

Leon County Schools

Woodville School



2017-18 Schoolwide Improvement Plan

Woodville School

9373 WOODVILLE HWY, Tallahassee, FL 32305

<https://www.leonschools.net/woodville>

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)
Combination School PK-8	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	54%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Leon 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 Woodville School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To promote outstanding achievement in a dedicated learning environment for all students.

b. Provide the school's vision statement.

Improving tomorrow...Learning today, Honoring our past!

2. School Environment

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

The diversity of our students and staff is honored and celebrated in all we do. The school learns about students' cultures and builds relationships throughout the year. Prior to the beginning of each school year parents are provided an Input and Feedback form to share information about their children and describe their needs. This process along with the annual orientation held before the start of the school year afford parents the opportunity to share the uniqueness of their child and fosters bonds between students and teachers. At the beginning of each school year teachers and administrators convene to discuss students with unique educational needs including ESE, ESOL, 504 students so teachers can plan accordingly from the onset of the school year.

Our school has become more diverse over the past three years with a rising population of Non-native English speakers. Parents of these students are provided literature in their native language as often as possible and the addition of Spanish speaking staff has increased to provide critical support as translators during registration, conferences, and school programs.

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

Woodville School administration, faculty, and staff are committed to providing an environment where students feel safe, respected, and valued. School safety and procedures are shared and reviewed with staff throughout the year. Expectations for behavior are established the first days of school and reinforced daily through our Positive Behavior Support Program. Based upon student population a Morning Intake Plan is created to ensure safe entrance and transitions on campus. Younger students (Prekindergarten through First Grade) are provided supervision in separate areas from older students in grades 2-8. Teacher and staff presence is evident throughout the school in hallways and walkways as classes intake to ensure safety and appropriate behavior is maintained. During the school day teachers and staff actively monitor students in the classroom, lunchroom, playground, and transitions to ensure safety. After school students are dismissed by transportation arrangement (car, bus, extended day program) by grade levels with younger students having more supervision.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Expectations for behavior are established the first days of school and reinforced through our Positive Behavior Support Program (PBS). School staff are trained on the PBS program and an overview of

the Student Code of Conduct at the onset of each school year and grade level teams work to create behavior plans and submit to administration for review. The morning news show begins each morning with patriotic exercises and a positive Thought of the Day which reinforces citizenship, responsibility, empathy, and respect. Adherence to rules and displays of outstanding citizenship are reinforced through our Mustang Bucks program in which students are periodically rewarded dollars to be used in our school wide token economy system known as the Mustang Market. Students accumulate Mustang Bucks to be used bi-weekly in the Mustang Market.

Teachers are trained in the use of instructional methods to engage students in participating in the learning process.

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.

Woodville School ensures the social-emotional needs of all students are met by alerting teachers of critical services at the beginning of each year. Parents requests and teachers refer students with needs to the Problem Solving Team. Administration assigns selected staff members to schedule follow-up sessions, unique plans, make referrals to school Social Worker and Attendance Liaison, make contact with parents, or inform parents of local agencies and outreach programs that may be available.

The Behavioral Program Specialist, Homeless Liaison, and Positive Behavior Support Team all work cooperatively to assist students in crisis to ensure the social-emotional and physical needs of the child are met in order to maximize instructional engagement.

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.

The Leadership Team (Principal, Assistant Principal, Student Services, Grade Level Team Leaders/ Department Chairs) work cooperatively to review student data on a monthly basis. This data review includes the examination of data for students that have poor attendance, discipline concerns including suspensions, poor grades in core courses (ELA, Math, Science, Social Studies), and those students identified in the bottom quartile based upon FSA and district progress monitoring tools.

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	3	11	9	3	6	3	4	5	4	0	0	0	0	48
One or more suspensions	2	1	4	0	1	4	1	5	0	0	0	0	0	18
Course failure in ELA or Math	3	7	2	2	1	2	1	2	3	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	33	21	19	23	19	27	0	0	0	0	142

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	5	3	8	6	7	3	2	2	0	0	0	0	38

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

Students identified through the Early Warning System are assigned an administrator and guidance counselor to monitor their progress weekly. This includes attendance, discipline/referrals, academic progress, and social/emotional needs. A conference is scheduled quarterly with the parents/guardians of these students to ensure they understand the impact of the monitored data on their child's education, describe school interventions that are in place, and offer suggestions for parent support at home.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

A detailed Parental Involvement Plan (as required for Title I schools) has been uploaded to the FLDOE website.

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.

Woodville School actively solicits partnerships with several business and community organizations. Current Business and community partners include:

- Costco Wholesale
- First Baptist Church of Woodville
- Food Giant
- Jack and Jill of America, Inc.
- Panera Bread Company (Thomasville Road)
- Publix Supermarket #610
- United Way of the Big Bend Reading Pals
- Woodville Ace Hardware
- Woodville Public Library

The individuals and entities have provided mentoring and offer financial support to fund literacy initiatives, student recognitions, and other school events. Woodville School is currently exploring

methods to expand and include more partners to offer specific mentorships and leadership experiences for our students in the middle school level (grades 6-8) particularly in the area of the fine arts.

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
Scott, Taita	Principal
Rudd, Elizabeth	Assistant Principal
Pitts, Michelle	Teacher, K-12

b. Duties

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

Principal (Assistant Principal as LEA designee): Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.

Referral Coordinator: Will serve as Referral Coordinator and conduct pre-screening of referred student.

Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, collaborates with other staff to ensure implementation of Tier 1,2 and 3 instruction and support.

Select ESE teachers: (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.

Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities

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.

Our school has established a system of continual review of student and grade level data to determine impact of instruction and problem solve. Grade level team meetings are being guided on methods to maximize discussion that is centered around data review and creating action plans within instruction to address remediation and enrichment that is needed. Student needs that are examined are then addressed through lesson planning to incorporate remediation in small groups during workshop portion of the reading block (KG-5th grade) or during the supplemental instructional blocks. Middle school students receive supplemental reading instruction during the electives courses. This proactive approach allows us to analyze data and assist teachers with proactive approaches using formative assessment data to adjust or differentiate instruction to meet the needs of each student.

Title I funding is used to support quality instruction in the classroom. Title I funding is used to support additional personnel (resource teacher, guidance counselor, and paraprofessionals) to assist classroom teachers in differentiating instruction.

Title II funding will be allocated to support professional learning and teacher development. A focus of this year's professional learning will focus on understanding/unpacking standards as well as identify root causes that inhibit success with the core curriculum adopted by our district.

Title I, Part A

Woodville School utilizes the Title I school-wide model. Data is reviewed regularly through the School Improvement Committees and the School Advisory Council. Summary data is reviewed annually to inform changes in the next year's school improvement goals and objectives. Our school improvement plan addresses the needs of all student subgroups in the area of reading, writing, math, science, and includes a plan for monitoring our objective and strategies throughout the year with close attention to monitoring each student's progress. The district coordinates with Title I and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The school district migrant liaison provides services and support to students and parents. The migrant liaison coordinates with Title 1 Program as well as other programs to ensure student needs are met. In addition, the district professional development center assist teachers in obtaining certifications and endorsements required

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention and Neglected and Delinquent programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of all students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education, such as transportation. Title I provides a resource teacher to support

Title I students in non-Title I schools.

Supplemental Academic Instruction (SAI)

ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy School for struggling readers. Supplemental Educational Service Funds are used to provide students on free and reduced lunch with afterschool tutoring services.

The 21st Century After School Grant funds will be used to expand supplemental services after school and during the summer to support students scoring below grade level in reading and math.

Violence Prevention Programs

The LCS District Provide professional development for administrators in the area of bullying, harassment, etc. In turn, the school presents programs and information to the students at the school. Parent and teacher awareness are integral parts of the programs. The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

A free breakfast and lunch program is provided all students. During the summer the school is a summer nutrition site for students in the community as well as for the students who attend summer programs at the school.

Housing Programs

N/A

Head Start

N/A

Adult Education

A successful GED Program is held at Woodville School. The school works in unison with the Adult Education School of Leon County School to provide this program to the members of our community. Adult Education meets Monday through Thursday nights from 5:30 – 8:30 to work on skills needed for GED completion for our parents and community.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Regina Rice	Parent
Fran Scott	Parent
Ellen Scott	Teacher
Taita Scott	Principal
Ranzie Johnson	Parent
Davina Young	Parent
Yolonda Cave	Parent
Jennifer Reed	Parent
LeeAnn Ponder	Parent
Amber Pittman	Parent
Regina Rice	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

Throughout the 2016-2017 school year, progress monitoring data was shared for each grade level. During the September 2016 meeting, the School Advisory Council (SAC) reviewed the previous year's goals and year end data for Woodville Elementary and the merged Woodville Charter Middle School. The student assessment data and school grading model from both schools was used to determine goals for the combined Woodville K-8 School.

b. Development of this school improvement plan

An initial public hearing was held during the Title I Open House in which several SAC members were present (September 14th and September 21st 2017). Parent input was solicited via through parent feedback forms distributed during Open House and School Climate Survey administered Spring 2017.

A final version of the School Improvement Plan will be approved by the School Advisory Council during the October meeting.

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

Woodville K-8 School does not have a SIP budget for the 2017-2018 school year.

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

Any allocated School Improvement funds will be used to support Professional Learning Communities for teacher to collaboratively review data and plan for differentiated instruction.

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
Scott, Taita	Principal
Rudd, Elizabeth	Assistant Principal
Pitts, Michelle	Teacher, K-12
Aviles, Lydia	Teacher, K-12
Henderson, Christina	Teacher, K-12
Davis, Valerie	Teacher, K-12
Formato, Jaime	Teacher, K-12

b. Duties

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

This year the LLT will focus on increasing teacher understanding of Florida Standards, best practices in implement Wonders Reading (KG-5th) and Collections (6th-8th) English Language Arts curriculum to increase student engagement and impact student achievement.

One major focus of the LLT is to develop and deepen parent knowledge of the new Florida Standards and strengthen their understanding of instructional methods employed, homework requirements, and assessment models required of students to master benchmarks. This will be accomplished through parent workshops, conferencing, and articles in the monthly school newsletter.

All members of the LLT also serve as the Curriculum Instructional Leaders for their grade level and attend district lead professional development. These individuals are charged with bringing this information back to their teams to facilitate collaborative planning meetings, analyzing student data, and providing support to struggling learners.

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 within the school with similar teaching assignment are given a common planning period. This period provides ample time for teachers to collaborate for the benefit of all students. During the months of October through May all KG-8th grade teachers of core courses (ELA, Math, Science, Social Studies/ Civics) are provided the opportunity to participate in a half day Professional Learning Community once per month. During the PLC teachers receive grade specific staff development, review data, and collaboratively plan to address the needs of all learners.

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

Our school participates in the district wide teacher transfer day where highly qualified experienced teachers are able to interview with schools. Stipends are offered for summer professional development for teacher of core courses of the Florida Standards, Best Practices for Progress Monitoring, Collaborative Planning, Positive Behavior Support, Parent Engagement, and many other topics. All new teachers or teachers new to Woodville School participate in a New Teacher Professional Learning Community where there are monthly support meetings on a variety of topics to acclimate the teachers to our school and district. All new teachers to our school are assigned a mentor teacher (with similar teaching context) to provide weekly guidance and support as needed.

Our school offers at least two Professional Learning opportunities each month (Professional Learning Community and Faculty Meeting) which focus on developing teachers' skills and competency in instructional fields. Each month our teachers meet for data driven Progress Monitoring meetings to discuss individual student, class, and grade level data. During the Progress Monitoring meetings the participants engage in problems solving and shared decision making for the benefit of our students.

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

This year our school has hired one beginning teacher. This teacher has been assigned a mentor whose primary teaching assignment is of similar context. Mentors meet weekly with their assigned peer. Each quarter administration provides at least two opportunities for release time so mentors and mentees may observe one another. The mentoring opportunity has also been extended to experienced teachers that are new to our school so they may benefit from the collaboration in better acclimate to our school and

community.

Our school has hired 4 teachers (with previous experience) that are new to our school site. These teachers have also been paired with a mentor and meet quarterly with administration to review district policies, school procedures and upcoming traditions to better familiarize and to support cultural acclimation.

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.

Curriculum pacing guides and rubrics provided by our district's Division of Teaching and Learning are distributed to all teachers as they become available (generally summer months). Grade level team leaders meet with all team members to ensure there is common pacing within the grade level. Each grade level uses common assessments which are reviewed with administration to determine how well students are mastering new standards. The Student Instructional Support Team convenes weekly to review all Literacy and Math progress by grade level, review effectiveness of interventions, and identify trends in data that may have implications for professional development and/or coaching for specific teachers, grade levels, or school wide.

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.

Grade level teams meet weekly and a portion of those meetings are reserved for grade level data review of common assessments. Using the assessments, teachers determine strengths and challenges, perform item analysis and reflect upon their teaching for commonly missed items. Information gleaned from these sessions are used to guide planning and inform decisions for remediation and student placement/ movement in intervention groups.

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: 7,000

After school tutoring/enrichment will be offered twice per week from November 2017 through April 2018.

Strategy Rationale

Extending the school day provides opportunities for remedial students to receive supplemental work in prerequisite skills and advanced learners to receive enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Taita, scottt@leonschools.net

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

Weekly tutoring attendance sheets, progress monitoring data: ELA (Collections or Wonders), Go Math, fact fluency, oral reading fluency, etc.), and student portfolios.

Strategy: Before School Program

Minutes added to school year: 2,000

Students in grades 4-8 are offered opportunities to participate in morning skills lab 3 times per week from 8:00 - 8:30 a.m.

Strategy Rationale

Providing additional support in essential/prerequisite skills will increase student performance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scott, Taita, scottt@leonschools.net

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

Successmaker (Acceptable Performance data), Achieve 3000 data, oral reading fluency, math fact fluency.

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.

Families of children with disabilities are supported during the transition process from pre kindergarten to kindergarten through a parent-teacher-administration conference. Parents attend the pre-kindergarten transition individual education plan meeting. For students moving into kindergarten, time is spent getting the students acclimated through visitations and "join in" activities at the close of the school year.

Families of children enrolled in School Readiness/Voluntary Pre Kindergarten are prepared for transition in the spring prior to the kindergarten placement through ongoing dialogue with the teachers and other appropriate personnel. The Problem Solving Team (MTSS) works with PreKindergarten teachers and administration to identify strategies and resources to help prepare these students and their families for successful integration into Kindergarten. During Baby Mustang Day the school provides registration packets, Kindergarten screening, and a "soft opening" to kindergarten in the Spring semester. A general orientation is provided the Thursday before the first day of school so that all students and parents may meet the classroom teacher.

Students in 1st-8th grade are evaluated and monitored as cohorts. Transition meetings are held with teachers to review IEPs, 504 plans, and the previous year's assessment data at the beginning of the school year. This data along with baseline assessments for the current year is reviewed to determine unique needs of each cohort, assignment of paraprofessional support, and inform possible topics for staff development. Meetings are held with the administrative and guidance staff of the feeder high school (James S. Rickards) to determine how we may prepare students to transition to high school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this 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 student understanding of the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system as evidenced by 50% of students scoring Level 3-5 on the FSA Civics EOC.
- G2.** To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent questions (orally and written) as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA ELA Assessment.
- G3.** To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA Mathematics Assessment.
- G4.** To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science as evidenced by 50% of students attaining proficient scores (Levels 3-5).

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 student understanding of the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system as evidenced by 50% of students scoring Level 3-5 on the FSA Civics EOC. 1a

G096236

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Student of understanding of the foundations of and function of government
- Limited resources/assessments to monitor student proficiency
- Need for vocabulary development

Resources Available to Help Reduce or Eliminate the Barriers 2

- LCS Social Studies Curriculum Developer
- Middle School Civics Support via Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

Class work samples, class projects, student assessments, and district progress monitoring assessments.

Person Responsible

Elizabeth Rudd

Schedule

Every 3 Weeks, from 10/5/2017 to 5/3/2018

Evidence of Completion

Student work samples, student projects, assessments

G2. To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent questions (orally and written) as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA ELA Assessment. 1a

G096237

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Limited data points/assessments to monitor reading proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000
- Accelerated Reader
- Successmaker

Plan to Monitor Progress Toward G2. 8

Tracking of student mastery of remedial skills and progress toward on-grade level standards.

Person Responsible

Taita Scott

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Grade Level Data Monitoring Notebooks, progress reports to parents

G3. To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA Mathematics Assessment. **1a**

G096238

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- Students deficiency in math foundations (fact fluency, problem solving) and motivation.
- Deficient problem solving skills of students

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

- Common Assessments
- iReady

Plan to Monitor Progress Toward G3. **8**

math Facts & Problem Solving Strategy Assessments

Person Responsible

Taita Scott

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Increased student proficiency with problems solving and fact fluency.

G4. To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science as evidenced by 50% of students attaining proficient scores (Levels 3-5). 1a

G096239

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students lack background knowledge, vocabulary, previous science instruction, and motivation to achieve and excel in science instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District resources including pacing guides, learning goals, and rubrics.
- Achieve3000
- Gizmos
- Readworks

Plan to Monitor Progress Toward G4. 8

Review of Quarterly Student Grades and District Progress Monitoring Assessments

Person Responsible

Elizabeth Rudd

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Increased proficiency of students mastering grade level benchmarks and content

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 student understanding of the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system as evidenced by 50% of students scoring Level 3-5 on the FSA Civics EOC. **1**

 G096236

G1.B1 Student of understanding of the foundations of and function of government **2**

 B258955

G1.B1.S1 Collaborative Planning Sessions **4**

 S274213

Strategy Rationale

Since there is one civics teacher, planning with a cohort of other civics teachers around the district will help the teacher develop capacity

Action Step 1 **5**

The Civics instructor will participate in monthly collaborative planning sessions.

Person Responsible

Taita Scott

Schedule

Monthly, from 10/5/2017 to 4/5/2018

Evidence of Completion

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

Teacher will participate in monthly data review with administration. Information gleaned from this review will inform the collaborative planning process.

Person Responsible

Taita Scott

Schedule

Monthly, from 10/2/2017 to 5/3/2018

Evidence of Completion

Student work samples, assessments, and lesson plans documenting research based explicit vocabulary instruction and research based student engagement strategies.

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

Data chats with administration at the beginning and end of each unit

Person Responsible

Taita Scott

Schedule

Every 3 Weeks, from 10/5/2017 to 5/3/2018

Evidence of Completion

Using pre and post test data the teacher should be able to demonstrate how the students have progressed and learned during the unit

G2. To increase students' comprehension of rigorous text and ability to read and appropriately respond to text dependent questions (orally and written) as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA ELA Assessment. **1**

 G096237

G2.B1 Limited data points/assessments to monitor reading proficiency. **2**

 B258958

G2.B1.S1 Create internal progress monitoring calendar and data review meetings to analyze student data for supplemental data monitoring systems. **4**

 S274214

Strategy Rationale

Teachers will need a yearlong layout of internal progress monitoring assessments for planning purposes.

Action Step 1 **5**

Create and distribute 2017-2018 School Assessment Calendar

Person Responsible

Elizabeth Rudd

Schedule

Quarterly, from 10/17/2017 to 3/26/2018

Evidence of Completion

Woodville K-8 Progress Monitoring Calendar

Action Step 2 **5**

Student involvement in self-monitoring academic progress.

Person Responsible

Taita Scott

Schedule

Monthly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Student AVID Binders and Data Notebooks

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

Creation of Master Progress Monitoring Schedule

Person Responsible

Elizabeth Rudd

Schedule

Quarterly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Progress Monitoring Data shared during Data Chats

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

Monitoring of teacher analysis of data and lesson planning influenced by data.

Person Responsible

Elizabeth Rudd

Schedule

Biweekly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Review of teacher reflection logs following progress monitoring and lesson planning sessions

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

Review of lesson planning indicates use of data drives instruction.

Person Responsible

Taita Scott

Schedule

Monthly, from 10/16/2017 to 5/25/2018

Evidence of Completion

Observation of effective implementation of planning to differentiate instruction for on grade level tasks and appropriate curriculum implementation for students requiring enrichment (on/ above grade level) or remediation (below grade level).

G3. To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA Mathematics Assessment. 1

G096238

G3.B1 Students deficiency in math foundations (fact fluency, problem solving) and motivation. 2

B258959

G3.B1.S1 Math basics/foundation addressed during daily instruction and assigned homework. 4

S274215

Strategy Rationale

Review of basics will increase student competency and confidence.

Action Step 1 5

Review of lesson plans and homework postings

Person Responsible

Elizabeth Rudd

Schedule

Biweekly, from 10/16/2017 to 5/18/2018

Evidence of Completion

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

Lesson Plan Evidence

Person Responsible

Elizabeth Rudd

Schedule

Biweekly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Evidence of foundational skills addressed in lesson plans.

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

Monthly fact fluency checks

Person Responsible

Taita Scott

Schedule

Monthly, from 10/31/2016 to 5/5/2017

Evidence of Completion

Students monitor fact fluency.

G3.B2 Deficient problem solving skills of students 2

 B258960

G3.B2.S1 Number talks in all KG-5th classrooms 4

 S274216

Strategy Rationale

Using number talks will increase basic computation, problem solving, and enhance academic vocabulary

Action Step 1 5

Number Talk Walks

Person Responsible

Taita Scott

Schedule

Biweekly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Learning Walks Debriefing Sessions

Person Responsible

Taita Scott

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

G4. To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science as evidenced by 50% of students attaining proficient scores (Levels 3-5).

1

G096239

G4.B1 Students lack background knowledge, vocabulary, previous science instruction, and motivation to achieve and excel in science instruction. 2

B258961

G4.B1.S1 Use of content area reading to support science instruction via Achieve3000 and Readworks.

4

S274217

Strategy Rationale

Incorporating opportunities to read content area related material will build background, increase vocabulary, and familiarize students with concepts prior to instruction.

Action Step 1 5

Training of available resources/passages available via Achieve3000, Gizmos, and Readworks that support development of science vocabulary.

Person Responsible

Taita Scott

Schedule

Monthly, from 10/16/2017 to 5/11/2018

Evidence of Completion

School wide master schedule of instructional blocks and supplemental resources to support instruction.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of lesson plans to determine evidence of use of resources in the instructional cycle by chapter or unit.

Person Responsible

Elizabeth Rudd

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Lesson plans, common assessments. and student work products.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of common assessments

Person Responsible

Taita Scott

Schedule

Monthly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Bi-weekly assessments and unit assessments; teacher created vocabulary assessments

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					
G3.B1.S1.MA1 M395466	Monthly fact fluency checks	Scott, Taita	10/31/2016	Students monitor fact fluency.	5/5/2017 monthly
G2.B1.S1.A1 A368072	Create and distribute 2017-2018 School Assessment Calendar	Rudd, Elizabeth	10/17/2017	Woodville K-8 Progress Monitoring Calendar	3/26/2018 quarterly
G1.B1.S1.A1 A368071	The Civics instructor will participate in monthly collaborative planning sessions.	Scott, Taita	10/5/2017		4/5/2018 monthly
G1.MA1 M395461	Class work samples, class projects, student assessments, and district progress monitoring...	Rudd, Elizabeth	10/5/2017	Student work samples, student projects, assessments	5/3/2018 every-3-weeks
G1.B1.S1.MA1 M395459	Data chats with administration at the beginning and end of each unit	Scott, Taita	10/5/2017	Using pre and post test data the teacher should be able to demonstrate how the students have progressed and learned during the unit	5/3/2018 every-3-weeks
G1.B1.S1.MA1 M395460	Teacher will participate in monthly data review with administration. Information gleaned from this...	Scott, Taita	10/2/2017	Student work samples, assessments, and lesson plans documenting research based explicit vocabulary instruction and research based student engagement strategies.	5/3/2018 monthly
G4.B1.S1.A1 A368076	Training of available resources/ passages available via Achieve3000, Gizmos, and Readworks that...	Scott, Taita	10/16/2017	School wide master schedule of instructional blocks and supplemental resources to support instruction.	5/11/2018 monthly
G2.MA1 M395465	Tracking of student mastery of remedial skills and progress toward on-grade level standards.	Scott, Taita	10/16/2017	Grade Level Data Monitoring Notebooks, progress reports to parents	5/18/2018 monthly
G3.MA1 M395469	math Facts & Problem Solving Strategy Assessments	Scott, Taita	10/16/2017	Increased student proficiency with problems solving and fact fluency.	5/18/2018 monthly
G4.MA1 M395472	Review of Quarterly Student Grades and District Progress Monitoring Assessments	Rudd, Elizabeth	10/16/2017	Increased proficiency of students mastering grade level benchmarks and content	5/18/2018 monthly
G2.B1.S1.MA1 M395463	Creation of Master Progress Monitoring Schedule	Rudd, Elizabeth	10/16/2017	Progress Monitoring Data shared during Data Chats	5/18/2018 quarterly
G2.B1.S1.MA2 M395464	Monitoring of teacher analysis of data and lesson planning influenced by data.	Rudd, Elizabeth	10/16/2017	Review of teacher reflection logs following progress monitoring and lesson planning sessions	5/18/2018 biweekly
G2.B1.S1.A2 A368073	Student involvement in self-monitoring academic progress.	Scott, Taita	9/25/2017	Student AVID Binders and Data Notebooks	5/18/2018 monthly
G3.B1.S1.MA1 M395467	Lesson Plan Evidence	Rudd, Elizabeth	10/16/2017	Evidence of foundational skills addressed in lesson plans.	5/18/2018 biweekly
G3.B1.S1.A1 A368074	Review of lesson plans and homework postings	Rudd, Elizabeth	10/16/2017		5/18/2018 biweekly
G3.B2.S1.MA1 M395468	Learning Walks Debriefing Sessions	Scott, Taita	10/16/2017		5/18/2018 monthly
G3.B2.S1.A1 A368075	Number Talk Walks	Scott, Taita	10/16/2017		5/18/2018 biweekly
G4.B1.S1.MA1 M395470	Review of common assessments	Scott, Taita	10/16/2017	Bi-weekly assessments and unit assessments; teacher created vocabulary assessments	5/18/2018 monthly
G4.B1.S1.MA1 M395471	Review of lesson plans to determine evidence of use of resources in the instructional cycle by...	Rudd, Elizabeth	10/16/2017	Lesson plans, common assessments. and student work products.	5/18/2018 monthly

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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.B1.S1.MA1  M395462	Review of lesson planning indicates use of data drives instruction.	Scott, Taita	10/16/2017	Observation of effective implementation of planning to differentiate instruction for on grade level tasks and appropriate curriculum implementation for students requiring enrichment (on/above grade level) or remediation (below grade level).	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. To increase student understanding of the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system as evidenced by 50% of students scoring Level 3-5 on the FSA Civics EOC.

G1.B1 Student of understanding of the foundations of and function of government

G1.B1.S1 Collaborative Planning Sessions

PD Opportunity 1

The Civics instructor will participate in monthly collaborative planning sessions.

Facilitator

Principal, LCS Curriculum Developer

Participants

Albert Plewa

Schedule

Monthly, from 10/5/2017 to 4/5/2018

G3. To increase students' math proficiency by developing their ability to accurately compute and solve complex word problems and identify alternative representations and methods of problem solving as evidenced by 50% of students attaining proficient scores (Levels 3-5) on the FSA Mathematics Assessment.

G3.B2 Deficient problem solving skills of students

G3.B2.S1 Number talks in all KG-5th classrooms

PD Opportunity 1

Number Talk Walks

Facilitator

Principal, Math Teachers

Participants

KG-5th Teachers

Schedule

Biweekly, from 10/16/2017 to 5/18/2018

G4. To increase student understanding of the scientific process, reasoning, problems solving skills to improve proficiency on the FCAT 2.0 Science as evidenced by 50% of students attaining proficient scores (Levels 3-5).

G4.B1 Students lack background knowledge, vocabulary, previous science instruction, and motivation to achieve and excel in science instruction.

G4.B1.S1 Use of content area reading to support science instruction via Achieve3000 and Readworks.

PD Opportunity 1

Training of available resources/passages available via Achieve3000, Gizmos, and Readworks that support development of science vocabulary.

Facilitator

STEM Leaders, LCS Curriculum Developers, Contracted Vendors (Gizmos), Reading Coach

Participants

5th and 8th Grade Science Teachers

Schedule

Monthly, from 10/16/2017 to 5/11/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Civics instructor will participate in monthly collaborative planning sessions.	\$0.00
2	G2.B1.S1.A1	Create and distribute 2017-2018 School Assessment Calendar	\$0.00
3	G2.B1.S1.A2	Student involvement in self-monitoring academic progress.	\$0.00
4	G3.B1.S1.A1	Review of lesson plans and homework postings	\$0.00
5	G3.B2.S1.A1	Number Talk Walks	\$0.00
6	G4.B1.S1.A1	Training of available resources/passages available via Achieve3000, Gizmos, and Readworks that support development of science vocabulary.	\$0.00
Total:			\$0.00