

St. Johns County School District

South Woods Elementary School



2017-18 Schoolwide Improvement Plan

South Woods Elementary School

4750 SR 206 W, Elkton, FL 32033

<http://www-swe.stjohns.k12.fl.us/>

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	28%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	42
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 South Woods Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

South Woods Elementary School will create a positive learning environment that will instill good character and the desire for academic excellence, fostering the development of caring, productive, and digital citizens in the global world.

b. Provide the school's vision statement.

South Woods students will communicate, collaborate, and solve problems in all academic areas to a high standard. Our students will have the necessary digital skills to perform in the school/home/work place and in the global society in which they live. Students will be lifelong learners that exhibit good character and contributors to their neighborhood, community and world.

At South Woods, we believe that:

- ~ the school serves and exists to provide the best educational opportunity for all.
- ~ the best educational environment is one which makes available opportunities to practice basic skills, receive instruction in the various disciplines, use technology tools, and provide rigor in the curriculum.
- ~ the best educational opportunities allow each student to learn to his/her fullest potential.
- ~ each student should be able to learn whatever he or she is studying while demonstrating a level of mastery in all grade level standards.
- ~ efficient learning requires a planned sequence of teaching / learning experiences aimed at specific goals.
- ~ education's purpose is to help students become independent, self-directed individuals capable of achieving goals while also serving the good of society.
- ~ school must help students to increase their self-respect, respect of others, appreciation of differences, and understanding that developing good character should be a priority.

2. School Environment

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

South Woods Elementary is located in the rural southwest portion of St. Johns county. Our families come to our school from very diverse backgrounds. Some families live by the beach, others live on farms, and others live in the most rural parts of our county. Our school learns about our students' cultures by welcoming them with open arms and embracing all of the backgrounds that step through our front doors. We facilitate family events throughout the year where parents can see their child perform on stage and visit their child's classroom to see the progress they are making in the classroom. South Woods also has extended day activities where students and teachers get to spend more quality time together, including after-school tutoring, Show Kids, Girls on the Run, Year Book Club, Art Club and the Robotics Club.

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

South Woods utilizes staff to monitor student movement while on campus through duty in hallways, in the cafeteria, during bus arrival and departure, and parent pick up and drop off areas. Students are supervised throughout the school day by teachers and staff, and are taught school and classroom

rules and procedures that are enforced as they enter and leave our school each day. Character Counts! is embedded in every day instruction and through independent lessons. The Project Wisdom program, a collection of thought-provoking messages designed to be read over the PA or in-house television system is read daily to encourage everyone on campus to make good choices. Social Skills lessons are embedded in lesson planning throughout the day.

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 has implemented a school-wide Positive Behavior Intervention Support Plan: FLY - Follow directions, Listen carefully and be Your best you! All staff were made aware of our school's PBIS plan at the beginning of the school year. Our plan outlines specific behaviors in designated areas (cafeteria, hallway, bus, playground) including levels of voice from zero to four. Teachers develop individual class discipline plans that are shared with parents and administration. Our school Behavior Specialist provides behavior lessons in the classroom throughout the year, as well as one on one guidance for students needing additional assistance.

In addition, each day begins by students reciting our school pledge that reads: "I pledge to be SOARING with good character: I will be Safe, Organized, Accountable, and Respectful and I will never give up!" Our school also provides opportunities for classes to earn High Flyer Compliments when the class is working together and demonstrating good behavior. Individual students are recognized for their efforts by earning an Eagle Egg that highlights their performance in one or more areas (safe, organized, accountable, and respectful.)

South Woods teachers have been trained in and utilize Practical Magic Behavior Management Strategies for preventing behavior escalation, getting kids to follow directions, improving behavior increasing other desired behavior (homework completion, social skills), and for decreasing severe misbehavior, such as meltdowns and aggression.

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.

South Woods utilizes the Second Step program to teach daily social skills to students. In addition, our school guidance counselor provides in-class guidance lessons to include bullying, cyber bullying, friendship, and anger management to name a few. South Woods also has developed partnerships with Children's Home Society and the St. Johns County Health Dept. Our CHS partner provides mental health counseling to identified students weekly while the Health Dept. provides services to our students and families throughout the year at different family events.

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.

1. Students with attendance below 90 percent
2. Students with one or more suspensions
3. Students who failed ELA or Math the previous year
4. Students in grades 3 - 5 who achieved a Level 1 on the FSA
5. Students in grades K - 2 below grade level in reading

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	16	22	19	11	12	10	0	0	0	0	0	0	0	90
One or more suspensions	5	4	3	11	3	8	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	3	6	5	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	5	15	26	0	0	0	0	0	0	0	46

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	2	2	6	11	10	0	0	0	0	0	0	0	35

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

Students with two or more early warning indicators are brought to the MTSS/Rtl team where intervention plans, for either academic or behavior are created to help improve student performance. Along with school paraprofessionals, four additional tutors were hired to assist with small group and/or individual instruction.

Students are monitored every six weeks to determine if the plan is working or if the invention needs to be modified.

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/412918>.

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.

South Woods Elementary builds and sustains partnerships with many local community organizations to help support our students and families. Our Principal and Guidance Counselor reach out to our community and have formed strong relationships by speaking to different faith based contacts as well as other people who are anxious to learn about how they can help assist our students. Our local Educational Foundation and Full Service Schools in our school district also help support different

initiatives at our school. Retired senior volunteers are on campus each week to contribute their time, experience and expertise.

Our "Food for Kids" program gives identified families food for the weekend. The food donations are provided by a local church. In addition, a local temple supplies snacks for our after-school tutoring program, Saturday School, and summer school. The Heath Department has provided onsite dental care, immunizations, and health classes for our students. In addition, South Woods has a partnership with the University of Florida/Agricultural Extension to provide health/nutrition to primary students. As a full service school, we have received additional support for students to attend a local YMCA for swimming safety lesson.

In return for our partners ongoing support, the Principal and Guidance Counselor write personal thank you notes to show appreciation for their support.

This year, in partnership with Children's Home Society, Flagler Hospital, St. Johns River State College, and the St. Johns County School District, our community school director, Chris Stone, continues to develop community school. Mr. Stone will collaborate with community leaders to identify priority needs for our families and provide services to students and families close to where they live.

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
Kelley, Randy	Principal
Allee, Jessica	Other
Ambrose, Diana	School Counselor
Witt, Bennie	Other
Cunningham, Sally	Instructional Coach
Walker, LaVerne	Assistant Principal
English, Dana	Administrative Support
Bielefeldt, Lisa	Instructional Coach

b. Duties

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

Describe Roles and Responsibilities:

Members of the team represent their grade level or department. Their role is to act as a liaison to communicate and share information from their respective grade level or department to the Leadership team. In turn, the representative takes the information and decisions made by the team back to their colleagues.

How they Serve as Instructional Leaders:

The majority of the team is composed of teacher and instructional leaders. They represent the school at district cadre meetings and professional development sessions and bring back information to share with the team and other instructional personnel. They facilitate grade level meetings to help reach

consensus on grade level decisions.

Shared Decision Making

When decisions are to be made, the team will gather information and share view points at the regularly scheduled weekly meetings. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement.

Attempts will be made to get unanimous agreement, however, when this is not possible, the team will collaborate to reach consensus.

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.

At South Woods Elementary, we use the 4-step problem-solving model:

Step 1 - Define, in objective and measurable terms the goal(s) to be attained.

Step 2 - Identify possible reasons why the desired goal(s) is not being attained.

Step 3- Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s)

Step 4 - Evaluate the effectiveness of the plan in relation to stated goal.

Teachers use assessment data to drive instruction and plan differentiated instruction that meets students at their reading and math level. SWES utilizes MTSS/RtI to provide Tier 2 and Tier 3 instruction for struggling students. MTSS/RtI core team meets each Monday of the school year to discuss core instruction, resource allocation, teacher support systems, and small group needs. Each grade level is on a six week rotation to meet with core team members to review, discuss and create individual student plans for those not meeting grade level proficiency in reading and/or mathematics.

An Intervention Room houses reading and math resources to aid when creating student RtI plans. The focus at SWES this year is to see an improvement in student math achievement. Our ILC will provide PD sessions on reading and math strategies that align with the curriculum map and core standards. Teachers will dig deeper into the standards to ensure that instruction is aligned with state standards. There will be an emphasis for teachers to use best practices for teaching reading and writing to help them teach math more effectively. The Florida Standards Tools and Resources At-a-Glance Series will be utilized when planning lessons and units. These eye-catching, easy-to-understand PDF documents highlight the features, benefits and uses of the tools available through FDOE that educators can use to implement and teach the Florida Standards better within their schools and classrooms.

Title I

South Woods Elementary is a Title I School wide due to the 80% Economically Disadvantaged population that we serve. All compliance measures are implemented and documented through the Title I Office at the St. Johns County School District. Lorna Kirkham, Director of Federal Programs, meets with all Title I school principals monthly to ensure compliance in meeting federal standards. Title I and II services are also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model, AVID, SJCS District Fidelity Check visits twice a year, and Kagen Learning Strategies.

Title I, Part C - Migrant

A Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Dropout Prevention Programs.

Title II

Title II funds will support the delivery of Professional Development for the 2017-2018 school year.

Title III

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

Title IX -Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will supplement Title I funds to offer after-school tutoring in a designated time period during the regular school year to help prepare our students for statewide assessments.

Violence Prevention Programs

The school offers a non-violence and anti-drug (Red Ribbon) week that includes age-appropriate activities. These activities are coordinated through guidance.

Nutrition Programs

We have a partnership with the University of Florida Extension Program. Programs are offered to students, healthy nutritional materials are provided and utilized in the classroom, and the Extension Agent presents lessons to designated grade levels.

Housing Programs

The Homeless Student District Liaison provides support to our homeless families, helping them locate housing, as well as working with our bus transportation Dept. to resolve transportation issues so that children are provided continuity by being allowed to remain at our school regardless of their zoned school.

Head Start

South Woods has 3 classrooms that serve a total of 18 students, ages 3-4 who meet the criteria for Head Start. This year we are using the blended model (6-6-6) with Head Start, VPK, and ESE students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Randy Kelley	Principal
Joe Bruce	Parent
Priscilla Miletello	Parent
Lisa Frantz	Teacher
Willie Willis	Business/Community
Patti Greene	Parent
Tarsha Pope	Teacher
Terrance Smith	Parent
Joy Green	Parent
Lameeka Smith	Parent
LaVerne Walker	Education Support Employee
Christine Hodges	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 SAC team evaluated our areas of strengths and weaknesses and offered input on ways to achieve our goals. While reading gains in lowest 25% increased by 6%, overall reading proficiency and learning gains in reading remained the same. As we did last year with math, our primary focus will be on the development of effective reading instruction and student learning. Targeted and differentiated professional learning will occur through the PLC process as well as during WOW Wednesday inservice. Utilizing common assessments, monitoring and working collectively to support students our teachers will increase student performance.

We are pleased with the continued growth and gains our students are making.

b. Development of this school improvement plan

The council met at the end of the 2016-17 school year to provide input to the upcoming SIP. Student Performance data was reviewed and discussed and each member expressed their ideas and suggestions at the May, 2017 SAC meeting. New members will be added to the SAC Team at the first meeting. The 2017-2018 plan will be shared with the new and returning SAC team members on September 12, 2017. The Parent Family Engagement Plan (PFEP) will also be reviewed at this meeting. Both documents will provide input as well as any additional information our council may require to aid in achieving our school goals. SAC members will also preview and provide input into the 2017-2018 SIP School Board Presentation.

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

The SAC team was presented a draft of the school's budget and plan during the spring. The Council provided input on the two documents.

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

1. Two teachers attended Future of Technology Conference. Total cost for registration, hotel accommodations

and substitutes was \$1,996.40.

2. Kaye Byrnes, storyteller was secured for Literacy Week at a cost of \$450.

3. Two teachers attend the Marzano Teacher Growth Conference. Total cost for registration and hotel accommodations was \$1,086.

4. Personnel for 4th Grade Summer Enrichment Camp was \$1,000

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
Meyer, Heather	Teacher, PreK
Cunningham, Sally	Instructional Coach
Kelley, Randy	Principal
Delk, Kathy	Teacher, K-12
Kelly, Megan	Teacher, K-12
Dwyer, Peggy	Teacher, ESE
Walker, LaVerne	Assistant Principal
Bielefeldt, Lisa	Instructional Coach
Gleeson, Melissa	Teacher, K-12
Osborne, Jamie	Teacher, K-12
Blanton, Heather	Teacher, K-12
Abbey, Keith	Teacher, K-12
	Instructional Media

b. Duties

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

The LLT will focus on the following during the 2017-18 school year:

- ~ Implementing district curriculum maps
- ~ Monitoring results of district formative assessments
- ~ Monitoring Progress Monitoring results from iReady, Math and Science
- ~ Monitoring Progress Monitoring results from DRA
- ~ Monitoring student learning gains in Math and Reading with special focus on the lowest 25% and lowest subgroups to assure they are making adequate learning gains
- ~ Provides training on Balanced Literacy Framework (BLF)
- ~ Models elements of BLF (i.e. mini lessons, guided reading, centers, etc.)
- ~ Monitor district wide reading program, Being a Reader (BAR)

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 school has successfully implemented grade-level team planning and vertical teaming. Professional Learning Community (PLC) teams meet regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. We dedicate two days a month as team planning days where teams sit together and use our district curriculum maps to plan our Units of Study. Teachers work in collaborative school committees to fulfill school goals. In addition, we have a Sunshine committee that provides first Friday breakfast, birthday recognition, births, condolences, and long term illnesses. We also have a school wide holiday luncheon for teachers, and during teacher appreciation week, our PTO celebrates teachers by providing small gifts and a luncheon.

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

Recruitment:

St. Johns County Schools has an extensive pool of applicants seeking employment through the SJCSd AppliTrack system. Applicants' applications are screened to be sure they meet state certification status to work in a Title I School.

The Human Resource Department in St. Johns County is responsible for assuring candidates meet or exceed qualifications for teaching positions.

During the interview process, the applicant is given an authentic task (such as teaching a lesson) to determine their effectiveness as it pertains to the needs of our school.

Retention:

A new teacher induction program is conducted during the summer to help new teachers become familiar with the rituals and routines of our school. In addition, a new teacher meeting is held monthly with the ILC to assist new teachers with monthly related activities as well as school procedures and expectations as they relate to different monthly activities. Ongoing coaching is provided by ILC and Administration as part of the EEE instructional evaluation program and teacher professional growth.

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

New teachers are assigned a mentor at the same grade level. There is ongoing, open two-way communication between the mentor and the mentee in the following ways: curriculum, assessments, policies, procedures, parent communication/involvement, day-to-day routines, community, school culture, and professionalism. Ongoing coaching is provided by ILC and Administration as part of the EEE instructional evaluation program and teacher professional growth. Our Mentoring program is ongoing for the entire school year to help acclimate teachers new to the profession and to the school and provide them support to help them succeed.

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.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers receive a student profile at the beginning of the year that includes progress monitoring and standardized test scores. In addition, teachers are informed of students who have IEP, EP, MTSS, ELL and 504 plans so they can accommodate their individual learning needs. Each grade level has a Targeted Instruction block where teachers/paras work with a small group of students in the areas of reading and math. In addition, highly qualified paraprofessional staff provide targeted instruction to the lowest 30% of students at each grade level through differentiated support based on student academic needs. Teachers at South Woods implement a balanced literacy framework that includes guided reading and literacy centers. The reading program Being A Reader (BAR) supports students in achieving these goals through a thorough early reading curriculum of whole-class and small-group instruction. BAR also provides social development objectives each week. The week's lessons include questions, activities, and cooperative structures that target the objectives to help meet the needs of our diverse population. Guided math instruction has been implemented throughout each grade level. The school ILC will conducted a book study using the book Math Sense. Teachers will use this resource as a road map for taking stock of their teaching and building a stronger mathematics classroom environment for them and their students. Teachers will use assessment data to differentiate small math group instruction.

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:

Small groups of 6-8 students are used to teach different strategies in Reading and Math in grades 3-5.

Third Grade

Reading:

- ~Author's Purpose
- ~Character traits
- ~Cause and Effect
- ~Making Inferences
- ~Vocabulary: using context clues, synonyms and antonyms, multiple meaning words
- ~Main idea and supporting details
- ~Plot development
- ~Text features
- ~Text Structure

Math:

- ~Identifying possible combinations
- ~Constructing and analyzing frequency tables, bar graphs, pictographs, and line plots from data
- ~Multiplication and division strategies
- ~Representing, identifying, ordering, and comparing fractions
- ~Describing, analyzing, comparing and classifying two-dimensional shapes
- ~Composing, decomposing, and transforming polygons to create new ones
- ~Identifying lines of symmetry and congruent shapes
- ~Identifying and comparing angles
- ~Telling time and elapsed time
- ~Finding area and perimeter
- ~Measuring to the nearest $\frac{1}{4}$ inch
- ~Choosing appropriate units of measure

Fourth Grade

Reading:

QAR Strategies (question/answer relationships)

- ~Right There Questions
- ~Think and Search Questions
- ~Author and Me Questions
- ~On my own Questions
- ~Comprehension Strategies

Writing

- ~Narrative and Expository Writing Prompts
- ~Planning Strategies
- ~Beginnings
- ~Supporting with Details
- ~Takeaway Endings
- ~Creativity Skills

Math

- ~Multi-Digit Multiplication
- ~Continuing Patterns
- ~Writing Algebraic Expressions

- ~Plotting, Ordering Fractions & Decimals on a Number Line
- ~Calculating Area
- ~Estimating / Rounding
- ~Choosing the Appropriate Unit of Measurement
- ~Geometry and Perspectives
- ~Writing Fractions in Simplest Form
- ~Converting Between Fractions, Decimals, & Percents

All topics covered are NGSSS fourth grade standard students will encounter during state assessments.

Science

- ~Earth and Space Science
- ~Life Science
- ~Nature of Science
- ~Physical Science

Fifth Grade

Reading

QAR Strategies (question/answer relationship)

- ~ Right there questions
- ~ Think and Search questions
- ~ Author and Me questions
- ~ Own my own questions

Comprehension Strategies with Literature

- ~ Author's purpose
- ~ Character traits
- ~ Cause and effect
- ~ Inferences
- ~ Fact and opinion
- ~ Conflict Resolution

Math

- ~ Long division
- ~ Exponents
- ~ Order of Operations
- ~ Algebraic Equations
- ~ Prime and Composite Numbers
- ~ Prime Factorization
- ~ Adding and Subtracting Decimals
- ~ Adding and Subtracting Fractions
- ~ Adding and Subtracting Mixed Numbers
- ~ Converting Measurements
- ~ Elapsed time
- ~ Area of Polygons

Science

- ~Earth and Space Science
- ~Life Science
- ~Nature of Science
- ~Physical Science

Strategy Rationale

Students with limited parental support receive small group instruction that allows us to assist our students with their homework and to help provide extra practice in skills that may need to be remediated or retaught in Reading, Writing, Math and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Walker, LaVerne, laverne.walker@stjohns.k12.fl.us

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

Teachers monitored their effectiveness of the different strategies taught using iReady, MFAS and formative assessment tools. Formative writing assessments will be used to determine areas of weaknesses of our lowest performing 4th and 5th grade students. Data was gathered 3 times a year to monitor individual growth and achievement. Science formative assessments will identify lowest performing 4th and 5th grade students for science tutoring sessions.

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.

About 60% of our students attend Pre-K prior to starting kindergarten. South Woods has had a limited number of slots where typical 4 year old students join a VPK/ESE classroom at our school. Our school also serves HeadStart Students, which also allows students to have the full school experience. These students are provided a school experience throughout the school year with a certified teacher and VPK endorsed teacher. South Woods has collaborated with local day care facilities to schedule visits to our school in the spring. These students come and tour our school and visit a kindergarten classroom.

This year we have two stand-alone VPK programs with 14+ students. In addition, we have implemented a blended program of ESE, HeadStart, and typical VPK students. Also, two self-contained classrooms have been established. Students are provided a full day of experiences with certified teachers. Having these programs in our school allows students to have a smooth transition into kindergarten as well as assist them academically.

South Woods is an AVID Elementary school and provides a career and college going culture by holding students accountable to the highest standards and providing academic and social support to help students be successful. AVID emphasizes instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas. It teaches organizational skills to help students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting. AVID also encompasses communication skills, such as listening, writing and speaking, self-advocacy skills, note-taking strategies, critical thinking, and study skills.

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.

NA

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

NA

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

NA

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.

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase proficiency in science through vertical planning and access to resources.
- G2.** Increase proficiency and learning gains in reading through targeted and differentiated professional learning and monitoring
- G3.** All teachers will provide math instruction to their students based on a grade level common assessment.
- G4.** Increase parent and community involvement to support student learning and increase student attendance.

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. Increase proficiency in science through vertical planning and access to resources. 1a

G096603

Targets Supported 1b

Indicator	Annual Target
FSA Science Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Proficiency in science has decreased each of the last two years.
- Not all teachers provide Science instruction on a daily basis

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Science coordinator

Plan to Monitor Progress Toward G1. 8

Lesson Plans, student artifacts and teacher walk through data will be monitored for effectiveness.

Person Responsible

Randy Kelley

Schedule

Quarterly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Lesson Plans, student artifacts and teacher walk through data will be monitored for effectiveness.

G2. Increase proficiency and learning gains in reading through targeted and differentiated professional learning and monitoring 1a

G096604

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers new to the district have not received sufficient training on Being a Reader, the new reading adoption
- Time within the reading block to complete all of the requirements of the program
- Being a Reader program does not cover all of the required elements for the literacy block.
- Lack of reading parental support in some of our student's homes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Being a Reader Teacher Resources
- District Curriculum Personnel and resources
- Grade level resources purchased to support curriculum maps and identified themes.
- Title I parent reading strategies for home usage.

Plan to Monitor Progress Toward G2. 8

Quarterly assessment data will be used for effectiveness and student grouping.

Person Responsible

Sally Cunningham

Schedule

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

Evidence of Completion

Student assessment data will be monitored.

G3. All teachers will provide math instruction to their students based on a grade level common assessment.

1a

 G096605

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- All students are not on the same instructional level for math instruction
- Inability to grasp high level problem solving strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Sense Book Study resources from 2017
- Classroom Math Kits and Math Formative Assessments
- District Curriculum Personnel and online resources

Plan to Monitor Progress Toward G3. 8

Quarterly assessments will be used to form small group instruction.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 10/23/2017 to 5/2/2018

Evidence of Completion

iReady data, teacher notes, and formative assessment data will be used as evidence.

G4. Increase parent and community involvement to support student learning and increase student attendance. **1a**

 G096606

Targets Supported **1b**

Indicator	Annual Target
District Parent Survey	100.0

Targeted Barriers to Achieving the Goal **3**

- Working parents are not able to attend all school events, programs and meetings.

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

- PTO and SAC members will work to create programs at times in which parents can attend.
- Monthly Parent Newsletters, school website and Blackboard Connect will be used to continually provide parents with school information and event notices.
- Student attendance data

Plan to Monitor Progress Toward G4. **8**

Parent Involvement Survey as well as parent attendance at events will be monitored for success. Monitor student attendance and schedule parent meetings for students with high attendance.

Person Responsible

LaVerne Walker

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Title I Parent Sign-In Sheets will be collected as evidence of attendance. Parent Survey results will be reviewed and acted on as needed.

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. Increase proficiency in science through vertical planning and access to resources. **1**

 G096603

G1.B1 Proficiency in science has decreased each of the last two years. **2**

 B259850

G1.B1.S1 Teachers will participate in Professional Learning Communities and receive Science Professional Development **4**

 S275272

Strategy Rationale

Teachers will aggregate data to create small instruction groups.

Action Step 1 **5**

Teachers will participate in PLC's

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Teacher sign-in sheets, small groupings

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

Student groups will be flexible to ensure student achievement

Person Responsible

Sally Cunningham

Schedule

On 5/18/2018

Evidence of Completion

Teachers will provide a list of student groups

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

Teachers will meet in vertical teams to ensure Science curriculum is being taught with fidelity.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Achievement data will be used to modify student groupings

G1.B2 Not all teachers provide Science instruction on a daily basis **2**

 B259851

G1.B2.S1 Students in grades kindergarten - fourth grade will have at least 20 minutes of Science instruction in their daily schedule. **4**

 S275273

Strategy Rationale

Instruction must be ongoing in lower grades in order for students to be proficient in 5th grade.

Action Step 1 **5**

Teachers will meet in vertical teams for Science related PLC's

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Teacher Sign-In Sheets

Action Step 2 **5**

A Science Task Force will be created to support instruction

Person Responsible

Randy Kelley

Schedule

Triannually, from 9/19/2017 to 4/30/2018

Evidence of Completion

Grade specific science units will be created to support instruction

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

Teachers will be monitored to ensure that Science Instruction is taking place

Person Responsible

Randy Kelley

Schedule

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

Evidence of Completion

Teacher walk through and observation data

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

Teachers will evaluate student progress in science

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 10/2/2017 to 5/1/2018

Evidence of Completion

Student science assessments

G2. Increase proficiency and learning gains in reading through targeted and differentiated professional learning and monitoring **1**

 G096604

G2.B1 Teachers new to the district have not received sufficient training on Being a Reader, the new reading adoption **2**

 B259852

G2.B1.S1 The need for additional training on the Being A Reader program **4**

 S275274

Strategy Rationale

Teachers will become familiar with the program and its components.

Action Step 1 **5**

Provide training in the elements of reading instruction

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Training Agenda, Sign in sheets

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

Lesson plans and teacher observations will be monitored for fidelity.

Person Responsible

LaVerne Walker

Schedule

Semiannually, from 9/5/2017 to 5/25/2018

Evidence of Completion

Lesson Plan Review sheet & iObservation data

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

Teachers will become familiar with Being A Reader and implement it with fidelity.

Person Responsible

Randy Kelley

Schedule

Semiannually, from 9/6/2017 to 5/25/2018

Evidence of Completion

Assessments and teacher observations will be used.

G2.B2 Time within the reading block to complete all of the requirements of the program 2

 B259853

G2.B2.S1 Teachers in grades K - 2 will differentiate small group reading instruction. 4

 S275275

Strategy Rationale

Teachers will differentiate reading instruction to ensure each student need is being met.

Action Step 1 5

Teachers will be monitored to ensure that leveled small group reading instruction is effective.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Reading Assessment Data

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

Teachers will create leveled groups during planning sessions and PLC teams.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Small group instruction will take place and student artifacts will be assessed for student growth and fluency.

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

Teacher observations, PLC meetings and student artifacts will be monitored for effectiveness.

Person Responsible

Randy Kelley


Schedule

Quarterly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Teacher observations, PLC meetings and student artifacts will be monitored for effectiveness.

G2.B3 Being a Reader program does not cover all of the required elements for the literacy block. 2

 B259854

G2.B3.S1 Teachers will integrate additional ELA teacher resources within the literacy block. 4

 S275276

Strategy Rationale

Being A Reader does not meet the required elements for the literacy block.

Action Step 1 5

Teachers will collaborate to create reading instruction.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Leveled small grouping based on student instructional needs.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will produce lesson plans during PLC sessions

Person Responsible

Randy Kelley

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Teachers will show evidence of collaboration and student progress.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators will observe teaching instruction.

Person Responsible

LaVerne Walker


Schedule

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


Evidence of Completion

Lesson Plans will be checked and monitored to ensure all requirements of the literacy block are being met.

G3. All teachers will provide math instruction to their students based on a grade level common assessment. 1

 G096605

G3.B1 All students are not on the same instructional level for math instruction 2

 B259856

G3.B1.S1 Teachers will provide ongoing formative math assessments. 4

 S275278

Strategy Rationale

Math assessments will drive student instruction and allow the teacher to meet students on their instructional level.

Action Step 1 5

Math Sense Book Study

Person Responsible

Sally Cunningham

Schedule

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

Evidence of Completion

Teacher feedback and lesson planning

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

Lesson plans and teacher observations will be monitored for fidelity.

Person Responsible

LaVerne Walker

Schedule

Quarterly, from 9/18/2017 to 5/7/2018

Evidence of Completion

Lesson plan review sheets and iObservation teacher walk through data

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

Teachers will utilize Math Formative assessments to determine student math level.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 9/20/2017 to 5/2/2018

Evidence of Completion

Teacher assessment data and student grouping

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

Provide training in the elements of balanced math instruction

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 8/9/2017 to 5/2/2018

Evidence of Completion

Teacher created small group instruction; training agenda; sign-in sheets

G3.B2 Inability to grasp high level problem solving strategies **2**

 B259857

G3.B2.S1 When teaching problem solving skills/strategies teachers will differentiate math instruction to meet the needs of all students . **4**

 S275279

Strategy Rationale

Instructional scaffolding will allow teacher to add supports for students in order to enhance learning and aid in the mastery of tasks.

Action Step 1 **5**

District Math Specialist will provide assessment data and meet with teachers to create leveled groups.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

Leveled groups will be created and used as evidence of action step.

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

Teachers will provide small group instruction to help increase student problem solving strategies.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

DE data, teacher notes and formative assessments will be monitored as evidence.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student assessment data will be used during PLC to create small group instruction.

Person Responsible

Sally Cunningham

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

Leveled grouping that provides differentiated instruction focusing on problem solving strategies.

G4. Increase parent and community involvement to support student learning and increase student attendance.


1

 G096606

G4.B1 Working parents are not able to attend all school events, programs and meetings. 2

 B259858

G4.B1.S1 Newsletters, website updates, and School Messenger will provide parents with information to help create a parent school partnership and encourage them to attend school events. 4

 S275280

Strategy Rationale

Effective means of communication will help build positive school and home connections and increase parent participation.

Action Step 1 5

Newsletters will be created monthly, sent home and updated on school website.

Person Responsible

LaVerne Walker

Schedule

Monthly, from 8/15/2017 to 5/29/2018

Evidence of Completion

Newsletters will be stored in a binder and accessible on the school website.

Action Step 2 5

Incentives will be given to students to encourage good attendance.

Person Responsible

Diana Ambrose

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

Attendance data will be used to monitor improvement in student attendance.

Action Step 3 5

Parent meetings will be held as needed to increase student attendance.

Person Responsible

Randy Kelley

Schedule

Every 6 Weeks, from 10/23/2017 to 5/1/2018

Evidence of Completion

Parent conference notes will be kept to document attendance meetings.

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

Meetings and parent events will be scheduled so that a majority of parents are able to attend.

Person Responsible

Randy Kelley

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Title I parent in sheets, an increase in parent participation and parent survey data.

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

There will be a head count as to the number of parent participants at school events.

Person Responsible

LaVerne Walker




















Schedule

Quarterly, from 8/7/2017 to 5/24/2018














Evidence of Completion

Parent Sign-in Sheets, Blackboard connect data and an increase in parent participation will be used as evidence.

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.B2.S1.A2  A369470	A Science Task Force will be created to support instruction	Kelley, Randy	9/19/2017	Grade specific science units will be created to support instruction	4/30/2018 triannually
G1.B2.S1.MA1  M397848	Teachers will evaluate student progress in science	Cunningham, Sally	10/2/2017	Student science assessments	5/1/2018 quarterly
G4.B1.S1.A3  A369478	Parent meetings will be held as needed to increase student attendance.	Kelley, Randy	10/23/2017	Parent conference notes will be kept to document attendance meetings.	5/1/2018 every-6-weeks
G3.MA1  M397863	Quarterly assessments will be used to form small group instruction.	Cunningham, Sally	10/23/2017	iReady data, teacher notes, and formative assessment data will be used as evidence.	5/2/2018 quarterly
G3.B1.S1.MA1  M397858	Teachers will utilize Math Formative assessments to determine student math level.	Cunningham, Sally	9/20/2017	Teacher assessment data and student grouping	5/2/2018 quarterly
G3.B1.S1.MA2  M397859	Provide training in the elements of balanced math instruction	Cunningham, Sally	8/9/2017	Teacher created small group instruction; training agenda; sign-in sheets	5/2/2018 quarterly
G3.B1.S1.MA1  M397860	Lesson plans and teacher observations will be monitored for fidelity.	Walker, LaVerne	9/18/2017	Lesson plan review sheets and iObservation teacher walk through data	5/7/2018 quarterly
G1.MA1  M397850	Lesson Plans, student artifacts and teacher walk through data will be monitored for effectiveness.	Kelley, Randy	9/5/2017	Lesson Plans, student artifacts and teacher walk through data will be monitored for effectiveness.	5/18/2018 quarterly
G2.MA1  M397857	Quarterly assessment data will be used for effectiveness and student grouping.	Cunningham, Sally	10/16/2017	Student assessment data will be monitored.	5/18/2018 quarterly
G1.B1.S1.MA1  M397846	Teachers will meet in vertical teams to ensure Science curriculum is being taught with fidelity.	Cunningham, Sally	9/5/2017	Achievement data will be used to modify student groupings	5/18/2018 quarterly
G1.B1.S1.MA1  M397847	Student groups will be flexible to ensure student achievement	Cunningham, Sally	9/5/2017	Teachers will provide a list of student groups	5/18/2018 one-time
G1.B1.S1.A1  A369468	Teachers will participate in PLC's	Cunningham, Sally	9/5/2017	Teacher sign-in sheets, small groupings	5/18/2018 quarterly
G1.B2.S1.MA1  M397849	Teachers will be monitored to ensure that Science Instruction is taking place	Kelley, Randy	9/5/2017	Teacher walk through and observation data	5/18/2018 monthly
G1.B2.S1.A1  A369469	Teachers will meet in vertical teams for Science related PLC's	Cunningham, Sally	9/5/2017	Teacher Sign-In Sheets	5/18/2018 quarterly
G4.MA1  M397866	Parent Involvement Survey as well as parent attendance at events will be monitored for success....	Walker, LaVerne	8/7/2017	Title I Parent Sign-In Sheets will be collected as evidence of attendance. Parent Survey results will be reviewed and acted on as needed.	5/24/2018 quarterly
G2.B2.S1.MA1  M397853	Teacher observations, PLC meetings and student artifacts will be monitored for effectiveness.	Kelley, Randy	9/18/2017	Teacher observations, PLC meetings and student artifacts will be monitored for effectiveness.	5/24/2018 quarterly
G3.B2.S1.MA1  M397861	Student assessment data will be used during PLC to create small group instruction.	Cunningham, Sally	10/23/2017	Leveled grouping that provides differentiated instruction focusing on problem solving strategies.	5/24/2018 quarterly
G3.B2.S1.MA1  M397862	Teachers will provide small group instruction to help increase student problem solving strategies.	Cunningham, Sally	10/23/2017	DE data, teacher notes and formative assessments will be monitored as evidence.	5/24/2018 quarterly
G3.B2.S1.A1  A369475	District Math Specialist will provide assessment data and meet with teachers to create leveled...	Cunningham, Sally	10/23/2017	Leveled groups will be created and used as evidence of action step.	5/24/2018 quarterly

St. Johns - 0461 - South Woods Elementary School - 2017-18 SIP
South Woods Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1  M397864	There will be a head count as to the number of parent participants at school events.	Walker, LaVerne	8/7/2017	Parent Sign-in Sheets, Blackboard connect data and an increase in parent participation will be used as evidence.	5/24/2018 quarterly
G4.B1.S1.MA1  M397865	Meetings and parent events will be scheduled so that a majority of parents are able to attend.	Kelley, Randy	8/7/2017	Title I parent in sheets, an increase in parent participation and parent survey data.	5/24/2018 monthly
G4.B1.S1.A2  A369477	Incentives will be given to students to encourage good attendance.	Ambrose, Diana	10/23/2017	Attendance data will be used to monitor improvement in student attendance.	5/24/2018 quarterly
G2.B1.S1.MA1  M397851	Teachers will become familiar with Being A Reader and implement it with fidelity.	Kelley, Randy	9/6/2017	Assessments and teacher observations will be used.	5/25/2018 semiannually
G2.B1.S1.MA1  M397852	Lesson plans and teacher observations will be monitored for fidelity.	Walker, LaVerne	9/5/2017	Lesson Plan Review sheet & iObservation data	5/25/2018 semiannually
G2.B1.S1.A1  A369471	Provide training in the elements of reading instruction	Cunningham, Sally	9/6/2017	Training Agenda, Sign in sheets	5/25/2018 quarterly
G2.B2.S1.MA1  M397854	Teachers will create leveled groups during planning sessions and PLC teams.	Cunningham, Sally	9/6/2017	Small group instruction will take place and student artifacts will be assessed for student growth and fluency.	5/25/2018 quarterly
G2.B2.S1.A1  A369472	Teachers will be monitored to ensure that leveled small group reading instruction is effective.	Cunningham, Sally	9/6/2017	Reading Assessment Data	5/25/2018 quarterly
G2.B3.S1.MA1  M397855	Administrators will observe teaching instruction.	Walker, LaVerne	9/18/2017	Lesson Plans will be checked and monitored to ensure all requirements of the literacy block are being met.	5/25/2018 quarterly
G2.B3.S1.MA1  M397856	Teachers will produce lesson plans during PLC sessions	Kelley, Randy	9/6/2017	Teachers will show evidence of collaboration and student progress.	5/25/2018 quarterly
G2.B3.S1.A1  A369473	Teachers will collaborate to create reading instruction.	Cunningham, Sally	9/6/2017	Leveled small grouping based on student instructional needs.	5/25/2018 quarterly
G3.B1.S1.A1  A369474	Math Sense Book Study	Cunningham, Sally	8/8/2017	Teacher feedback and lesson planning	5/25/2018 monthly
G4.B1.S1.A1  A369476	Newsletters will be created monthly, sent home and updated on school website.	Walker, LaVerne	8/15/2017	Newsletters will be stored in a binder and accessible on the school website.	5/29/2018 monthly

V. Professional Development Opportunities

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

G2. Increase proficiency and learning gains in reading through targeted and differentiated professional learning and monitoring

G2.B1 Teachers new to the district have not received sufficient training on Being a Reader, the new reading adoption

G2.B1.S1 The need for additional training on the Being A Reader program

PD Opportunity 1

Provide training in the elements of reading instruction

Facilitator

Sally Cunningham, Instructional Literacy Coach

Participants

Classroom Teachers and Para Professionals

Schedule

Quarterly, from 9/6/2017 to 5/25/2018

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	Teachers will participate in PLC's				\$0.00
2	G1.B2.S1.A1	Teachers will meet in vertical teams for Science related PLC's				\$0.00
3	G1.B2.S1.A2	A Science Task Force will be created to support instruction				\$0.00
4	G2.B1.S1.A1	Provide training in the elements of reading instruction				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - South Woods Elementary School			\$250.00
5	G2.B2.S1.A1	Teachers will be monitored to ensure that leveled small group reading instruction is effective.				\$0.00
6	G2.B3.S1.A1	Teachers will collaborate to create reading instruction.				\$0.00
7	G3.B1.S1.A1	Math Sense Book Study				\$0.00
8	G3.B2.S1.A1	District Math Specialist will provide assessment data and meet with teachers to create leveled groups.				\$0.00
9	G4.B1.S1.A1	Newsletters will be created monthly, sent home and updated on school website.				\$0.00
10	G4.B1.S1.A2	Incentives will be given to students to encourage good attendance.				\$0.00
11	G4.B1.S1.A3	Parent meetings will be held as needed to increase student attendance.				\$0.00
Total:						\$250.00