



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Woodlands Elementary School

1420 EE WILLIAMSON RD

Longwood, FL 32750

407-746-2750

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0591](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0591)

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 32%
Alternative/ESE Center No	Charter School No	Minority Rate 35%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Woodlands Elementary School

Principal

Kathy A. Phillips

School Advisory Council chair

Nickson Benedico

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tracey J. Williams	Assistant Principal
Maureen O'Brien	Reading Teacher
Kathy Dooley	Guidance Counselor
Kelly Gavette	Kindergarten Teacher
Hillary Philbrick	First Grade Teacher
Rosa Williams	Second Grade Teacher
Michelle Dapore	Third Grade Teacher
Krista Quint	Fourth Grade Teacher
Jill Bastian	Fifth Grade Teacher
Lynn Stump	ESE Teacher

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Our SAC consists of 5 parent volunteers, two instructional representatives, one non-instructional representative, and the administrative team. Our SAC Chair is Mr. Nick Benedico, the Vice Chair is Mr. David Humbarger, and the Secretary is Mr. Josh Gagliardi.

Involvement of the SAC in the development of the SIP

The SAC reviews the student test results from last years FCAT and have input on the goals for this school year. The goals will center on reading, mathematics, and writing for 2013-14. They also have input on the overall school budget and specifically the SAC budget and how it will be spent as it relates to our school improvement goals.

Activities of the SAC for the upcoming school year

The SAC works with our school leadership to insure that the SIP action plans are being implemented and thus the SIP goals will be met. We discuss any local issues or topics that impact our students, school, and community and brainstorm ideas and solutions. Our SAC also provides 2 representatives for our A+ committee to provide guidance and approval of how the A+ money is distributed.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds for 2013-14 were received in July in the amount of \$775.00. We had a carryover from the 2012-13 school year that allowed us to purchase IXL math program for all students in grades 3-5. The cost of IXL was \$2,400.00. Our current balance is \$1,045.84 and we will be deciding the focus for that money at our next SAC meeting in October.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kathy A. Phillips

Principal	Years as Administrator: 20	Years at Current School: 3
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Credentials	Doctorate in Educational Leadership
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Performance Record	2013 - A
	2012 - A
	2011 - A

Tracey Williams

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Masters Degree in Special Education
 Certified in Educational Leadership, Specific Learning Disabilities
 K-12, Varying Exceptionalities K-12, Elementary Education K-6,
 ESOL, Media Specialist, Reading Endorsement, Pre-K
 Handicapped Endorsement

Performance Record

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

98%

certified in-field

54, 100%

ESOL endorsed

26, 48%

reading endorsed

11, 20%

with advanced degrees

29, 54%

National Board Certified

4, 7%

first-year teachers

, 0%

with 1-5 years of experience

11, 20%

with 6-14 years of experience

17, 31%

with 15 or more years of experience

26, 48%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Woodlands Elementary is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Woodlands Elementary School's reputation of being an "A" school brings to us many highly qualified applicants. One of our recruitment strategies is utilizing Seminole County Public School's partnership with State and private colleges and universities. We welcome university and college interns and field study students to Woodlands on a regular basis. Annually our school district participates in many university job fairs and minority and veteran job fairs.

Woodlands Elementary School supports all teachers, especially new teachers, with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year continues as needed.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Woodlands Elementary has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Woodlands has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. Woodlands utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Each team member meets with their team to analyze student data to determine if interventions are needed for Tier 1 students that are performing below expectations or if changes are needed to the interventions already being provided for those students who are already receiving Tier 2 or Tier 3 support.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Woodlands Elementary uses monthly meetings to monitor the fidelity of the school's MTSS and SIP. The online systems, EdInsight and SIP-Online, are in place to assist in effectively monitoring the fidelity of MTSS and SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The online systems, EdInsight and SIP-Online, are used to access and analyze data to monitor the effectiveness of the core, supplemental, and intensive supports in reading, mathematics, science, writing and engagement. In addition, the Skyward data management system and Discovery Education are also used to monitor attendance, grade books and test scores.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff members receive professional development on the MTSS process, EdInsight and Skyward. They meet in PLCs to analyze student data and build capacity. The Guidance Counselor, ESE and Instructional Support Personnel and Administration are available to provide individual or group support as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,280

Woodlands Elementary offers a tutorial program for our MTSS, ESE and ESOL students in grades 2-5. These groups have no more than 12 students per class. They meet two hours per week to work on specific core skills in reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Reading data is collected through the Discovery Education Assessment, Oral Reading Fluency Assessment and Phonics Screener for Intervention. Math data is collected through the Discovery Education Assessment and Go Math Assessments.

Who is responsible for monitoring implementation of this strategy?

Kathy Phillips, Tracey Williams, Stephanie Manor and the tutorial teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kathy A. Phillips	Principal
Tracey J. Williams	Assistant Principal
Cindy Irwin	Literacy Specialist
Kelly Gavette	Kindergarten Teacher
Hillary Philbrick	First Grade Teacher
Rosa Williams	Second Grade Teacher
Michelle Dapore	Third Grade Teacher
Krista Quint	Fourth Grade Teacher
Jill Bastian	Fifth Grade Teacher
Kathy Dooley	Guidance Counselor
Lynn Stump	Speech Language Pathologist

How the school-based LLT functions

The Literacy Leadership Team will continue to meet biweekly and will keep our focus on reading and student performance. We will review data each meeting and determine the strengths and weaknesses. This information will be shared with their teams and additional discussion will take place. Each team will provide recommendations based on data review. School wide strategies to increase student performance and learning games will be implemented by each team. Discussions will also include Common Core State Standards. The Literacy Leadership Team will also provide suggestions for Professional Development.

Major initiatives of the LLT

The Literacy Leadership Team will help guide our Professional Development initiatives on Common Core State Standards. We will focus on text complexity, close reading strategies, and working with fiction and non-fiction literature. These topics are heavy impact topics and strategies in Common Core. We will also spend time on increasing the stamina and ability to deal with rigorous passages for our students, thus preparing them for FCAT 2.0.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of Woodlands Elementary. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English Language Arts, Social Studies, Math, Science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Seminole County Public Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	77%	No	86%
American Indian				
Asian	93%	91%	No	94%
Black/African American	63%	59%	No	66%
Hispanic	76%	65%	No	78%
White	88%	80%	No	89%
English language learners				
Students with disabilities	59%	38%	No	63%
Economically disadvantaged	70%	64%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	22%	26%
Students scoring at or above Achievement Level 4	222	56%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	171	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	30	79%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	77%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		46%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	84	67%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	75%	No	84%
American Indian				
Asian	97%	91%	No	97%
Black/African American	52%	45%	No	57%
Hispanic	75%	62%	No	78%
White	87%	80%	No	88%
English language learners				
Students with disabilities	61%	32%	No	65%
Economically disadvantaged	71%	62%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	24%	28%
Students scoring at or above Achievement Level 4	205	51%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	170	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	56%	61%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	26%	30%
Students scoring at or above Achievement Level 4	68	50%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	138	16%	20%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	39	27%	22%
Students who receive two or more behavior referrals	21	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our parents are encouraged to participate as Dividend volunteers, support our teachers in the classrooms, chaperone field trips, provide services as Math Super Stars and Super Scientist facilitators, as well as participate in PTA and on SAC. We hold numerous parent academies over the course of the year to share information on important topics such as FCAT reading, math, writing as BYOD, science

fairs, and strategies to support assist children in the classrooms for early grades. We encourage all parents to sign in on Skyward so they can regularly access their child's academic progress. Parents are asked to participate in two parent teacher conferences each year and more frequently if the child is experiencing a learning or behavior challenge. We also have a number of informational and family events sponsored by PTA. These include our ice cream social, spaghetti dinner, health fair, family reading night, science fair, BYOD demonstration night, family movie night, and other family events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents accessing Skyward Family Access	118	20%	50%

Goals Summary

- G1.** All teachers will know and understand the ELA and Mathematics Common Core Standards and effectively implement strategies aligned to these standards.
- G2.** All teachers will instruct students to write across the curriculum to improve the quality of student writing and to use writing as a tool for thinking and learning.

Goals Detail

G1. All teachers will know and understand the ELA and Mathematics Common Core Standards and effectively implement strategies aligned to these standards.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- District Training
- Reading Street Resources
- Teachers are willing to learn
- Common Planning Time
- Teachers work in PLCs to analyze data and plan using the CCSS
- Reading Teacher
- Students are ready to learn
- Administrative Support

Targeted Barriers to Achieving the Goal

- Teachers have limited knowledge of the Common Core Standards and the Reading Street Curriculum
- Lack of time to analyze the common core standards and create lesson plans that adhere to the standards

Plan to Monitor Progress Toward the Goal

To monitor positive progress on this goal, the number of lessons that are aligned with the ELA and Mathematics Common Core Standards will increase in teacher lesson plans, student reading and math scores will improve and more lessons that are aligned with the Common Core Standards will be observed.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor for progress toward meeting this goal.

Target Dates or Schedule:

Progress toward meeting this goal will be monitored monthly.

Evidence of Completion:

Lesson plans, student reading data and iObservation data will be used as evidence of completion when monitoring for progress toward meeting this goal.

G2. All teachers will instruct students to write across the curriculum to improve the quality of student writing and to use writing as a tool for thinking and learning.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- District Training
- Reading Street Writing Resources, including Scoring Rubrics
- Common Planning Time
- Inter-Rater Reliability
- Reading Teacher
- Administrative Support
- Students Ready to Learn
- Teachers Willing to Learn

Targeted Barriers to Achieving the Goal

- Teachers have limited knowledge of how to implement writing across the curriculum

Plan to Monitor Progress Toward the Goal

To monitor positive progress on students writing across the curriculum.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor for progress toward meeting this goal.

Target Dates or Schedule:

The progress toward meeting this goal will be monitored monthly.

Evidence of Completion:

Lesson Plans, student data, and iObservation data will be used as evidence of completion when monitoring for progress toward meeting this goal.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will know and understand the ELA and Mathematics Common Core Standards and effectively implement strategies aligned to these standards.

G1.B1 Teachers have limited knowledge of the Common Core Standards and the Reading Street Curriculum

G1.B1.S1 Design and deliver PD in understanding and teaching the ELA and Math Common Core Standards.

Action Step 1

Research PD opportunities on ELA and Math Common Core Standards and plan PD calendar for the school year

Person or Persons Responsible

Kathy Phillips, Tracey Williams and Instructional Leadership Team

Target Dates or Schedule

August-October 2013

Evidence of Completion

PD plan

Action Step 2

Provide PD opportunities on the ELA and Math Common Core Standards to staff throughout the school year

Person or Persons Responsible

Kathy Phillips, Tracey Williams, Instructional Leadership Team, District Curriculum Support Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Agendas, Sign-in Sheets

Facilitator:

District Curriculum Support Teacher

Participants:

Teachers in Grades K-5

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

Design and deliver PD in understanding and teaching the ELA and Math Common Core Standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for fidelity of implementation.

Target Dates or Schedule

This strategy will be monitored on a monthly basis.

Evidence of Completion

The PD plan, sign-in sheets, and lesson plans will be used as evidence of completion when monitoring for fidelity of implementation of this strategy.

Plan to Monitor Effectiveness of G1.B1.S1

Successful implementation of this strategy will build teacher knowledge in understanding and teaching the ELA and Math Common Core Standards which will result in student learning gains in Reading and Mathematics.

Person or Persons Responsible

Kathy Phillips, Tracey Williams and the teachers will monitor for the effectiveness of this strategy.

Target Dates or Schedule

This strategy will be monitored on a monthly basis.

Evidence of Completion

The evidence of completion of this strategy will be visible as lesson plans show alignment to the Common Core Standards and students show proficiency on the Reading DE, Math DE, Reading FCAT and Math FCAT at the end of the school year.

G1.B1.S2 Design and implement ongoing support for teachers through structured PLCs (weekly).

Action Step 1

Establish guidelines and expectations for grade level PLC meetings.

Person or Persons Responsible

Kathy Phillips, Tracey Williams and Instructional Leadership Team

Target Dates or Schedule

October 1, 2013

Evidence of Completion

List of guidelines and expectations

Action Step 2

Inform the faculty of the newly structured weekly meetings and the guidelines/expectations that have been established to facilitate these meetings.

Person or Persons Responsible

Kathy Phillips and Tracey Williams

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Agenda, Meeting Notes

Action Step 3

Ongoing collaboration to facilitate productive PLC meetings in which teachers analyze data, examine the standards and plan together to create effective lessons aligned to the standards.

Person or Persons Responsible

Instructional Leadership Team, Teachers

Target Dates or Schedule

On-going, weekly

Evidence of Completion

Agendas, Meeting Notes, Student Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Design and implement ongoing support for teachers through structured weekly PLCs.

Person or Persons Responsible

Kathy Phillips and Tracey Williams

Target Dates or Schedule

On-going, Weekly

Evidence of Completion

PLC Meeting Notes, Lesson Plans, Student Data, iObservation Data

Plan to Monitor Effectiveness of G1.B1.S2

Successful implementation of this strategy will provide weekly support for teachers through weekly PLCs.

Person or Persons Responsible

Kathy Phillips and Tracey Williams

Target Dates or Schedule

PLC meetings and student data will be monitored weekly.

Evidence of Completion

The evidence of this strategy will be shown weekly through meeting notes and student data.

G1.B1.S3 Implement Lesson Studies to encourage teachers to work collaboratively to unpack the ELA and Math Common Core Standards and create effective lessons using the Reading Street and Go Math Materials.

Action Step 1

Build knowledge of the lesson study philosophy and process, as well as expectations, within the grade level teams.

Person or Persons Responsible

Kathy Phillips, Tracey Williams and Instructional Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, Meeting Notes

Action Step 2

Grade level teams will work collaboratively to create effective lesson plans based on the Common Core Standards.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

Action Step 3

Teacher will teach the lesson created by the team as the team members observe and take notes on the components of the lesson and the response of the students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Schedule, Lesson Plans

Action Step 4

The Grade Level Teams will meet in their PLC to discuss the strengths and weaknesses of the lesson and how to improve it to most effectively teach the ELA and Math Common Core Standards with the depth and rigor required to prepare students to be college and career ready.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Implement Lesson Studies to encourage teachers to work collaboratively to unpack the Common Core Standards and create effective lessons using the Reading Street and Go Math Materials.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for fidelity of implementation.

Target Dates or Schedule

This strategy will be monitored for fidelity of implementation on a monthly basis.

Evidence of Completion

Lesson plans, meeting notes, lesson observation notes and student data will be used as evidence of completion when monitoring this strategy for fidelity of implementation.

Plan to Monitor Effectiveness of G1.B1.S3

Implement Lesson Studies to encourage teachers to work collaboratively to unpack the ELA and Math Common Core Standards and create effective lessons using the Reading Street and Go Math Materials.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for effectiveness.

Target Dates or Schedule

This strategy will be monitored monthly for effectiveness.

Evidence of Completion

More detailed lesson plans that are aligned with the Common Core Standards will be used as evidence of completion when monitoring this strategy for effectiveness.

G1.B3 Lack of time to analyze the common core standards and create lesson plans that adhere to the standards

G1.B3.S1 Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of the Common Core Standards.

Action Step 1

Establish a Professional Development schedule on the early release Wednesdays that provides opportunities for teachers to learn about the Common Core Standards and the Pearson Reading Street Curriculum.

Person or Persons Responsible

Instructional Leadership Team

Target Dates or Schedule

August - October 2013

Evidence of Completion

PD plan

Action Step 2

Provide professional development on the Common Core Standards to teachers on the early release Wednesdays.

Person or Persons Responsible

District Curriculum Support Team

Target Dates or Schedule

on-going

Evidence of Completion

Agenda, Sign-in Sheets

Facilitator:

District Curriculum Support Team

Participants:

Teachers

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

Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of the ELA and Mathematics Common Core Standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor for fidelity of implementation.

Target Dates or Schedule

Fidelity of implementation will be monitored monthly.

Evidence of Completion

The professional development schedule, agendas, and sign-in sheets will be used as evidence when monitoring for fidelity of implementation.

Plan to Monitor Effectiveness of G1.B3.S1

Successful implementation of this strategy will provide teachers time on early release days to learn about the Common Core Standards and how to implement lessons aligned with the standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor for the effectiveness of this goal.

Target Dates or Schedule

The effectiveness of this goal will be monitored on a monthly basis.

Evidence of Completion

The evidence of this strategy will be shown on the professional development agendas, sign-in sheets and through student data and iObservation data.

G1.B3.S2 Teachers will be provided weekly PLC time to collaboratively explore and learn more about the Common Core Standards and prepare lessons that align with the standards.

Action Step 1

Provide teachers uninterrupted time to meet weekly in their grade level PLCs to analyze data, unpack the Common Core Standards and collaboratively work together to prepare and analyze lessons that are aligned with the standards.

Person or Persons Responsible

Kathy Phillips, Tracey Williams and Classroom Teachers

Target Dates or Schedule

On-going, Weekly

Evidence of Completion

Meeting Notes, Student Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Teachers will be provided weekly PLC time to collaboratively explore and learn more about the Common Core Standards and prepare lessons that align with the standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for fidelity of implementation.

Target Dates or Schedule

This strategy will be monitored for fidelity of implementation on a monthly basis.

Evidence of Completion

PLC meeting notes, lesson plans and student data will be used as evidence of completion when monitoring this strategy for fidelity of implementation.

Plan to Monitor Effectiveness of G1.B3.S2

Successful implementation of this strategy will provide teachers weekly PLC time to collaboratively explore and learn more about the Common Core Standards and prepare lessons that align with the standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor for the effectiveness of this strategy.

Target Dates or Schedule

The effectiveness of this strategy will be monitored on a monthly basis.

Evidence of Completion

PLC meeting notes, lesson plans and student data will be used as evidence of completion when monitoring this strategy for effectiveness.

G1.B3.S3 Substitutes will be provided to allow teachers time to build their knowledge of the Common Core Standards and work collaboratively to create and analyze lessons that align with the standards.

Action Step 1

Provide substitute teachers to allow classroom teachers time to learn collaboratively about the ELA and Mathematics Common Core Standards and how to create effective lessons aligned to those standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams

Target Dates or Schedule

As needed - based on PD schedule

Evidence of Completion

Agendas, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Substitutes will be provided to allow teachers time to build their knowledge of the Common Core Standards and work collaboratively to create and analyze lessons that align with the standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for fidelity of implementation.

Target Dates or Schedule

This strategy will be monitored on a monthly basis for fidelity of implementation.

Evidence of Completion

Substitute Logs, PD sign-in sheets, iObservation data, and student data will be used as evidence of completion when monitoring for fidelity of implementation.

Plan to Monitor Effectiveness of G1.B3.S3

Successful implementation of this strategy will provide substitutes to allow teachers time to build their knowledge of the ELA and Mathematics Common Core Standards and work collaboratively to create and analyze lessons that align with the standards.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor for the effectiveness of this strategy.

Target Dates or Schedule

The effectiveness of this strategy will be monitored on a monthly basis.

Evidence of Completion

Lesson plans, iObservation data, and student data will be used as evidence of completion when monitoring for the effectiveness of this strategy.

G2. All teachers will instruct students to write across the curriculum to improve the quality of student writing and to use writing as a tool for thinking and learning.

G2.B1 Teachers have limited knowledge of how to implement writing across the curriculum

G2.B1.S1 Teachers will participate in Professional Development on Common Core Writing/Writing Across the Curriculum.

Action Step 1

Create a PD plan that includes components on Common Core Writing/Writing Across the Curriculum

Person or Persons Responsible

Kathy Phillips, Tracey Williams and Instructional Support Team

Target Dates or Schedule

August-October 2013

Evidence of Completion

PD plan

Action Step 2

Provide PD to teachers on Common Core Writing/Writing Across the Curriculum

Person or Persons Responsible

District Curriculum Support Team, Instructional Support Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Sign-in Sheets

Facilitator:

District Curriculum Support Team

Participants:

Classroom Teachers K-5

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

Teachers will participate in Professional Development on Common Core Writing/Writing Across the Curriculum.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for fidelity of implementation.

Target Dates or Schedule

This strategy will be monitored on a monthly basis for fidelity of implementation.

Evidence of Completion

Agendas, sign-in sheets, exit cards, and student data will be used as evidence of completion when monitoring for fidelity of implementation.

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will participate in Professional Development on Common Core Writing/Writing Across the Curriculum.

Person or Persons Responsible

Kathy Phillips and Tracey Williams will monitor this strategy for effectiveness.

Target Dates or Schedule

This strategy will be monitored on a monthly basis.

Evidence of Completion

Evidence of completion for this strategy will be found through PD agendas and sign-in sheets.

G2.B1.S2 Teachers complete a self-reflection survey on how often they incorporate writing into other subjects areas and plan collaboratively in PLCs to increase the amount of writing that is used across the curriculum.

Action Step 1

Create a self-reflection survey on how often teachers incorporate writing into other subject areas.

Person or Persons Responsible

Instructional Support Team

Target Dates or Schedule

October 2013

Evidence of Completion

Survey

Action Step 2

Teachers use survey to reflect on their current practices and develop goals to increase use of writing in content areas.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Completed Survey and Goals

Action Step 3

Teachers plan collaboratively in PLCs to increase the use of writing across all curriculum areas.

Person or Persons Responsible

Teachers, Instructional Leadership Team

Target Dates or Schedule

On-Going

Evidence of Completion

PLC meeting notes, Lesson Plans, Student Data

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Teachers complete a self-reflection survey on how often they incorporate writing into other subjects areas and plan collaboratively in PLCs to increase the amount of writing that is used across the curriculum.

Person or Persons Responsible

Instructional Leadership Team

Target Dates or Schedule

On-going, Monthly

Evidence of Completion

Teachers will share their survey results with team members and lesson plans will show the increase in writing across the subject areas.

Plan to Monitor Effectiveness of G2.B1.S2

Successful implementation of this strategy will show an increase in writing over all subject areas.

Person or Persons Responsible

Administration

Target Dates or Schedule

Lesson plans and student data will be monitored monthly.

Evidence of Completion

The evidence of this strategy will be shown in lesson plans, student data and iObservation data.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Woodlands Elementary School will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will know and understand the ELA and Mathematics Common Core Standards and effectively implement strategies aligned to these standards.

G1.B1 Teachers have limited knowledge of the Common Core Standards and the Reading Street Curriculum

G1.B1.S1 Design and deliver PD in understanding and teaching the ELA and Math Common Core Standards.

PD Opportunity 1

Provide PD opportunities on the ELA and Math Common Core Standards to staff throughout the school year

Facilitator

District Curriculum Support Teacher

Participants

Teachers in Grades K-5

Target Dates or Schedule

on-going

Evidence of Completion

Agendas, Sign-in Sheets

G1.B3 Lack of time to analyze the common core standards and create lesson plans that adhere to the standards

G1.B3.S1 Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of the Common Core Standards.

PD Opportunity 1

Provide professional development on the Common Core Standards to teachers on the early release Wednesdays.

Facilitator

District Curriculum Support Team

Participants

Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Agenda, Sign-in Sheets

G2. All teachers will instruct students to write across the curriculum to improve the quality of student writing and to use writing as a tool for thinking and learning.

G2.B1 Teachers have limited knowledge of how to implement writing across the curriculum

G2.B1.S1 Teachers will participate in Professional Development on Common Core Writing/Writing Across the Curriculum.

PD Opportunity 1

Provide PD to teachers on Common Core Writing/Writing Across the Curriculum

Facilitator

District Curriculum Support Team

Participants

Classroom Teachers K-5

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will know and understand the ELA and Mathematics Common Core Standards and effectively implement strategies aligned to these standards.	\$8,500
Total		\$8,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School PD funds, SAC funds	\$1,000	\$1,000
PD funds, SAC funds, and district support from the Elementary Content Support Team	\$5,000	\$5,000
School PD funds	\$2,500	\$2,500
Total	\$8,500	\$8,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will know and understand the ELA and Mathematics Common Core Standards and effectively implement strategies aligned to these standards.

G1.B1 Teachers have limited knowledge of the Common Core Standards and the Reading Street Curriculum

G1.B1.S1 Design and deliver PD in understanding and teaching the ELA and Math Common Core Standards.

Action Step 2

Provide PD opportunities on the ELA and Math Common Core Standards to staff throughout the school year

Resource Type

Professional Development

Resource

District trainers and materials

Funding Source

School PD funds, SAC funds

Amount Needed

\$0

G1.B1.S3 Implement Lesson Studies to encourage teachers to work collaboratively to unpack the ELA and Math Common Core Standards and create effective lessons using the Reading Street and Go Math Materials.

Action Step 3

Teacher will teach the lesson created by the team as the team members observe and take notes on the components of the lesson and the response of the students.

Resource Type

Professional Development

Resource

Time and lesson study books

Funding Source

School PD funds

Amount Needed

\$2,500

G1.B3 Lack of time to analyze the common core standards and create lesson plans that adhere to the standards

G1.B3.S2 Teachers will be provided weekly PLC time to collaboratively explore and learn more about the Common Core Standards and prepare lessons that align with the standards.

Action Step 1

Provide teachers uninterrupted time to meet weekly in their grade level PLCs to analyze data, unpack the Common Core Standards and collaboratively work together to prepare and analyze lessons that are aligned with the standards.

Resource Type

Professional Development

Resource

Time and materials

Funding Source

School PD funds, SAC funds

Amount Needed

\$1,000

G1.B3.S3 Substitutes will be provided to allow teachers time to build their knowledge of the Common Core Standards and work collaboratively to create and analyze lessons that align with the standards.

Action Step 1

Provide substitute teachers to allow classroom teachers time to learn collaboratively about the ELA and Mathematics Common Core Standards and how to create effective lessons aligned to those standards.

Resource Type

Professional Development

Resource

Teachers will be given time to interact with each other and learn more about ELA and Mathematics Common Core Standards and how to create effective lessons aligned to those standards. We will work in PLC groups to analyze common core standards and create lesson plans that align with the standards.

Funding Source

PD funds, SAC funds, and district support from the Elementary Content Support Team

Amount Needed

\$5,000