

Forsyth Woods Elementary

6651 CURTIS ST, Orlando, FL 32807

<https://forsythwoods.es.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	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	95%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 Forsyth Woods 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.

Forsyth Woods Elementary supports the district mission to lead our students to success with the support and involvement of families and the community. There are five district goals that support the achievement of this mission:

1. Intense focus on student achievement
2. High-performing and dedicated team
3. Safe learning and working environment
4. Efficient operations
5. Sustained community engagement

b. Provide the school's vision statement.

Forsyth Woods Elementary supports the district vision 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.

Forsyth Woods is a bilingual center, with approximately 50% of our students who are English Language Learners. We are also a title one school with over 95% of our students qualifying for free or reduced lunch. Our staff works hard to make our families feel welcome and to build relationships. We host multiple events throughout the year to encourage parent involvement. Our teachers provide opportunities for parents to come and learn how to help their students with reading and math. All teachers are ESOL endorsed or working toward that endorsement and use strategies to make instruction comprehensible for all students. The Best Practices for Inclusive Education (BPIE) assessment has also been used to identify strengths and areas of improvement and impacts the multi-tiered system of support (MTSS) to allow for better scaffolding of learning. We contracted with YMCA to provide structured before and after school activities for our students. We also offer many club and tutoring opportunities after school such as art science and math clubs, chorus, dance, strings and academic tutoring. We provide transportation for students who participate in tutoring to encourage more students to attend.

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

Forsyth Woods has high behavioral expectations for students. We have a school wide system of discipline that focuses on character education and pride in the school and community. All students are aware of adults that they can contact if they feel they need help. Our discipline system is structured, providing students with guidance and direction in all activities and in all areas of the school. Our staff also focuses on modeling respect for each other, parents and students.

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.

Our school wide behavioral system is centered on five guidelines for success. These guidelines are posted in every classroom and common area. Teachers introduce, practice and reinforce these guidelines beginning the first day of school. Our common call for attention also stems from these guidelines. We ask students to "Give me five" and raise their hands when we call for their attention. Students have clear behavioral expectations for hallway and common area protocol as well. Adults are stationed throughout the school during arrival and dismissal to reinforce these expectations. Our school wide behavioral system directly impacts our overall success.

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.

Forsyth Woods partners with several outside agencies to provide our students with counseling services. These providers come to the school and provide services to students. We also have a resource teacher and a guidance counselor who work specifically with students who need additional behavior and or emotional support. They strive to build relationships with students and reach the root cause of their behavioral or social issues. BPIE – Best Practices for Inclusive Education – is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

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.

All teachers meet on a regular basis to discuss student data, which includes all of the early warning indicators included in this section. As concerns arise with students, interventions and additional support are put into place. Subsequent progress monitoring meetings monitor the effect of these interventions and support, and changes are made based upon student progress. In addition to these progress monitoring meetings, teachers have MTSS meetings where data is collected weekly for students in serious need. Teachers keep data binders which includes individual student accommodations and performance data, and use common formative assessments to frequently check student progress and differentiate instruction to meet their needs.

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	22	24	25	21	16	29	0	0	0	0	0	0	0	137
One or more suspensions	2	3	5	2	3	1	0	0	0	0	0	0	0	16
Course failure in ELA or Math	6	23	1	10	5	3	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	37	33	43	0	0	0	0	0	0	0	113

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	4	6	2	10	10	19	0	0	0	0	0	0	0	51

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

Forsyth Woods provides daily intervention instruction for students with academic needs. All students who demonstrate a significant deficiency are provided with intensive intervention in reading, which includes small group and computer based instruction. We also have a truancy intervention plan in place, which begins with notification of absences and includes truancy meetings with parents, the school social worker and guidance counselor. Finally, suspensions are monitored closely and additional behavior and academic support is provided to those students. After school tutoring is also offered, which includes transportation to students with academic needs.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428669>.

2. Description

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

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

Forsyth Woods uses the ADDitions Volunteer program and Partners in Education to encourage support from parents and the community. Through these programs we seek to establish partnerships with individuals and organizations to support our teachers and students by providing volunteer hours and services.

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
Leslie, James	Principal
Lluvera, Nikishia	Assistant Principal
Drummond, Sarah	Administrative Support
Phillips, Paula	Administrative Support
Rivera, Betty	Administrative Support

b. Duties

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

One member of the leadership team is assigned to coordinate the MTSS process and schedule all required meetings regarding individual students. One member is assigned to work specifically with our students needing the most intensive support. Our coaches work directly with teachers to assist with the implementation of standards based instruction. The remaining members are assigned to meet with teachers regularly to progress monitor student data and make instructional recommendations. Our leadership team meets regularly to review all grade levels and departments. Our leadership team also attends and participates in Professional Learning Community meetings for all grade levels. We strive to target areas and individuals that need attention and assistance, as well as create and provide professional development to support teachers' professional areas of need.

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.

Students are given initial assessments at the beginning of the year. The data from these assessments is analyzed and students' needs are determined regarding performance on the Florida Standards in the intermediate grades and the five areas of reading in the primary grades (Phonics, Phonemic Awareness, Comprehension, Vocabulary, Fluency). Once student needs are determined, interventions are planned for students and are provided on a daily basis. Teachers meet regularly with the leadership team to review progress monitoring data as described below.

Title One funds will be used to provide additional staff and materials/training to support our most at-risk students. The funds will also be used to provide opportunities for our teachers to engage in small group or individually administered assessments. These assessments will provide more reliable and targeted data on our students that will direct interventions and additional instruction. Finally, these funds will be used to provide after school learning opportunities for our most at-risk students. These funds will be also be used to provide opportunities for grade levels/teams to plan instruction based upon the Florida Standards. These opportunities will allow teachers to work together in Professional Learning Communities as they analyze standards and create learning tasks that align to the expected rigor of the standard.

District Title III funds were provided to purchase an additional bilingual paraprofessional to support our ELL students.

Supplemental Academic Instruction funds were used to provide an instructional position to work with our most struggling readers individually and in small groups. This instruction is in addition to the core instruction they receive in the classroom.

Forsyth Woods participates in Universal Breakfast and Lunch programs, where all students are provided breakfast and lunch free of charge.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
James Leslie	Principal
David Lawrence	Teacher
Karen Paul	Teacher
Ruth Hernandez	Parent
Jose Sanchez	Parent
Mercela Sanchez	Parent
Magaly Fountain	Parent
Dimitris Guerrier	Parent
Eric Watley	Parent
Jennifer Gillet	Teacher
Nichole Dubon	Teacher

b. Duties

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

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

The current SAC reviewed last year's plan and made recommendations for revisions. The committee reviewed student performance data from last year, as well as survey results from all stakeholder groups and determined the plan's effectiveness and areas that needed to be changed/ revised.

b. Development of this school improvement plan

SAC met at the beginning of the 2016-2017 school year to review the progress we made on our previous goals and to provide input on improvement goals for 2016-2017.

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

SAC reviewed the funds allocated for school improvement and made recommendations for the use of those funds based upon student performance data and survey results.

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

Forsyth Woods was allocated \$7756.91 for the 2015 - 2016 school year. All School Improvement Funds were used to purchase additional research-based instructional materials to help our students meet the goals that were set.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Leslie, James	Principal
Drummond, Sarah	Administrative Support
Phillips, Paula	Administrative Support
Rivera, Betty	Administrative Support
Lluvera, Nikishia	Assistant Principal

b. Duties

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

Our focus this year will be to ensure that our teachers have the training and the resources needed to provide standards based instruction to every student, which will prepare them for success on the Florida Standards Assessment. As we visit classrooms and meet with teachers, we will focus on the task that students are asked to complete. We will assist teachers in making sure that the task aligns with the expectation of the standard. We will also focus on closing the achievement gap and increasing learning gains for our lowest and highest quartile.

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.

Our teachers focus on collaborative planning. Each team has weekly PLC meetings where they work together to create a common understanding of the standards, what that standard will look like for their students and how they will assess student mastery of the standard. They also focus on the instructional task and ensure it is aligned with the expectation of the standard. In grades that are departmentalized, teachers participate in PLC meetings with their content area and with their grade level. All grade levels participate in monthly PLC's with the Exceptional Education teachers that services their students to ensure collaboration between the Exceptional Education teacher and the Homeroom teacher.

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

The school uses the district employment website to screen prospective candidates. In order to be considered, all candidates must be highly qualified. Once hired, the school uses its coaches, administrators and other support staff to ensure that teachers receive the appropriate professional development and support to become effective teachers. To promote retention and job satisfaction, new staff meet periodically with administrators and other support staff to ensure they feel successful and to provide support whenever needed.

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

Each beginning teacher is provided with a mentor. Each mentor has successfully completed district provided training on mentoring and has a proven record of success in his/her classroom. Mentors are then paired with mentees, whenever possible, in the same grade level or academic area in order to provide the most support. Mentors and mentees meet regularly to plan, review questions/concerns and to ensure that the mentee is feeling successful, supported and is demonstrating success. Mentors immediately share concerns with administrators so that additional support from coaches and administrators can be provided.

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.

Forsyth Woods uses the Florida Standards as our curriculum. The instructional resources that are used are research based and support the Florida Standards. Orange County Public Schools also provides the Instructional Management System (IMS) instructional tool for teachers, which includes a scope and sequence, deconstructed standards, measurement topic plans and many additional resources that teachers can use to support their instruction.

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.

Forsyth Woods uses progress monitoring data as well as computer based intervention data to determine students' areas of deficiency. Teachers meet monthly to review current data and monitor progress. This data drives teachers' small group instruction for reading and math. It also drives the independent work they give students in work stations. Teachers provide daily intervention to students and the focus of the intervention time is based upon students' areas of academic need. Finally, students have the opportunity to participate in tutoring after school and on Saturdays. The focus of tutoring instruction is also based upon students' needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

Students are provided after school tutoring in Reading 60 minutes per day, two days per week, for 18 weeks.

Strategy Rationale

Tutors use data from iReady and standards based assessments. This data determines the tutors' target for instruction with students after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Leslie, James, james.leslie@ocps.net

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

Students are given pre, mid and post assessments to assess their progress and the success of the materials used.

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.

Incoming students are provided an orientation with their assigned teachers prior to school starting in order to familiarize students and families with the school, the academic and behavioral expectations as well as the procedures.

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.

We are an AVID school that participates in college awareness activities such as college spirit days, and college banners are displayed throughout the campus, etc. We will also begin to implement Project Lead the Way this year in our primary grades.

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

At this time, there are no technical certifications offered to students. This year we will be discussing the possibility of certifications in the areas of word processing, spreadsheets and presentations.

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

Activities such as Teach In and the implementation of AVID provides students the opportunity to be exposed to career and technical information. This year we will also begin implementation of Project Lead the Way in the primary grades.

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.

Tutoring is provided to students who are not demonstrating proficiency with grade level standards, which is an indicator for the High School Feedback Report.

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.** To increase the ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

- G2.** To increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps)

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. To increase the ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1a

G095316

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	44.0

Targeted Barriers to Achieving the Goal 3

- Students' performance task alignment with the level of rigor expected by the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Management System - the district supported platform for planning and delivering standards based instruction
- iReady - a computer based reading and math program for targeted intervention
- Ready Florida LAFS and MAFS - the printed material to support iReady, to be used with differentiated, small group instruction
- Select staff will participate in the District Professional Learning Community initiative to provide support for team planning and analyzing of data.
- Coaches and Resource Personnel - will provide additional small group instruction for targeted students
- PSELL Science Curriculum and Assessments - to provide standards based science instruction for all 5th grade students
- The Common Core Companion: The Standards Decoded and Booster Lessons will be provided to all teachers

Plan to Monitor Progress Toward G1. 8

Data from iReady and standards based assessments will be collected and monitored for student growth and progress toward achievement of the goal.

Person Responsible

James Leslie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iReady reports will be generated and data from standards based assessments will be compiled at the class level and for the grade level.

G2. To increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps) 1a

G095317

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	58.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Teachers' understanding of differentiating instruction for the ELL and SWD needs of individual students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Management System - the district platform for planning, providing standards based instruction and student tasks that align to the rigor expected by the standards, including the new CRM's for 2017 - 2018.
- iReady - a computer based reading and math program for targeted intervention
- Ready Florida LAFS and MAFS - the printed material that supports iReady, to be used with differentiated small group instruction
- District Professional Learning Community initiative.
- The Common Core Companion: The Standards Decoded and Booster Lessons will be provided to all teachers

Plan to Monitor Progress Toward G2. 8

Leadership team members will participate in Professional Learning Community meetings. Teacher use of iReady will be monitored through classroom observations and data reports generated monthly. Student assessment data will be collected and analyzed throughout the year. Teachers will discuss the progress of their lowest 25% at regular progress monitoring meetings.

Person Responsible

James Leslie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional Learning Community Minutes, Progress Monitoring Calendar, iReady Data Reports, Student Assessment 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. To increase the ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1

G095316

G1.B3 Students' performance task alignment with the level of rigor expected by the standard. 2

B256600

G1.B3.S1 Each team will have a representative to participate in the District Professional Learning Community initiative. 4

S271372

Strategy Rationale

Team representatives will participate in district professional development, then return and lead their teams at the school site to support the improvement of teaching and learning.

Action Step 1 5

Select team representatives to attend the DPLC trainings throughout the school year.

Person Responsible

James Leslie

Schedule

On 6/1/2018

Evidence of Completion

Team members attendance will be recorded for all sessions through sign-in sheets, etc.

Action Step 2 5

Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper understanding of effective planning and instructional practices to improve student achievement.

Person Responsible

James Leslie

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC notes will be recorded and uploaded to the school SharePoint site.

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

Administrators and leadership team members will attend team PLC meetings and providing support as needed.

Person Responsible

James Leslie

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teams will record meeting minutes and upload to the school SharePoint folder.

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

Progress monitoring data will be reviewed monthly for evidence of student growth.

Person Responsible

Nikishia Lluvera

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

I-Ready student reports will be generated monthly and student growth will be tracked.

G1.B3.S4 All students will receive daily intervention through the utilization of iReady. 4

S271375

Strategy Rationale

Reliable and consistent data is provided in order for teachers to create small groups and provide differentiated instruction to target students at, above and below grade level.

Action Step 1 5

Professional development for all instructional staff will be scheduled at the beginning of the school year.

Person Responsible

James Leslie

Schedule

On 9/11/2017

Evidence of Completion

All participants will sign in, verifying attendance at the training.

Action Step 2 5

Subsequent professional development sessions will be scheduled for all instructional staff to assist with analyzing the data from iReady and utilizing the instructional resources available through the program.

Person Responsible

James Leslie

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

All participants will sign in, verifying attendance, and will produce lesson plans that include small group instruction based upon the data analysis from iReady.

Action Step 3 5

All classroom teachers will allocate instructional time for students to take the Diagnostic Assessment for iReady and then provide opportunities daily for students to use the program. Targeted students should be able to use the program for a minimum of 45 minutes per week.

Person Responsible

James Leslie

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Reports of student usage will be generated from iReady to monitor the progress toward completion of this step.

Action Step 4 5

Classroom teachers will analyze student data from iReady and will use this data to provide targeted intervention for all students to increase overall student achievement.

Person Responsible

James Leslie

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student progress monitoring meetings will be held monthly and teachers will produce student data from iReady and discuss the targeted instruction/intervention they have provided that supports students' needs.

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Usage of the iReady program and the delivery of standards based instruction/intervention will be monitored through classroom observations, progress monitoring meetings and the review of lesson plans.

Person Responsible

James Leslie

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student usage and data reports will be collected from iReady, and lesson plans will be uploaded to Share Point.

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

An assessment calendar will be used to provide specific assessments aligned to the standards, that will monitor student growth toward the achievement of the standards.

Person Responsible

James Leslie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

The assessment/focus calendar will be developed and results of the assessments will be discussed at progress monitoring meetings.

G2. To increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps) 1

G095317

G2.B2 Teachers' understanding of differentiating instruction for the ELL and SWD needs of individual students. 2

B256602

G2.B2.S3 Each team will have a representative to participate in the DPLC initiative. 4

S271380

Strategy Rationale

Team representatives will participate in district professional development, then return and lead their teams at the school site to support the improvement of teaching and learning.

Action Step 1 5

Select team representatives to attend the DPLC trainings throughout the school year.

Person Responsible

James Leslie

Schedule

On 6/1/2018

Evidence of Completion

Team members attendance will be recorded for all sessions through sign-in sheets, etc.

Action Step 2 5

Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper understanding of effective planning and instructional practices to improve student achievement.

Person Responsible

James Leslie

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC notes will be recorded and uploaded to the school SharePoint site.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Administrators and leadership team members will attend team PLC meetings and providing support as needed.

Person Responsible

James Leslie

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Teams will record meeting minutes and upload to the school SharePoint folder.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Progress monitoring data will be reviewed monthly for evidence of student growth.

Person Responsible

Nikishia Lluvera

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

I-Ready student reports will be generated monthly and student growth will be tracked.

G2.B2.S4 Teachers will use the data and instructional resources from iReady to provide targeted intervention to the lowest 25% of our students. 4

S271381

Strategy Rationale

Reliable and consistent data will enable teachers to provide more targeted and strategic intervention that will demonstrate more learning gains with our lowest 25%.

Action Step 1 5

Professional development for all instructional staff will be scheduled at the beginning of the school year.

Person Responsible

James Leslie

Schedule

On 9/11/2017

Evidence of Completion

All participants will sign in, verifying attendance at the training.

Action Step 2 5

Subsequent professional development sessions will be scheduled for all instructional staff to assist with analyzing the data from iReady and utilizing the instructional resources available through the program.

Person Responsible

James Leslie

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

Evidence of Completion

All participants will sign in, verifying attendance, and will produce lesson plans that include small group instruction based upon the data analysis from iReady.

Action Step 3 5

All classroom teachers will allocate instructional time for students to take the Diagnostic Assessment for iReady and then provide opportunities daily for students to use the program. Targeted students should be able to use the program for a minimum of 45 minutes per week.

Person Responsible

James Leslie

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Reports of student usage will be generated from iReady to monitor the progress toward completion of this step.

Action Step 4 5

Classroom teachers will analyze student data from iReady and will use this data to provide targeted intervention for the lowest 25% to increase overall student achievement.

Person Responsible

James Leslie

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student progress monitoring meetings will be held monthly and teachers will produce student data from iReady and discuss the targeted instruction/intervention they have provided that supports students' needs.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Usage of the iReady program and the delivery of standards based instruction/intervention will be monitored through classroom observations, progress monitoring meetings and the review of lesson plans.

Person Responsible

James Leslie

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student usage and data reports will be collected from iReady, and lesson plans will be uploaded to Share Point.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

An assessment calendar will be used to provide specific assessments aligned to the standards, that will monitor student growth toward the achievement of the standards.

Person Responsible

James Leslie

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

The assessment/focus calendar will be developed and results of the assessments will be discussed at progress monitoring meetings.

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.B3.S4.A1 A363807	Professional development for all instructional staff will be scheduled at the beginning of the...	Leslie, James	9/11/2017	All participants will sign in, verifying attendance at the training.	9/11/2017 one-time
G2.B2.S4.A1 A363818	Professional development for all instructional staff will be scheduled at the beginning of the...	Leslie, James	9/11/2017	All participants will sign in, verifying attendance at the training.	9/11/2017 one-time
G1.MA1 M388893	Data from iReady and standards based assessments will be collected and monitored for student growth...	Leslie, James	8/14/2017	iReady reports will be generated and data from standards based assessments will be compiled at the class level and for the grade level.	5/30/2018 monthly
G2.MA1 M388904	Leadership team members will participate in Professional Learning Community meetings. Teacher use...	Leslie, James	8/14/2017	Professional Learning Community Minutes, Progress Monitoring Calendar, iReady Data Reports, Student Assessment Data	5/30/2018 monthly
G1.B3.S1.MA1 M388889	Progress monitoring data will be reviewed monthly for evidence of student growth.	Lluvera, Nikishia	8/14/2017	I-Ready student reports will be generated monthly and student growth will be tracked.	5/30/2018 monthly
G1.B3.S1.MA1 M388890	Administrators and leadership team members will attend team PLC meetings and providing support as...	Leslie, James	8/14/2017	Teams will record meeting minutes and upload to the school SharePoint folder.	5/30/2018 biweekly
G2.B2.S3.MA1 M388900	Progress monitoring data will be reviewed monthly for evidence of student growth.	Lluvera, Nikishia	8/14/2017	I-Ready student reports will be generated monthly and student growth will be tracked.	5/30/2018 monthly
G2.B2.S3.MA1 M388901	Administrators and leadership team members will attend team PLC meetings and providing support as...	Leslie, James	8/14/2017	Teams will record meeting minutes and upload to the school SharePoint folder.	5/30/2018 biweekly
G1.B3.S4.MA1 M388891	An assessment calendar will be used to provide specific assessments aligned to the standards, that...	Leslie, James	8/14/2017	The assessment/focus calendar will be developed and results of the assessments will be discussed at progress monitoring meetings.	5/30/2018 monthly
G1.B3.S4.MA1 M388892	Usage of the iReady program and the delivery of standards based instruction/ intervention will be...	Leslie, James	8/14/2017	Student usage and data reports will be collected from iReady, and lesson plans will be uploaded to Share Point.	5/30/2018 biweekly
G1.B3.S4.A3 A363809	All classroom teachers will allocate instructional time for students to take the Diagnostic...	Leslie, James	8/14/2017	Reports of student usage will be generated from iReady to monitor the progress toward completion of this step.	5/30/2018 daily
G1.B3.S4.A4 A363810	Classroom teachers will analyze student data from iReady and will use this data to provide targeted...	Leslie, James	8/14/2017	Student progress monitoring meetings will be held monthly and teachers will produce student data from iReady and discuss the targeted instruction/ intervention they have provided that supports students' needs.	5/30/2018 daily
G2.B2.S4.MA1 M388902	An assessment calendar will be used to provide specific assessments aligned to the standards, that...	Leslie, James	8/14/2017	The assessment/focus calendar will be developed and results of the assessments will be discussed at progress monitoring meetings.	5/30/2018 monthly
G2.B2.S4.MA1 M388903	Usage of the iReady program and the delivery of standards based instruction/ intervention will be...	Leslie, James	8/14/2017	Student usage and data reports will be collected from iReady, and lesson plans will be uploaded to Share Point.	5/30/2018 biweekly
G2.B2.S4.A2 A363819	Subsequent professional development sessions will be scheduled for all instructional staff to...	Leslie, James	8/14/2017	All participants will sign in, verifying attendance, and will produce lesson plans that include small group instruction based upon the data analysis from iReady.	5/30/2018 semiannually
G2.B2.S4.A3 A363820	All classroom teachers will allocate instructional time for students to take the Diagnostic...	Leslie, James	8/14/2017	Reports of student usage will be generated from iReady to monitor the progress toward completion of this step.	5/30/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S4.A4  A363821	Classroom teachers will analyze student data from iReady and will use this data to provide targeted...	Leslie, James	8/14/2017	Student progress monitoring meetings will be held monthly and teachers will produce student data from iReady and discuss the targeted instruction/ intervention they have provided that supports students' needs.	5/30/2018 daily
G1.B3.S1.A1  A363802	Select team representatives to attend the DPLC trainings throughout the school year.	Leslie, James	8/14/2017	Team members attendance will be recorded for all sessions through sign-in sheets, etc.	6/1/2018 one-time
G1.B3.S1.A2  A363803	Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper...	Leslie, James	8/14/2017	PLC notes will be recorded and uploaded to the school SharePoint site.	6/1/2018 weekly
G2.B2.S3.A1  A363816	Select team representatives to attend the DPLC trainings throughout the school year.	Leslie, James	8/14/2017	Team members attendance will be recorded for all sessions through sign-in sheets, etc.	6/1/2018 one-time
G2.B2.S3.A2  A363817	Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper...	Leslie, James	8/14/2017	PLC notes will be recorded and uploaded to the school SharePoint site.	6/1/2018 weekly
G1.B3.S4.A2  A363808	Subsequent professional development sessions will be scheduled for all instructional staff to...	Leslie, James	8/14/2017	All participants will sign in, verifying attendance, and will produce lesson plans that include small group instruction based upon the data analysis from iReady.	6/1/2018 semiannually

V. Professional Development Opportunities

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

G1. To increase the ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

G1.B3 Students' performance task alignment with the level of rigor expected by the standard.

G1.B3.S1 Each team will have a representative to participate in the District Professional Learning Community initiative.

PD Opportunity 1

Select team representatives to attend the DPLC trainings throughout the school year.

Facilitator

James Leslie will receive district training and will facilitate the PD for a cohort of schools throughout the year.

Participants

School-based DPLC teams

Schedule

On 6/1/2018

PD Opportunity 2

Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper understanding of effective planning and instructional practices to improve student achievement.

Facilitator

DPLC team members will facilitate team PLC's to improve instruction and student achievement.

Participants

All instructional staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G1.B3.S4 All students will receive daily intervention through the utilization of iReady.

PD Opportunity 1

Professional development for all instructional staff will be scheduled at the beginning of the school year.

Facilitator

iReady will provide a consultant to complete this professional development for all instructional staff.

Participants

All instructional staff will participate.

Schedule

On 9/11/2017

PD Opportunity 2

Subsequent professional development sessions will be scheduled for all instructional staff to assist with analyzing the data from iReady and utilizing the instructional resources available through the program.

Facilitator

iReady will provide a consultant to compete this professional development.

Participants

All instructional staff will participate.

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Classroom teachers will analyze student data from iReady and will use this data to provide targeted intervention for all students to increase overall student achievement.

Facilitator

Leadership Team/Coaches

Participants

All Classroom Teachers

Schedule

Daily, from 8/14/2017 to 5/30/2018

G2. To increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the Achievement Gaps)

G2.B2 Teachers' understanding of differentiating instruction for the ELL and SWD needs of individual students.

G2.B2.S4 Teachers will use the data and instructional resources from iReady to provide targeted intervention to the lowest 25% of our students.

PD Opportunity 1

Professional development for all instructional staff will be scheduled at the beginning of the school year.

Facilitator

iReady will provide a consultant to complete this professional development for all instructional staff.

Participants

All instructional staff will participate.

Schedule

On 9/11/2017

PD Opportunity 2

Subsequent professional development sessions will be scheduled for all instructional staff to assist with analyzing the data from iReady and utilizing the instructional resources available through the program.

Facilitator

iReady will provide a consultant to complete this professional development.

Participants

All instructional staff will participate.

Schedule

Semiannually, from 8/14/2017 to 5/30/2018

PD Opportunity 3

Classroom teachers will analyze student data from iReady and will use this data to provide targeted intervention for the lowest 25% to increase overall student achievement.

Facilitator

Leadership Team/Coaches

Participants

All Classroom Teachers

Schedule

Daily, from 8/14/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Select team representatives to attend the DPLC trainings throughout the school year.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1971 - Forsyth Woods Elementary	General Fund		\$5,000.00
			<i>Notes: Notes</i>			
2	G1.B3.S1.A2	Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper understanding of effective planning and instructional practices to improve student achievement.				\$0.00
3	G1.B3.S4.A1	Professional development for all instructional staff will be scheduled at the beginning of the school year.				\$0.00
4	G1.B3.S4.A2	Subsequent professional development sessions will be scheduled for all instructional staff to assist with analyzing the data from iReady and utilizing the instructional resources available through the program.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1971 - Forsyth Woods Elementary	General Fund		\$0.00
			<i>Notes: Notes</i>			
5	G1.B3.S4.A3	All classroom teachers will allocate instructional time for students to take the Diagnostic Assessment for iReady and then provide opportunities daily for students to use the program. Targeted students should be able to use the program for a minimum of 45 minutes per week.				\$0.00
6	G1.B3.S4.A4	Classroom teachers will analyze student data from iReady and will use this data to provide targeted intervention for all students to increase overall student achievement.				\$0.00
7	G2.B2.S3.A1	Select team representatives to attend the DPLC trainings throughout the school year.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1971 - Forsyth Woods Elementary	General Fund		\$5,000.00
			<i>Notes: Notes</i>			
8	G2.B2.S3.A2	Selected team members will lead their teams to accomplish the DPLC goals, which include a deeper understanding of effective planning and instructional practices to improve student achievement.				\$0.00
9	G2.B2.S4.A1	Professional development for all instructional staff will be scheduled at the beginning of the school year.				\$0.00

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10	G2.B2.S4.A2	Subsequent professional development sessions will be scheduled for all instructional staff to assist with analyzing the data from iReady and utilizing the instructional resources available through the program.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1971 - Forsyth Woods Elementary	General Fund		\$0.00
			<i>Notes: Notes</i>			
11	G2.B2.S4.A3	All classroom teachers will allocate instructional time for students to take the Diagnostic Assessment for iReady and then provide opportunities daily for students to use the program. Targeted students should be able to use the program for a minimum of 45 minutes per week.				\$0.00
12	G2.B2.S4.A4	Classroom teachers will analyze student data from iReady and will use this data to provide targeted intervention for the lowest 25% to increase overall student achievement.				\$0.00
					Total:	\$10,000.00