

Orange County Public Schools

Southwood Elementary



2017-18 Schoolwide Improvement Plan

Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

<https://southwoodes.ocps.net/>

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 | No | 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 | 81% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | C | B* | B |

**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 Orange 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>.

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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 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 Southwood Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

The school learns about cultures through interaction and discussion with students and parents. Relationships are built and formed within the classroom through teacher-student interaction. Teachers work with students in whole and small group sessions. Teachers also conduct interest inventories with students. Cultures are discussed across disciplines, and students are encouraged to discuss their various backgrounds with classmates. Teachers have a whole child approach which takes into account academic and social needs, and student interests.

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

At Southwood Elementary, students have the right to learn, the responsibility to be well prepared and pay attention and do their best, the right to feel safe, the responsibility to create a safe environment by following school rules, the right to be respected and the responsibility to treat everyone with respect. These are the values we impart and act upon. These ideals are incorporated into our Student Pledge. Staff reflect these rules through their actions towards students and other adults.

The guidance counselor provides lessons in character education such as trust, respect, and responsibility. The guidance counselor also provides students with lessons on bullying prevention. When needed, small group social skills counseling is provided to promote positive interaction between students.

Students are provided equal access to programs such as the STEM club, music programs, and Art Club. Southwood also provides a Chess Club for students to increase critical thinking and tactical decision making. Southwood's after-school activities provide opportunities for students and staff to build a relationship outside the classroom.

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 have a GROWL system campus wide. GROWL stands for (good manners, respect and responsibility, on time-on task, work hard, listen to learn). The system rewards positive behavior as the standard with quarterly recognition ceremonies to appreciate those who have been following the rules. Classrooms employ GROWL procedures for students to use in reflecting on conduct and improving academic achievement. This process is employed school-wide.

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.

Our Behavior Specialist conducts social skills groups with students. Our Guidance Counselor coordinates counseling for families and students and conducts character education lessons. Our school social worker works with families to provide assistance accessing counseling and other services focused on providing home support for issues that impact students at school. Teachers teach character education lessons to their classes. Our 2017 Best Practices for Inclusive Education survey indicated a need for all special education teachers to be collaborative members of a general education team. We will focus on providing opportunities for collaborative planning schedules to accommodate increased collaboration for special education and general education teachers during the 2017-2018 school year. We will work to provide additional in-class support for our students needing additional services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

Southwood has developed an early warning system based on identifying students who are at risk in the following areas: suspension, attendance, course failure and academic proficiency. Early warning indicators are tracked and monitored by members of the leadership team. Discipline data is monitored on a monthly basis by the behavior support committee. Attendance is monitored by the registrar. When a student has reached ten days of excused and or unexcused absences, an attendance meeting is scheduled with the support team, student and the parent. Students who are not performing on grade level are monitored by teachers and the leadership team. They are placed in the proper intervention group, offered tutoring opportunities and monitored regularly.

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 | 0 | 0 | 0 | 10 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| One or more suspensions | 1 | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA or Math | 11 | 1 | 4 | 5 | 15 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 16 | 22 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

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 | 5 | 0 | 2 | 5 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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

Students who are identified by the early warning system are provided interventions in order to aid in improving their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to

improve attendance rates. Students in grades three through five who are not performing at grade level as indicated by ELA and Math state/school assessments are offered before-school and Saturday School tutoring opportunities to provide additional assistance. During the instructional day, identified students receive intensive reading intervention and data is collected to track student success. Parent meetings are held to ensure a school, parent partnership for the success of students. Students who have more than one suspension are put on an individualized behavior plan that addresses the specific concern and data is monitored. Alternatives to suspension, such as detention, are also used.

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?

No

1. PFEP Link

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

2. Description

Southwood Elementary School will encourage parental involvement by providing extra-curricular activities and academic focused nights. Southwood will host two school-wide conference nights as well as regular PTA, SAC, and PLC meetings. Our goal is to increase involvement in family activities such as spirit nights and to introduce families to academic engagement through involvement in curriculum nights.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. Through the program, the school is able to successfully hold community events and offer additional resources to parents in efforts to increase student achievement. Each year partnerships are discussed and renewed.

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 |
|------------------------|---------------------|
| Tanenbaum, Stacey | Principal |
| Creel, Debby | Other |
| Maldonado, Michelle | Instructional Coach |
| Salvia Scotchie, Wendy | Dean |
| Lampugnani, Francesca | School Counselor |

b. Duties

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

The leadership team consists of the principal, curriculum resource teacher (CRT), compliance teacher (CT), guidance counselor/staffing specialist and reading coach. Weekly leadership PLC meetings are scheduled to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. The principal oversees the total school operation. The CRT is the discipline designee. She also serves as the point of contact for all student awards and recognition. The CRT serves as the contact for all state and district assessments and is the textbook manager. In addition to monitoring the core reading program, the reading coach supports Tier II and Tier III reading interventions. She also serves as instructional coach and coordinates the tutoring program with the supervision of the principal. The CT and staffing specialist monitor errors and compliance with all ESE and ESOL plans and testing. The counselor provides character education instruction. She serves as parental involvement contact to provide additional family supports offered outside the school setting. She works in partnership with local churches, the school social worker and SEDNET.

Each team member serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making.

The leadership team works together to facilitate the MTSS process with teachers. The focus is on all students. The team assists struggling students and monitors progress through graphs and data charts. Other staff members and the school psychologist join the MTSS team as needed based on the individual needs of the student(s) and/or teacher. By involving other staff members with different areas of expertise, the MTSS team is able to improve the behavioral and academic success of our students through the analysis of student data in all subgroups. The team consistently reviews and monitors enrichment and intervention plans to determine their efficacy and adjust plans as needed. Parents are invited to attend MTSS team meetings as they are valued members of the MTSS team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Southwood Elementary teachers create common formative assessments. As part of the process, the master schedule allows teams to have common planning blocks to collaborate. As part of their PLCs, teams include the four guiding principles of a PLC. What do want students to learn? How will know that they have learned it? What will we do for the students that do not demonstrate mastery? What do we do with students that demonstrate mastery?

Lesson plans are aligned to the depth of the standards. Teachers are able to access the resources through the Instructional Management System (IMS), CPalms, and HMH Think Central. Orange County Public Schools provides schools curriculum information through IMS. Teachers and

administrators locate the course descriptions, scope and sequence, curriculum resource materials that include the standards, learning targets, scales, and other curriculum information related to specific standard and content.

Instructional staff upload final lesson plans and common assessments to the Southwood collaboration site weekly. This allows for cross grade level collaboration. Administration monitors and provides feedback.

At the beginning of the school year leadership team members meet during grade level planning time with instructors to review student data from the previous year to determine areas of student strengths/weaknesses. The data is analyzed and used to place students in groups for multi-tiered instruction. All data collected is used to determine instructional goals and guide lessons specific to student need. Ongoing progress monitoring takes place bi-weekly for Tier 2 and weekly for Tier 3 interventions.

Teachers complete assessments and graph data for students receiving Tier 2 intervention. Data is documented electronically. The MTSS team has access to the shared file. MTSS team reviews data and met with individual teachers to discuss student concerns. Any student not showing adequate progress will be brought to the MTSS leadership team for review.

Grade level teams meet twice monthly for teachers to discuss student progress and share instructional strategies that have proven to be effective for each area of need. Instructional adjustments are made according to results of progress monitoring.

Principal conducts meetings once per month with each grade level during planning for data analysis.

The implementation of core instruction includes differentiated lessons to meet the needs of all students.

Professional development opportunities support our district professional learning community and the focus on literacy. We believe the impact has a direct result on improved instructional practices as well as provides our students a better opportunity to improve their skills within the new curriculum.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------|----------------------------|
| Marie Claggett | Parent |
| Stacey Merritt | Principal |
| Joey Warga | Education Support Employee |
| Yara Williams | Business/Community |
| Jessica Soto | Parent |
| Susana Saraiva | Parent |
| Elsa Orben | Teacher |
| Megan Durrance | Parent |
| Elba Paradizo | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the May SAC meeting, the council met to review the goals achieved from last year's plan, review the new data set for 2017-2018 and work to create goals that are attainable for this school year. The available data sources from 2016-2017 were reviewed by overall grade level, subgroup, and subject. Goals for this year were set based on current trends and areas where indicators reflect there needs to be more concerted efforts.

b. Development of this school improvement plan

SAC works to review school budget, training, instructional materials, staffing and student support services. SAC will meet monthly to review data related to the mentioned areas and create plans to move initiatives forward.

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

The academic needs are discussed with SAC and determinations are made as to where resources should be allocated for the following school year. We look at current resources, and let data drive the decision making process in terms of where there appears to be reflected need. The budget is then analyzed for resources that can be allotted to fit the needs we have determined through the problem solving model.

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

The Southwood Elementary SAC allocated 7,000 for SmartBoard technology including laptops.

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.

Southwood is in

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 |
|---------------------|---------------------|
| Tanenbaum, Stacey | Principal |
| Hill, Robyn | Instructional Media |
| Maldonado, Michelle | Instructional Coach |
| Freelin, Carol | Teacher, K-12 |
| Briley, Erin | Teacher, K-12 |
| Froelich, Connie | Teacher, K-12 |

b. Duties

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

The LLT team will promote students as successful readers, growing in confidence and competence by setting goals to increase literacy achievement. They will promote school-wide literacy through activities and events such as Club 90, Battle of the Books and Literacy Night. They will serve on the Southwood team of the district professional learning community (DPLC).

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.

Teachers are grouped by grade level as well as interests to form professional learning communities. Time is dedicated each week to common planning where teachers collaborate with their team to create standards based lessons incorporating best practices. Teachers are given the opportunity to observe their peers to increase pedagogical knowledge. Additional time is provided for collaboration focused on data analysis, problem solving and instructional decisions.

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

1. Hire highly qualified teachers based on certification and degree
 2. Provide differentiated ongoing staff development
 3. Schedule regular meetings for new teachers facilitated by the instructional coaches
 4. Partner new teachers with veteran teachers
 5. Provide coaching support
 6. Facilitate collaborative planning
 7. Create professional learning communities
 8. Build capacity and provide growth opportunities for effective teachers
- The principal is ultimately responsible for this area with the support of the instructional coaches

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

The instructional coach holds monthly meetings focusing on the systems at Southwood as well as current OCPS initiatives. Each new teacher receives a mentor based on data, proven track record as a coach and content areas. This process is supervised by the instructional coaches. Mentors and mentees also participate on school committees together.

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.

Core instructional programs and materials are aligned to Florida's Standards by using only OCPS adopted materials for all instruction in the classroom. Instructional staff and administration are familiar with the new standards and are able to access them along with resource materials to support instruction from the State Department of Education web site. Ongoing professional development is provided in order to assist staff in the process of analyzing materials to ensure they meet all the requirements and align with the Florida Standards Assessment.

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.

Southwood utilizes a problem solving approach. Students' prior year data, current baseline data and current diagnostic assessment data is triangulated to identify students who are at risk, on target or in need of enrichment opportunities. This data is then used to formulate instructional plans. All students receive access to core instruction. If needed, at risk students are provided scaffolding and additional instructional support. A thirty-minute block is provided daily. During this time, at risk students receive targeted intervention to close the achievement gap, on target students receive instruction with a focus on maintaining and increasing academic strengths and the above target students receive enrichment through project based instruction. All classrooms incorporate best practices, ELL and ESE strategies. Data is reviewed and instructional plans are monitored and adjusted as needed based on data.

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: 1,500

Before school tutoring consists of teacher led small groups that are focused on specific math and reading skills. Student groupings are fluid based on bi-weekly data reviews and used to close the gaps in learning for Level 1 and 2 students as well as targeted fragile learners.

Strategy Rationale

Providing additional support in a smaller class setting allows teachers to focus on missing skills to close the achievement gap. Students who attend tutoring outside of the school day, benefit by missing no core instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maldonado, Michelle, 38953@ocps.net

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

Data is triangulated through common assessments (Core), formative assessments (Core) and bi-weekly progress monitoring (skill specific interventions).

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, Â§ 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.

Kindergarten registration information is distributed starting in April. It is also made available on our school website, district website and local media. When parents register, they are provided

kindergarten readiness information. Kindergarten teachers make individual appointments with parents and students assigned to their class to familiarize them with the classroom and the teacher prior to the start of school. Kindergarten teachers administer FLKRS within the first 30 days of the school year. Within the first two weeks of school, kindergarten is given extra support for embedding daily routines and procedures. A kindergarten parents' day is scheduled at the end of kindergarten to celebrate the students' accomplishments and give an overview of first grade.

Fifth grade students transitioning to middle school visit Southwood feeder schools. Transition information is provided and parents are given counselor contact information. The school counselors collaborate to ensure students enter with plans that maintain both academic and social success during the transition.

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.

College and career awareness is promoted within each classroom. A yearly career day is held to increase exposure to a variety of professions. Each teacher's alma mater is promoted through a door placard with the name and logo of the college. Friday is college day. Staff and students wear their favorite collegiate apparel to stress the importance of college. Fifth grade students attend a leadership academy sponsored by The University of Central Florida, where they are exposed to campus and shown what a college experience would be like.

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

Students are exposed to 21st century careers with technology by exposure to online curriculum provided by HMH Think Central. Technology is integrated in the classroom through use of Doceri to create overhead projection that mimics smart board technology. Fourth grade students use blogs and message boards to reflect and communicate about assignments.

Students are offered the opportunity to earn career and professional education digital tool (CAPE) certificates. Certificates are focused on the following areas: word processing, spreadsheets, sound, motion, color presentations, and cyber security and coding. The digital tool certificates will be aligned with core courses in grade levels 3-5 to support digital skills needed by students for digital learning and to support interest in Career and Technical Education (CTE).

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

We discuss careers during career day presentations. We invite industry professionals to campus to discuss career areas and provided insight into future careers for our students. STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations.

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.

The strategies implemented at Southwood for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. We work in a consortium with the middle and high schools to discuss areas of scaffolding needed for readiness at the next level. Beginning of the year diagnostic assessments will be used to identify deficiencies. Teachers will form fluid and strategic intervention

groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career.

In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication.

Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for students in second through fifth grade earning A and B letter grades. The Sunshine State Reader event features a ceremony, dinner, and virtual author chats for students who read all of the Sunshine State books and earn high scores on the Accelerated Reader assessment for each book motivating students to set independent reading goals. The Bridging Ceremony recognizes students' accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Southwood Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on standards based instruction. (Accelerate Student Performance, Invest in Human Capital)

- G2.** Student achievement will increase as a result of Southwood Elementary's participation in the District Professional Learning Community process. (Accelerate Student Performance, Invest in Human Capital)

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. Southwood Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on standards based instruction. (Accelerate Student Performance, Invest in Human Capital) 1a

G095083

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ELA/Reading Gains | 65.0 |
| Math Gains | 73.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| Math Lowest 25% Gains | 55.0 |
| FSA ELA Achievement | 60.0 |
| Statewide Science Assessment Achievement | 55.0 |
| FSA Mathematics Achievement | 71.0 |

Targeted Barriers to Achieving the Goal 3

- Instructional staff lack consistency assigning standards-aligned tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School and district coaches, administration, teacher leaders, deconstructed standards and test item specifications, IMS curriculum resources, OCPs scope and sequence, district and school professional development, Southwood data collection system

Plan to Monitor Progress Toward G1. 8

Administration, instructional coaches and teacher leaders will collect and review common assessment data, lesson plans and observation data during the school year.

Person Responsible

Stacey Tanenbaum

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Administration, instructional coaches and teacher leaders will collect and review district and common assessment data for student mastery of the standards (80%), lesson plans will be collected and reviewed for appropriate lesson sequence and rigor, and observation data will be reviewed to monitor the execution of lessons.

G2. Student achievement will increase as a result of Southwood Elementary's participation in the District Professional Learning Community process. (Accelerate Student Performance, Invest in Human Capital) 1a

G095084

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| ELA/Reading Gains | 65.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| FSA ELA Achievement | 60.0 |
| FSA Mathematics Achievement | 71.0 |
| Math Gains | 73.0 |
| Math Lowest 25% Gains | 55.0 |
| Statewide Science Assessment Achievement | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Grade level teams lack consistency in practice in the area of reading instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School and district coaches, administration, teacher leaders, deconstructed standards and test item specifications, IMS curriculum resources, OCPS scope and sequence, district and school professional development, Southwood data collection system

Plan to Monitor Progress Toward G2. 8

Monitoring lesson plans, analyze observation and student data

Person Responsible

Michelle Maldonado

Schedule

Monthly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Lesson plans and/or DPLC planning notes indicating the application of powerful practices, observation and student data indicating increased teacher proficiency and student achievement; DPLC team notes from monthly meetings indicating adjustments to the coaching cycle have been made based on data.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Southwood Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on standards based instruction. (Accelerate Student Performance, Invest in Human Capital) 1

G095083

G1.B4 Instructional staff lack consistency assigning standards-aligned tasks. 2

B255913

G1.B4.S1 Administration, coaches and instructional leaders will facilitate collaborative planning. 4

S270479

Strategy Rationale

Facilitation provides additional support, promotes participation and builds teacher capacity.

Action Step 1 5

The principal will create a collaborative planning schedule.

Person Responsible

Stacey Tanenbaum

Schedule

On 8/7/2017

Evidence of Completion

Finalized collaborative planning schedule

Action Step 2 5

Instructional coaches and teacher leaders will provide professional development to support collaborative planning and standards based planning and instruction.

Person Responsible

Michelle Trainor

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Agendas, handouts, sign-in sheets

Action Step 3 5

Grade level teams will collaborate with administration and/or coaches to develop evidence based scales, common assessments and rigorous lessons.

Person Responsible

Michelle Maldonado

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Evidence based goals and scales, common assessments, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Instructional coaches and teacher leaders will review lesson plans, common assessments and goals and scales.

Person Responsible

Michelle Maldonado

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

The lesson plans, common assessments and goals and scales will be housed in team drives and monitored in order to ensure the collaboration schedule was followed and lessons, goals and scales and common assessments based on the rigor of the standard were developed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration, instructional coaches and teacher leaders will conducted teacher observations to monitor the execution of the lessons.

Person Responsible

Stacey Tanenbaum

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Lesson plans will be reviewed and observation data will be collected and analyzed for use of high yield strategies, proper sequence of instruction and rigorous activities correlating to the created lesson plan.

G2. Student achievement will increase as a result of Southwood Elementary's participation in the District Professional Learning Community process. (Accelerate Student Performance, Invest in Human Capital) 1

G095084

G2.B3 Grade level teams lack consistency in practice in the area of reading instruction. 2

B255916

G2.B3.S2 District Professional Learning Community school-based members will provide ongoing support of application and execution of powerful practices through the DPLC cycle. 4

S270485

Strategy Rationale

With instructional leaders, coaches and administration helping teachers implement powerful practices, teachers are more likely to collaborate and try new things that are not in their repertoire of instructional delivery.

Action Step 1 5

The principal will select members for the District Professional Learning Community (DPLC) school-based team.

Person Responsible

Stacey Tanenbaum

Schedule

On 8/7/2017

Evidence of Completion

District Professional Learning Community school-based members

Action Step 2 5

District Professional Learning Community school-based members will provide professional development on selection of appropriate, content specific texts, assigning standards aligned tasks and close reading strategies and tools.

Person Responsible

Michelle Trainor

Schedule

Every 2 Months, from 9/12/2017 to 5/31/2018

Evidence of Completion

Agenda, handouts, sign-in sheet

Action Step 3 5

District Professional Learning Community school-based members will provide coaching and descriptive feedback on the implementation of the reading strategies relevant to planning and executing lessons.

Person Responsible

Stacey Tanenbaum

Schedule

Monthly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Observation reports, coaching schedule, observation schedule

Action Step 4 5

The District Professional Learning Community school-based members will meet with grade level teams to determine the effectiveness of the implementation of the reading strategies and identify team needs.

Person Responsible

Michelle Trainor

Schedule

Every 2 Months, from 9/12/2017 to 5/31/2018

Evidence of Completion

PLC notes, action plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

The principal will monitor the professional development calendar and contents of the trainings.

Person Responsible

Stacey Tanenbaum

Schedule

Quarterly, from 9/12/2017 to 5/31/2018

Evidence of Completion

The professional development calendar indicating when the training was provided and the agenda, handouts and sign-in sheet indicating content.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Monitoring DPLC notes regarding strategic coaching, observation feedback and DPLC planning notes regarding descriptive feedback on the implementation of the powerful practices relevant to planning and executing lessons.

Person Responsible

Michelle Trainor

Schedule

Monthly, from 9/12/2017 to 5/31/2018

Evidence of Completion

The DPLC planning notes indicating the application of powerful practices within the lessons, observation calendar, observation feedback and DPLC team notes focused on the coaching cycle

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 | | | | | |
| G1.B4.S1.A1 A362179 | The principal will create a collaborative planning schedule. | Tanenbaum, Stacey | 8/7/2017 | Finalized collaborative planning schedule | 8/7/2017 one-time |
| G2.B3.S2.A1 A362185 | The principal will select members for the District Professional Learning Community (DPLC)... | Tanenbaum, Stacey | 8/7/2017 | District Professional Learning Community school-based members | 8/7/2017 one-time |
| G1.MA1 M387015 | Administration, instructional coaches and teacher leaders will collect and review common assessment... | Tanenbaum, Stacey | 9/11/2017 | Administration, instructional coaches and teacher leaders will collect and review district and common assessment data for student mastery of the standards (80%), lesson plans will be collected and reviewed for appropriate lesson sequence and rigor, and observation data will be reviewed to monitor the execution of lessons. | 5/31/2018 monthly |
| G2.MA1 M387023 | Monitoring lesson plans, analyze observation and student data | Maldonado, Michelle | 9/12/2017 | Lesson plans and/or DPLC planning notes indicating the application of powerful practices, observation and student data indicating increased teacher proficiency and student achievement; DPLC team notes from monthly meetings indicating adjustments to the coaching cycle have been made based on data. | 5/31/2018 monthly |
| G1.B4.S1.MA1 M387013 | Administration, instructional coaches and teacher leaders will conducted teacher observations to... | Tanenbaum, Stacey | 8/28/2017 | Lesson plans will be reviewed and observation data will be collected and analyzed for use of high yield strategies, proper sequence of instruction and rigorous activities correlating to the created lesson plan. | 5/31/2018 monthly |
| G1.B4.S1.MA1 M387014 | Instructional coaches and teacher leaders will review lesson plans, common assessments and goals... | Maldonado, Michelle | 8/7/2017 | The lesson plans, common assessments and goals and scales will be housed in team drives and monitored in order to ensure the collaboration schedule was followed and lessons, goals and scales and common assessments based on the rigor of the standard were developed. | 5/31/2018 monthly |
| G1.B4.S1.A2 A362180 | Instructional coaches and teacher leaders will provide professional development to support... | Trainor, Michelle | 8/7/2017 | Agendas, handouts, sign-in sheets | 5/31/2018 monthly |
| G1.B4.S1.A3 A362181 | Grade level teams will collaborate with administration and/or coaches to develop evidence based... | Maldonado, Michelle | 8/7/2017 | Evidence based goals and scales, common assessments, lesson plans | 5/31/2018 weekly |
| G2.B3.S2.MA1 M387021 | Monitoring DPLC notes regarding strategic coaching, observation feedback and DPLC planning notes... | Trainor, Michelle | 9/12/2017 | The DPLC planning notes indicating the application of powerful practices within the lessons, observation calendar, observation feedback and DPLC team notes focused on the coaching cycle | 5/31/2018 monthly |
| G2.B3.S2.MA1 M387022 | The principal will monitor the professional development calendar and contents of the trainings. | Tanenbaum, Stacey | 9/12/2017 | The professional development calendar indicating when the training was provided and the agenda, handouts and sign-in sheet indicating content. | 5/31/2018 quarterly |
| G2.B3.S2.A2 A362186 | District Professional Learning Community school-based members | Trainor, Michelle | 9/12/2017 | Agenda, handouts, sign-in sheet | 5/31/2018 every-2-months |

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Southwood Elementary

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|------------------------|--|-------------------|-------------------------------|--|-----------------------------|
| | will provide professional development... | | | | |
| G2.B3.S2.A3 A362187 | District Professional Learning Community school-based members will provide coaching and descriptive... | Tanenbaum, Stacey | 9/12/2017 | Observation reports, coaching schedule, observation schedule | 5/31/2018 monthly |
| G2.B3.S2.A4 A362188 | The District Professional Learning Community school-based members will meet with grade level teams... | Trainor, Michelle | 9/12/2017 | PLC notes, action plans | 5/31/2018 every-2-months |

V. Professional Development Opportunities

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

G1. Southwood Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on standards based instruction. (Accelerate Student Performance, Invest in Human Capital)

G1.B4 Instructional staff lack consistency assigning standards-aligned tasks.

G1.B4.S1 Administration, coaches and instructional leaders will facilitate collaborative planning.

PD Opportunity 1

Instructional coaches and teacher leaders will provide professional development to support collaborative planning and standards based planning and instruction.

Facilitator

Administration, site-based and district coaches

Participants

Southwood teachers, administrators, instructional leaders

Schedule

Monthly, from 8/7/2017 to 5/31/2018

PD Opportunity 2

Grade level teams will collaborate with administration and/or coaches to develop evidence based scales, common assessments and rigorous lessons.

Facilitator

Administration and/or coaches

Participants

Southwood teachers

Schedule

Weekly, from 8/7/2017 to 5/31/2018

G2. Student achievement will increase as a result of Southwood Elementary's participation in the District Professional Learning Community process. (Accelerate Student Performance, Invest in Human Capital)

G2.B3 Grade level teams lack consistency in practice in the area of reading instruction.

G2.B3.S2 District Professional Learning Community school-based members will provide ongoing support of application and execution of powerful practices through the DPLC cycle.

PD Opportunity 1

District Professional Learning Community school-based members will provide professional development on selection of appropriate, content specific texts, assigning standards aligned tasks and close reading strategies and tools.

Facilitator

school-based DPLC team

Participants

Southwood teachers and instructional leaders

Schedule

Every 2 Months, from 9/12/2017 to 5/31/2018

PD Opportunity 2

District Professional Learning Community school-based members will provide coaching and descriptive feedback on the implementation of the reading strategies relevant to planning and executing lessons.

Facilitator

Administration, site-based and district coaches, DPLC members

Participants

Southwood teachers and instructional leaders

Schedule

Monthly, from 9/12/2017 to 5/31/2018

PD Opportunity 3

The District Professional Learning Community school-based members will meet with grade level teams to determine the effectiveness of the implementation of the reading strategies and identify team needs.

Facilitator

Administration, site-based and district coaches, DPLC members

Participants

Southwood teachers, administrator and instructional leaders

Schedule

Every 2 Months, from 9/12/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. Southwood Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on standards based instruction. (Accelerate Student Performance, Invest in Human Capital)

G1.B4 Instructional staff lack consistency assigning standards-aligned tasks.

G1.B4.S1 Administration, coaches and instructional leaders will facilitate collaborative planning.

TA Opportunity 1

The principal will create a collaborative planning schedule.

Facilitator

Stacey Merritt

Participants

Southwood teachers, administrators, instructional leaders

Schedule

On 8/7/2017

VII. Budget

| | | | | | | |
|--|--------------------|--|-----------------------------|-----------------|-----|--------------------|
| 1 | G1.B4.S1.A1 | The principal will create a collaborative planning schedule. | | | | \$0.00 |
| 2 | G1.B4.S1.A2 | Instructional coaches and teacher leaders will provide professional development to support collaborative planning and standards based planning and instruction. | | | | \$45,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1341 - Southwood Elementary | | | \$0.00 |
| | | 130-Other Certified Instructional Personnel | 1341 - Southwood Elementary | Title I, Part A | | \$45,000.00 |
| <i>Notes: coaching support, materials</i> | | | | | | |
| 3 | G1.B4.S1.A3 | Grade level teams will collaborate with administration and/or coaches to develop evidence based scales, common assessments and rigorous lessons. | | | | \$6,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 140-Substitute Teachers | 1341 - Southwood Elementary | Title I, Part A | | \$6,000.00 |
| <i>Notes: subs for common planning, coaching support</i> | | | | | | |

| | | | | | | |
|---|-------------|--|---|----------------|---------------|--------------------|
| 4 | G2.B3.S2.A1 | The principal will select members for the District Professional Learning Community (DPLC) school-based team. | | | | \$0.00 |
| 5 | G2.B3.S2.A2 | District Professional Learning Community school-based members will provide professional development on selection of appropriate, content specific texts, assigning standards aligned tasks and close reading strategies and tools. | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | 100-Salaries | 1341 - Southwood Elementary | General Fund | | \$5,000.00 |
| | | | <i>Notes: coaching and administrative professional development on instructional framework</i> | | | |
| 6 | G2.B3.S2.A3 | District Professional Learning Community school-based members will provide coaching and descriptive feedback on the implementation of the reading strategies relevant to planning and executing lessons. | | | | \$0.00 |
| 7 | G2.B3.S2.A4 | The District Professional Learning Community school-based members will meet with grade level teams to determine the effectiveness of the implementation of the reading strategies and identify team needs. | | | | \$0.00 |
| | | | | | Total: | \$56,000.00 |