

Faculty meetings conducted to assess and highlight school community celebrations

Person Responsible
Angela Bruno

Schedule

Evidence of Completion
Faculty meeting agenda

Plan to Monitor Progress Toward G3. [8]

Principal Spotlight on the weekly update "Notes from the Principal"

Person Responsible
Brandon Clayton

Schedule

Evidence of Completion
The weekly "Notes from the Principal" bulletin

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we attend common planning meetings weekly and implement DUVAL Reads, Saxon Phonics (K-2) and DUVAL MATH with fidelity, the student achievement will increase in reading and math. `1`

🔍 G094422

G1.B1 Lack of planning and collaboration with core and small group instruction `2`

🔍 B253637

G1.B1.S1 Ensuring common planning is efficient and productive `4`

🔍 S267872

Strategy Rationale

Authentic common planning is essential and relevant to teacher instructional success possessing a direct correlation that will most likely improve student performance and achievement.

Action Step 1 `5`

Teachers will attend common planning weekly with reading coach, math coach, and administration

Person Responsible

Brandon Clayton

Schedule

Quarterly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.

Action Step 2 `5`

Coaches and administration will provide professional development during common planning on: *How to effectively provide guided reading/guided instruction *Effective time management (pacing) during ELA and Math block.

Person Responsible

Megan Kozlowski

Schedule

On 5/25/2018

Evidence of Completion

Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.

Action Step 3 5

Use Duval Reads, Duval Math, and other District approved supplemental materials (Saxon Phonics, Writing for Understanding, I-Ready Reading, and Achieve 3000) with fidelity.

Person Responsible

Erika Frazier-Nembhard

Schedule

On 5/25/2018

Evidence of Completion

Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.

Action Step 4 5

Based on common planning and walkthroughs, coaches will conduct coaching cycles according to teacher needs.

Person Responsible

Erika Frazier-Nembhard

Schedule

On 5/25/2018

Evidence of Completion

Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.

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

Administration will conduct daily classroom walkthroughs.

Person Responsible

Cheryl Quarles Gaston

Schedule

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

Evidence of Completion

Administrators will use data collection form for classroom walkthroughs aligned to the 4 pillars of instruction. The form also is one method of providing feedback to teachers. Administrators will also participate in instructional grade level meetings with teachers in order to participate in lesson planning, discussion of lessons and curriculum, and provide feedback to teachers.

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

Administrators will be present in instructional grade level meetings with teachers.

Person Responsible

Cheryl Quarles Gaston

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Notes regarding questions, discussion and successes will be taken during each meeting.

G2. If students are regularly engaged in rigorous science instruction, then the students will be able to demonstrate mastery of grade level standards and 5th grade FCAT 2.0 proficiency will increase. `1`

🔍 G094423

G2.B1 Students lack exposure to science curriculum `2`

🔍 B253638

G2.B1.S1 Teachers will follow the science curriculum guide for their grade level `4`

🔍 S267873

Strategy Rationale

Having science embedded in each grade levels curriculum will allow for more exposure that will sustain throughout grade level promotion.

Action Step 1 `5`

During grade level team meetings, teachers will plan for implementation of Science Curriculum

Person Responsible

Dione Thomas

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Lesson plans

Action Step 2 `5`

Teachers will incorporate Medical Magnet curriculum on Medical Magnet Mondays.

Person Responsible

Dione Thomas

Schedule

On 5/25/2018

Evidence of Completion

Classroom walkthroughs and Lesson plans

Action Step 3 `5`

District science instructional specialist will meet periodically with teachers, specifically 5th grade, and provide professional development where needed.

Person Responsible

Dione Thomas

Schedule

Evidence of Completion

Planning agendas along with meeting minutes and lesson plans

Action Step 4 `5`

5th grade science teachers will attend 5th cohort science meetings

Person Responsible

Dione Thomas

Schedule

Evidence of Completion

Implementation of dates on school calendar and have attending 5th grade teacher provide meeting notes to inform science administrator and science teachers

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

Walkthrough feedback forms

Person Responsible

Dione Thomas

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

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

Professional development Agenda

 Person Responsible

 Dione Thomas

 Schedule

 Daily, from 8/28/2017 to 5/25/2018

 Evidence of Completion

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

Science instructional framework

 Person Responsible

 Dione Thomas

 Schedule

 On 5/25/2018

 Evidence of Completion

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

Classroom walkthroughs with the use of the feedback forms

 Person Responsible

 Brandon Clayton

 Schedule

 Quarterly, from 8/28/2017 to 5/25/2018

 Evidence of Completion

 The data feedback forms

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

Creation and implementation of professional development agendas

> **Person Responsible**
>
> Dione Thomas
>
> **Schedule**
>
> On 5/25/2018
>
> ***Evidence of Completion***
>
> Minutes taken during professional development meetings

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

Periodic lesson plan checks

> **Person Responsible**
>
> Dione Thomas
>
> **Schedule**
>
> On 5/25/2018
>
> ***Evidence of Completion***
>
> Lesson plans

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

G3. If we build a positive school community then the school culture and climate data will increase having both student and teacher retention increase [1]

🔍 G094424

G3.B1 The community has a negative perception of the school and lack of trust [2]

🔍 B253639

G3.B1.S1 Promote positive community partnerships/relationships with all stakeholders [4]

🔍 S267874

Strategy Rationale

Fostering a strong positive relationship with the community allows the school to build capacity from within while also utilizing the input of key stakeholders.

Action Step 1 [5]

Invite the community to attend quarterly community day events

Person Responsible

Brandon Clayton

Schedule

On 5/25/2018

Evidence of Completion

Attendance of community

Action Step 2 [5]

Train staff on the "5 Languages of Appreciation in the Workplace"

Person Responsible

Brandon Clayton

Schedule

On 5/25/2018

Evidence of Completion

completed professional development agenda and minutes

Action Step 3 5

Implement Project C.O.U.G.A.R. teacher retention program for new teachers within 1-2 years

Person Responsible

Schedule

Evidence of Completion

Monthly agenda with minutes and CAST observation results for new teachers

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

Attendance of community events

Person Responsible

Dione Thomas

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

The attendance log for each event will be monitored

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

Agendas for Project C.O.U.G.A.R.

Person Responsible

Brandon Clayton

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

The agendas as well as feedback collected from the meeting will be reviewed

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

Professional development agendas

Person Responsible

Brandon Clayton

Schedule

On 5/25/2018

Evidence of Completion

The agendas as well as feedback collected from the meeting will be reviewed

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

Team building activities

Person Responsible

Dione Thomas

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

There will be a survey implemented at the completion of the event to provide feedback on its effectiveness

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

Exit tickets will be utilized after events to obtain feedback

Person Responsible

Dione Thomas

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Collection of the exit tickets for review

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

Activity surveys to guauge stakeholder values

Person Responsible

Dione Thomas

Schedule

Semiannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

Collection of survey results for review

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA3 M380643	Mid-year scrimmage data will be pulled for review		No Start Date	Performance matters baseball card and assessment reports	No End Date one-time
G3.MA1 M380651	Faculty meetings conducted to assess and highlight school community celebrations	Bruno, Angela	No Start Date	Faculty meeting agenda	No End Date one-time
G3.MA2 M380652	Principal Spotlight on the weekly update "Notes from the Principal"	Clayton, Brandon	No Start Date	The weekly "Notes from the Principal" bulletin	No End Date one-time
G2.B1.S1.A3 A356452	District science instructional specialist will meet periodically with teachers, specifically 5th...	Thomas, Dione	No Start Date	Planning agendas along with meeting minutes and lesson plans	No End Date one-time
G2.B1.S1.A4 A356453	5th grade science teachers will attend 5th cohort science meetings	Thomas, Dione	No Start Date	Implementation of dates on school calendar and have attending 5th grade teacher provide meeting notes to inform science administrator and science teachers	No End Date one-time
G3.B1.S1.A3 A356456	Implement Project C.O.U.G.A.R. teacher retention program for new teachers within 1-2 years		No Start Date	Monthly agenda with minutes and CAST observation results for new teachers	No End Date one-time
G1.B1.S1.MA1 M380630	Administrators will be present in instructional grade level meetings with teachers.	Quarles Gaston, Cheryl	9/1/2015	Notes regarding questions, discussion and successes will be taken during each meeting.	6/3/2016 weekly
G2.MA1 M380641	Progress monitoring assessments will be utilized and reviewed	Thomas, Dione	8/29/2016	Data reports	5/19/2017 weekly
G1.B1.S1.MA1 M380631	Administration will conduct daily classroom walkthroughs.	Quarles Gaston, Cheryl	8/29/2016	Administrators will use data collection form for classroom walkthroughs aligned to the 4 pillars of instruction. The form also is one method of providing feedback to teachers. Administrators will also participate in instructional grade level meetings with teachers in order to participate in lesson planning, discussion of lessons and curriculum, and provide feedback to teachers.	6/2/2017 daily
G1.B1.S1.A1 A356446	Teachers will attend common planning weekly with reading coach, math coach, and administration	Clayton, Brandon	8/28/2017	Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.	5/18/2018 quarterly
G1.MA1 M380632	I-Ready mathematics and reading data will be collected, reviewed, and monitored	Frazier-Nembhard , Erika	8/28/2017	Predicted proficiency report, school reports, class, reports, student profile reports, and standards mastery data.	5/25/2018 weekly
G1.MA2 M380633	Achieve 3000 data will be collected, reviewed, and monitored	Kozlowski, Megan	8/28/2017	Increase in Lexile Levels based on weekly reports and assessments pulled from the software.	5/25/2018 weekly
G1.MA3 M380634	Running Record will be used to support and track reading goals	Kozlowski, Megan	8/28/2017	Increase in Lexile levels	5/25/2018 biweekly
G2.MA2 M380642	PENDA data reports will be pulled to review and monitor interventions and supports	Thomas, Dione	8/28/2017	PENDA data and assessment records	5/25/2018 biweekly
G2.MA4 M380644	Achieve 3000 reports wil be pulled for review		8/28/2017	Achieve 3000 reports will be monitored	5/25/2018 biweekly
G1.B1.S1.A2 A356447	Coaches and administration will provide professional development during common planning on: *How to...	Kozlowski, Megan	8/28/2017	Common planning agenda, guided reading anecdotal notes, walkthrough	5/25/2018 one-time

Duval - 1661 - Carter G. Woodson Elem. School - 2017-18 SIP

Carter G. Woodson Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				feedback forms, differentiated accountability checklist, and exit tickets.	
G1.B1.S1.A3 🔑 A356448	Use Duval Reads, Duval Math, and other District approved supplemental materials (Saxon Phonics,...	Frazier-Nembhard , Erika	8/28/2017	Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.	5/25/2018 one-time
G1.B1.S1.A4 🔑 A356449	Based on common planning and walkthroughs, coaches will conduct coaching cycles according to...	Frazier-Nembhard , Erika	8/28/2017	Common planning agenda, guided reading anecdotal notes, walkthrough feedback forms, differentiated accountability checklist, and exit tickets.	5/25/2018 one-time
G2.B1.S1.MA1 🔑 M380635	Classroom walkthroughs with the use of the feedback forms	Clayton, Brandon	8/28/2017	The data feedback forms	5/25/2018 quarterly
G2.B1.S1.MA5 🔑 M380636	Creation and implementation of professional development agendas	Thomas, Dione	8/28/2017	Minutes taken during professional development meetings	5/25/2018 one-time
G2.B1.S1.MA6 🔑 M380637	Periodic lesson plan checks	Thomas, Dione	8/28/2017	Lesson plans	5/25/2018 one-time
G2.B1.S1.MA1 🔑 M380638	Walkthrough feedback forms	Thomas, Dione	8/28/2017		5/25/2018 monthly
G2.B1.S1.MA2 🔑 M380639	Professional development Agenda	Thomas, Dione	8/28/2017		5/25/2018 daily
G2.B1.S1.MA3 🔑 M380640	Science instructional framework	Thomas, Dione	8/28/2017		5/25/2018 one-time
G2.B1.S1.A1 🔑 A356450	During grade level team meetings, teachers will plan for implementation of Science Curriculum	Thomas, Dione	8/28/2017	Lesson plans	5/25/2018 weekly
G2.B1.S1.A2 🔑 A356451	Teachers will incorporate Medical Magnet curriculum on Medical Magnet Mondays.	Thomas, Dione	8/28/2017	Classroom walkthroughs and Lesson plans	5/25/2018 one-time
G3.B1.S1.MA1 🔑 M380645	Exit tickets will be utilized after events to obtain feedback	Thomas, Dione	8/28/2017	Collection of the exit tickets for review	5/25/2018 quarterly
G3.B1.S1.MA6 🔑 M380646	Activity surveys to guauge stakeholder values	Thomas, Dione	8/28/2017	Collection of survey results for review	5/25/2018 semiannually
G3.B1.S1.MA1 🔑 M380647	Attendance of community events	Thomas, Dione	8/28/2017	The attendance log for each event will be monitored	5/25/2018 quarterly
G3.B1.S1.MA3 🔑 M380648	Agendas for Project C.O.U.G.A.R.	Clayton, Brandon	8/28/2017	The agendas as well as feedback collected from the meeting will be reviewed	5/25/2018 monthly
G3.B1.S1.MA4 🔑 M380649	Professional development agendas	Clayton, Brandon	8/28/2017	The agendas as well as feedback collected from the meeting will be reviewed	5/25/2018 one-time
G3.B1.S1.MA5 🔑 M380650	Team building activities	Thomas, Dione	8/28/2017	There will be a survey implemented at the completion of the event to provide feedback on its effectiveness	5/25/2018 monthly
G3.B1.S1.A1 🔑 A356454	Invite the community to attend quarterly community day events	Clayton, Brandon	8/25/2017	Attendance of community	5/25/2018 one-time
G3.B1.S1.A2 🔑 A356455	Train staff on the "5 Languages of Appreciation in the Workplace"	Clayton, Brandon	8/28/2017	completed professional development agenda and minutes	5/25/2018 one-time