



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Woodland Acres Elementary School

328 BOWLAN ST N

Jacksonville, FL 32211

904-720-1663

<http://www.duvalschools.org/wae>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 83%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 74%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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
Focus Year 1	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

**School**

Woodland Acres Elementary Schl

**Principal**

Timothy Feagins

**School Advisory Council chair**

Xaviera White

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

Name	Title
Tiffany Fullwood	Assistant Principal
Megan Schaudel	Curriculum Integration Specialist
Karen Gaylor	Reading Coach
Karleen Nickerson	School Counselor
Christie Stevenson	Resident Clinical Faculty
Sue Syverud	Professor in Residence
Erica Johnson	Math Lead Teacher

#### District-Level Information

**District**

Duval

**Superintendent**

Dr. Nikolai P Vitti

**Date of school board approval of SIP**

1/7/2014

### 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**

The School Advisory Council is made up of parents, teachers, and community members. The demographic representation of SAC reflects the percentage of each ethnicity present in the student body. SAC has elected a president and secretary to hold the meetings following Robert's Rules of Order. The committee meets on the third Thursday of each month.

**Involvement of the SAC in the development of the SIP**

The School Advisory Council helped the school's leadership team brainstorm identify resources and barriers that will either help or hinder the school moving forward. As a committee, we looked closely at the way the student performed on the FCAT in 2013 to determine priorities and next steps for the school.

Each "Expected Improvement" area was identified and discussed in depth to determine if any critical information was not included.

**Key Meeting Dates:**

August 29, 2013 - Discussed data from 2013 FCAT 2.0 to determine goals and priorities for the 2013-2014 school year.

September 19, 2013 - Looked at identified resources and barriers for student achievement in all expected improvement areas. Brainstormed additional resource and barriers to include in the School Improvement Plan.

**Activities of the SAC for the upcoming school year**

The School Advisory Council will play a critical role in helping build a link between home and school. We will be instituting Community Outreach sessions at the five apartment complexes that feed into Woodland Acres Elementary. SAC will have the apartment complex managers at the meeting to jointly plan for these events to show the families of Woodland Acres Elementary that we have joined forces to give their child a well-rounded education. Parents will also be given resources and materials to help their child at home to continue the learning that is taking place at the school.

The School Advisory Council will also be holding the school accountable for the data goals made in each expected improvement area. Each meeting will consist of a data update by the principal with the latest results from the district-based assessments. We will go back into the School Improvement Plan to monitor the progress of reaching the goals stated. As we progress through the school year, we will make any adjustments needed in order to reach or original goals.

The School Advisory Council will participate in a mid-year review of the School Improvement Plan. The purpose of this meeting will be to take a pulse check on the progress halfway through the school year. We will examine each expected area of improvement and evaluate the fidelity of implementation of the School Improvement Plan.

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

Woodland Acres Elementary School is committed to ensuring that all students that need Tier II instruction receive it with fidelity. The School Improvement Plan reflects the importance of providing this safety net to help students reach proficiency. In order to maximize time and resource to provide Tier II instruction, teachers will be providing after school tutoring for struggling students. It will be proposed that school improvement funds be used to pay teachers for after school tutoring sessions. Each tutoring session will last one hour after school for three days per week. Only students that show a clear learning deficit will be allowed to participate. Use of the funds in this way will help the school move closer to reaching its stated goals.

**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:**

**Timothy Feagins**

Principal

Years as Administrator: 5

Years at Current School: 3

**Credentials**

Degree(s):  
 Bachelor of Science degree in Education (K-6)  
 Master of Education in Curriculum and Instruction  
 Master of Education in Educational Leadership  
 Certification(s):  
 Educational Leadership (all levels)  
 Elementary Education 1-6

**Performance Record**

Woodland Acres Elementary  
 2012-2013: Principal  
 School Grade: C  
 FCAT: Reading – 45%; Math – 64%; Writing – 64%; Science – 51%; Reading Gains – 64%; Math Gains – 65%; Lowest 25% Reading – 67%; Lowest 25% Math – 70% Woodland Acres Elementary  
 2011-2012: Principal  
 School Grade: B  
 FCAT: Reading – 45%; Math – 60%; Writing – 86%; Science – 35%; Reading Gains – 61%; Math Gains – 64%; Lowest 25% Reading – 81%; Lowest 25% Math – 68%  
 Carter G. Woodson Elementary  
 2010-2011: Assistant Principal  
 School Grade: C  
 FCAT: Reading – 55%; Math – 58%; Writing – 58%; Science – 26%; Reading Gains – 55%; Math Gains – 63%; Lowest 25% Reading – 71%; Lowest 25% Math – 63%  
 Carter G. Woodson Elementary  
 2009-2010: Assistant Principal  
 School Grade: C  
 FCAT: Reading – 48%; Math – 56%; Writing – 81%; Science – 27%; Reading Gains – 46%; Math Gains – 67%; Lowest 25% Reading – 48%; Lowest 25% Math – 87%



**Tiffany Fullwood**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

Degree(s):  
 Bachelor of Science in Sociology (minor in Psychology)  
 Master of Arts in Human Resource Development /  
 Master of Arts in Management and Leadership  
 Certification(s):  
 Elementary Education K-6 / Social Sciences 5-9

**Performance Record**

Woodland Acres Elementary  
 2012-2013: Reading Coach  
 School Grade: C  
 FCAT: Reading – 45%; Math – 64%; Writing – 64%; Science – 51%; Reading Gains – 64%; Math Gains – 65%; Lowest 25% Reading – 67%; Lowest 25% Math – 70%

Annie R. Morgan Elementary  
 2011-2012: Teacher  
 School Grade: B  
 FCAT: Reading- 50%; Math - 74%; Writing – 71%; Science – 14%; Reading Gains – 68%; Math Gains – 75%; Lowest 25% Reading – 84%; Lowest 25% Math -87%

Annie R. Morgan Elementary  
 2010-2011: Teacher  
 School Grade: C  
 FCAT: Reading- 40%; Math - 55%; Writing – 86%; Science – 17%; Reading Gains – 52%; Math Gains – 67%; Lowest 25% Reading – 50%; Lowest 25% Math -90%

Annie R. Morgan Elementary  
 2009-2010: Teacher  
 School Grade: B  
 FCAT: Reading- 40%; Math - 57%; Writing – 76%; Science – 44%; Reading Gains – 68%; Math Gains – 75%; Lowest 25% Reading – 73%; Lowest 25% Math -90%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Karen Gaylor		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degree(s): Bachelor of Science in English Certification(s): Language Arts-6-12 Elementary-K-5 National Board Certification Reading Endorsement-6-12 Gifted Endorsement-6-12 English for Speakers of Other Languages Endorsed Mathematics Certification-5-9	
<b>Performance Record</b>	Woodland Acres Elementary 2012-2013: Reading Coach School Grade: C FCAT: Reading – 45%; Math – 64%; Writing – 64%; Science – 51%; Reading Gains – 64%; Math Gains – 65%; Lowest 25% Reading – 67%; Lowest 25% Math – 70% Enterprise Learning Academy 2011-2012: 5th Grade ELA School Grade: C FCAT: Reading – 72%; Math – 68%; Writing – 62%; Science – 57%; Reading Gains – 61%; Math Gains – 62%; Lowest 25% Reading – 55%; Lowest 25% Math – 66% Darnell-Cookman Middle High School 2010-2011: 6th Grade ELA/Gifted and Advanced School Grade: A FCAT: Reading – 82%; Math – 88%; Writing – 94%; Science – 77%; Reading Gains – 69% Math Gains – 78%; Lowest 25% Reading – 72; Lowest 25% Math 9% Darnell-Cookman Middle High School 2009-2010: 6th Grade ELA/Gifted and Advanced FCAT: Reading – 84%; Math – 90%; Writing – 95%; Science 81%; Reading Gains – 66%; Math Gains – 83%; Lowest 25% Reading – 65%; Lowest 25% Math – 82% Darnell-Cookman Middle High School 2008-2009: 6th Grade ELA/Gifted FCAT: Reading – 88%; Math - 90%; Writing - 98%; Science – 69%; Reading Gains – 69%; Math Gains – 83%; Lowest 25% Reading - 75%; Lowest 25% Math – 81%	

**Classroom Teachers**

**# of classroom teachers**

44

**# receiving effective rating or higher**

35, 80%

**# Highly Qualified Teachers**

91%

**# certified in-field**

44, 100%

**# ESOL endorsed**

22, 50%

**# reading endorsed**

0, 0%

**# with advanced degrees**

10, 23%

**# National Board Certified**

3, 7%

**# first-year teachers**

8, 18%

**# with 1-5 years of experience**

29, 66%

**# with 6-14 years of experience**

9, 20%

**# with 15 or more years of experience**

6, 14%

**Education Paraprofessionals**

**# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# 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**

Provide differentiated professional development each Tuesday during collaborative planning sessions for teachers based on professional development surveys and student data. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective. Person(s) responsible: school-based and district-based coaches.

Provide additional support to teachers through the use of coaching cycles. These cycles will allow instructional coaches at the school to work with teachers, one-on-one, to provide in depth assistance in the area of teaching. Person(s) responsible: school-based and district-based coaches.

Utilize the University of North Florida Resident Clinical Faculty (RCF) to hold monthly meetings with novice teachers to professionally develop common concerns faced by inexperienced teachers. The RCF will conduct informal walkthroughs with novice teachers to determine level of implementation of the new professional development. Person(s) responsible: RCF, school administration, and mentor teachers.

Conduct book studies on the use of Equity Audits to help teachers better understand all learners in a diverse school. Use professional literature from leading researchers in the field of education. Develop implementation plans with the teachers to help them feel supported in their journey of providing equity in their classrooms. Person(s) responsible: school administration.

### **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**

Every new teacher to Woodland Acres Elementary School will be awarded the opportunity to become acclimated to the school through various avenues. We feel that giving extra support to new teachers will help them better understand the school's culture along with its processes and procedures. New teachers will participate in monthly meetings with administration, be assigned a mentor, have the opportunity to observe other classrooms, and take part in professional development throughout the school year.

There will be a meet-and-greet session prior to the beginning of school with all new teachers to Woodland Acres Elementary School. This orientation session will allow new teachers the opportunity to understand the faculty and parent/student handbook through an in-depth description of its contents. New teachers will also participate in a school tour introducing them to all of the essential locations in the school building.

All teachers new to Woodland Acres Elementary will meet to discuss issues, concerns, or clarification. There will be opportunities for conducting classroom walkthroughs focusing on the twelve accomplish practices to show teachers positive examples of the principal's expectations. Principal or designee will hold a debriefing session after each of the walkthroughs to clarify or explain all findings. Each brand new teacher will be assigned a Resource Team. The Resource Team consists of a mentor, principal or designee, the Professional Development Facilitator (PDF), and the novice teacher. Duties may include observing and giving feedback, providing additional strategies and resources, providing assessment data, modeling, team teaching, and coaching the novice teacher as needed. The observations conducted by the Resource Team will become a part of the novice teacher's portfolio.

Novice teachers are paired with experienced teachers (3 years of more) either on the same grade level or within the same department. These mentors have prior leadership experiences at the school (i.e., grade level chair, directing teacher, committee head, etc.) and have completed Clinical Educator Training which will help them give productive feedback to the novice teacher.

#### **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**

All classroom teachers will participate in data chats with administration to determine safety nets needed in order to positively impact student achievement. Teacher support systems as well as small group assignments will be developed. Teachers will develop common assessments at the conclusion of each instructional unit to evaluate the effectiveness of the core instruction. Small groups will be adjusted based on the results of the unit/district assessments.

All instructional staff will receive a Rtl Handbook that contains the necessary resources and forms to complete Tier II and III interventions. Fidelity logs will be used by the teachers to verify consistency in the delivery of the interventions. Teachers are required to keep Rtl lesson plans that document the frequency of teacher-led instruction as well as the data that was used to determine the Rtl intervention.

Data for each Rtl instructional group will be tracked to monitor the progress of each student. Students that show consistent progress toward meeting the goal will be exited out of the Tiered intervention. Students that show minimal to no growth throughout the intervention after a sufficient amount of weeks will be brought to the Rtl problem solving team to brainstorm more effective interventions.

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

The MTSS leadership team functions as a committee at the school. It meets minimum once per month to discuss the implementation of the Rtl process at the school. The team analyzes the scheduling, materials, and progress monitoring process of Rtl for the school. The MTSS leadership team develops and revises the school Rtl handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The MTSS leadership team works closely with the Rtl problem solving team to provide professional development for teachers regarding the fidelity of the implantation of Rtl. Progress monitoring forms and frequency charts are develop through the MTSS leadership team as well as Rtl implementation plans.

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

The school-based MTSS leadership team helps in the development of the strategies used to help minimize the barriers stated in the SIP for each subject area. Teachers will participate in grade level Rtl collaborative sessions where they will brainstorm Tier II and III interventions to use across the grade level. These meetings will take place once a month with the school counselor, instructional coaches, and administration.

The Rtl problem-solving team meets at minimum once per month to analyze student progress for students with the largest learning deficits. Students will be brought before the Rtl problem-solving team once they have completed two intervention cycles in Tier II and/or III.

**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**

Teachers will utilize data in the district program Inform. Results from Diagnostic Assessment in Reading (DAR), previous FCAT assessments, and iReady Math will be used to determine learning deficits in each subject area. Teachers will complete item analyses for each concept/skill to determine individual students needs As teachers place students into either Tier II or III, student achievement will be managed through progress monitoring assessments. Teachers will fill out fidelity logs providing documentation for consistent delivery of Tier II and III instruction. Learning will be differentiated based on the results.

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

Early Dismissal Days that take place two Wednesdays as well as Faculty Meetings which take place once per month will be used to train staff on MTSS as needed. Teachers will meet every third Tuesday of the month as a grade level to discuss RtI strategies to use for Tier II and III students. Professional development will be delivered to help teachers develop a toolkit of interventions to use based on the individual student needs. In the professional development, staff will be made aware of any changes to the staff RtI handbook. The RtI problem-solving process will also be reviewed to assure that all teachers understand the necessary steps needed to bring a child before the RtI problem-solving team.

### 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:** 6,540

The students will work for 60 minutes every day, Monday through Thursday (except on early dismissal Wednesday), for 31 weeks in the Team Up program on targeted academic concepts/skills to extend the learning that takes place during the regular school day.

#### Strategy Purpose(s)

- Instruction in core academic subjects

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

The Team Up lead teacher will collect data weekly from teachers in order to monitor student progress. Item analysis spreadsheets will support the effectiveness of the strategy.

#### Who is responsible for monitoring implementation of this strategy?

The Team Up lead teacher will be responsible for monitoring the implementation of this strategy.

**Strategy:** Before or After School Program

**Minutes added to school year:** 9,300

The students will work for 60 minutes every day for 31 weeks in the Team Up program on enrichment activities (cheerleading, art, chorus, sports, strings, etc.) to contribute to a well-rounded education.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Student attendance will be tracked as well as behavior incentives to remain in activities to determine the effectiveness of the enrichment programs.

**Who is responsible for monitoring implementation of this strategy?**

The Team Up director will be responsible for monitoring the progress of the enrichment activities.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,440

Students will participate in 8 Saturday School sessions to provide additional interventions in preparation for the FCAT 2.0 assessment in April.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data will be collected on unit assessments as well as curriculum guide assessments to monitor progress toward meeting the goal of proficiency on FCAT 2.0.

**Who is responsible for monitoring implementation of this strategy?**

Classroom teachers with support of the instructional coaches will monitor the data to determine effectiveness of the strategy.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Timothy Feagins	Principal
Tiffany Fullwood	Assistant Principal
Sue Syverud	UNF Professor in Residence
Karen Gaylor	Reading Coach
Alison Peal	2nd Grade Teacher

Name	Title
Lakeyshia Joseph	1st Grade Teacher
Emily Main	Kindergarten Teacher

### How the school-based LLT functions

The school-based Literacy Leadership Team (LTT) will meeting monthly to review the implementation of reading as well as the integration of reading across all subject areas. Our primary role this year is to roll out the Common Core State Standards across all grade levels. We will be providing training for the staff on all of the CCSS standards as well as its vertical alignment throughout the school year.

The school-based LLT will set up vertical teams during Early Dismissal Wednesdays to analyze the implementation of the medical arts curriculum in the reading block. The purpose of this implementation is to help the students use authentic literature related to the medical field to introduce concepts to support the magnet theme. Teachers will be charged with developing lesson units with medically-related literature (both fiction and informational) that meets the text complexity required in the Common Core State Standards for each grade level.

The Diagnostic Assessment of Reading (DAR) will be analyzed by the school-based LLT to help professionally develop teachers in disaggregating the results. Tiered interventions will be developed by the teachers under the guidance of the school-based LLT to ensure that all learners are provided with differentiated instruction. The school-based LLT will monitor the progress of the students through the RtI process to analyze effective interventions.

The school-based LLT will analyze reading interventions that can be used during Tier II and III instruction to meet individual learner needs. These interventions will be introduced during the grade level RtI brainstorming sessions that will take place once per month.

### Major initiatives of the LLT

Major Initiatives of the LLT

- 25 book campaign / reading celebration
- Science integration into the reading block through non-fiction text
- Finding parallel readings to enhance the non-fiction selections used to teach science
- DAR analysis and remediation
- Text complexity
- Common Core State Standards implementation

### 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

The Pre-K program at Woodland Acres Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing, and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Within the first 45 days of enrollment, kindergarten students are given the FLKRS assessment for kindergarten readiness. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

Students that are enrolled in a VPK classroom in Duval County will develop a PreK readiness portfolio that will follow them into kindergarten. This portfolio will contain information on assessment results taken throughout PreK to give the kindergarten teachers a basis for student grouping and interventions.



## 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	50%		No	55%
American Indian				
Asian				
Black/African American	41%	40%	No	47%
Hispanic	49%	53%	Yes	54%
White	71%	53%	No	74%
English language learners				
Students with disabilities	35%	22%	No	42%
Economically disadvantaged	50%	45%	No	55%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	25%	30%
Students scoring at or above Achievement Level 4	45	20%	25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	82	63%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	23	62%	75%

#### 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)		<i>[data excluded for privacy reasons]</i>	40%
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>	28%
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>	20%

**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	45	64%	70%
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	67%	64%	No	70%
American Indian				
Asian				
Black/African American	59%	58%	No	63%
Hispanic	80%	89%	Yes	82%
White	79%	65%	No	81%
English language learners				
Students with disabilities	55%	31%	No	60%
Economically disadvantaged	67%	65%	No	70%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	37%	40%
Students scoring at or above Achievement Level 4	60	27%	30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	86	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	70%	75%

**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	23	38%	45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

**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		15
Participation in STEM-related experiences provided for students	635	100%	100%

**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	123	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	54	9%	6%
Students who are not proficient in reading by third grade	50	55%	50%
Students who receive two or more behavior referrals	17	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	80	12%	9%

**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**

On average, 39% (231/634) of the parents attended monthly parent events hosted by the school or Title I Parental Involvement Center. This is a 21% increase from the previous school year; however, research

suggests that student achievement increases when actively parents participate in the education of their children. Our overall target is to increase last years parent participation by 10%

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase schoolwide parental involvement by 10%	231	39%	49%

**Area 10: Additional Targets**

**Additional targets for the school**

Woodland Acres Elementary school of the Medical Arts will increase their hours of magnet integration to 10 hours of instruction and Implementing 30 hours of professional development for the 2013-2014 school year.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase magnet professional development hours to 30 hours	23	23%	30%

## Goals Summary

- G1.** Decrease the number of students retained by 2% after the 2013-2014 school year.
- G2.** To increase the Professional Development for our Magnet program to 30 hours for the 2013-2014 school year.
- G3.** Increase the overall writing proficiency by 6% on the 2014 Writing FCAT 2.0.
- G4.** Increase overall parent involvement by 10% for the 2013-2014 school year.
- G5.** Increase the overall reading proficiency by 10% on the 2014 Reading FCAT 2.0.
- G6.** Increase the overall math proficiency by 6% on the 2013-2014 FCAT 2.0.
- G7.** Increase the overall science proficiency by 9% on the 2014 Science FCAT 2.0

## Goals Detail

**G1. Decrease the number of students retained by 2% after the 2013-2014 school year.**

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Rtl Problem Solving Team
- School Counselor
- School Psychologist
- Tier II Intervention Programs
- Classroom Teachers
- School Coaches
- District Specialists
- ESE Teachers
- Rtl Problem Solving Team
- School Counselor
- School Psychologist
- Tier II Intervention Programs
- Classroom Teachers
- School Coaches
- District Specialists
- ESE Teachers

**Targeted Barriers to Achieving the Goal**

- Teacher Experience and fidelity using Intervention Curriculum

**Plan to Monitor Progress Toward the Goal**

Students that receive Progress Monitoring Plans will be closely monitored through progress reports and report card grades.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Progress Reports; Report Cards

**G2.** To increase the Professional Development for our Magnet program to 30 hours for the 2013-2014 school year.

**Targets Supported**

- Additional Targets

**Resources Available to Support the Goal**

- Curriculum Instructional Specialist
- Magnet Integration Units K-5
- Medical Magnet resources/manipulative
- Children Literature
- Medical Lab Instructor
- Art teacher
- Music teacher
- Math Coach
- Reading Coach
- UF of Shands Hospital

**Targeted Barriers to Achieving the Goal**

- Magnet integration is limited to science content.

**Plan to Monitor Progress Toward the Goal**

To increase the Professional Development for our magnet program to 30 hours for the 2013-2014 school year.

**Person or Persons Responsible**

Curriculum Integration Specialist, Reading Coach, Math Coach, Principal, Vice Principal, Classroom Teachers, Medical Lab Instructor, Art teacher, Music teacher, CPR instructor,

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

April 2014

**G3. Increase the overall writing proficiency by 6% on the 2014 Writing FCAT 2.0.****Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Classroom Teachers
- Instructional Coaches
- District Specialist
- Curriculum Guides
- Writing Rotation Centers
- Practice Writing Prompts
- Daily Language Review
- Author's Craft Literature
- Razzle Dazzle Writing
- Curriculum/Program Materials
- Common Planning Time
- Coaching Academy

**Targeted Barriers to Achieving the Goal**

- Students have limited skills in building strong and effective sentences. (i.e., grammar, punctuation, spelling, and sentence structure)

**Plan to Monitor Progress Toward the Goal**

Practice writing prompts and District Timed Writings will be given throughout each nine weeks. Students' writing will continually be reviewed and analyzed to see if progress has been made toward meeting the goal. Conferencing will be provided by giving students frequent feedback and allowing them to revise and edit as they progress towards the final publishing stage of the writing process.

**Person or Persons Responsible**

Teachers will monitor progress of students' writing and conference them during the writing block. Administration will monitor the progress through data chats and results of the district timed writing assessments given each nine weeks. The district scoring team will provide feedback after each district timed writing.

**Target Dates or Schedule:**

September 3, 2013 through June 3, 2014

**Evidence of Completion:**

FCAT Writing 2.0



**G4. Increase overall parent involvement by 10% for the 2013-2014 school year.**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Administration
- Title I Parent Liaison
- Classroom Teachers
- Academic Coaches

**Targeted Barriers to Achieving the Goal**

- Lack of communication between the home and school (disconnected or inaccurate phone numbers on file, parents' work schedules)

**Plan to Monitor Progress Toward the Goal**

Utilization of the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home.

**Person or Persons Responsible**

Administration and Title I Parent Liaison

**Target Dates or Schedule:**

October 2013 - May 2014

**Evidence of Completion:**

Meeting Minutes and Agenda's, Parent Sign-In Sheets, and Parent Survey's and Reflection Forms.

**G5. Increase the overall reading proficiency by 10% on the 2014 Reading FCAT 2.0.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Classroom Teachers
- Instructional Coaches
- District Specialists
- Curriculum/Program Materials
- University of North Florida PDS support
- District Curriculum Guides
- Coach Academy
- Master Schedule Subject Allocations
- Common Planning Time
- Parent Involvement/Academy

**Targeted Barriers to Achieving the Goal**

- Students' reading ability not on grade level

**Plan to Monitor Progress Toward the Goal**

Students who begin at the proficient level in reading will maintain proficiency throughout all reading assessments. Students below proficient will show double-digit growth throughout all reading assessments.

**Person or Persons Responsible**

Classroom Teachers; School Reading Coach; Administration

**Target Dates or Schedule:**

After each reading assessment

**Evidence of Completion:**

District CGA Results; Unit Assessments; FCAT 2.0 Reading Results; IOWA Results; DAR Results

**G6. Increase the overall math proficiency by 6% on the 2013-2014 FCAT 2.0.**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Classroom Teachers
- Instructional Coaches
- District Specialists
- Curriculum/Program materials
- District Curriculum Guides
- Coach Academy
- Common Planning Time
- Master Schedule Subject Allocations

**Targeted Barriers to Achieving the Goal**

- Knowledge on how to effectively remediate math deficiencies

**Plan to Monitor Progress Toward the Goal**

Effective implementation of curriculum and program materials

**Person or Persons Responsible**

Principal, Assistant Principal, Math Instructional Coach

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

Teachers will keep data from i-Ready Diagnostic assessment, Reflex Math, and SuccessMaker Data Notebook and refer to it when developing small groups and targeted lessons. Use of Ready Common Core remedial lessons should be evident in lesson plans which will be monitored by administration. Through observation, the instructional coach will determine how to assist teachers in aligning resources to data and delivering effective small group instruction.

## G7. Increase the overall science proficiency by 9% on the 2014 Science FCAT 2.0

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Classroom teachers
- District Specialist
- Curriculum Integration Specialist
- Medical Lab Instructor
- Curriculum/program materials
- Coach Academy
- Curriculum Instructional Guides
- Master Schedule Subject Allocation

### Targeted Barriers to Achieving the Goal

- Students lack foundational science skills when entering 5th grade due to limited science instruction in grades K-4.

## Plan to Monitor Progress Toward the Goal

How to increase the overall science proficiency by 10% on the 2014 Science FCAT 2.0

### Person or Persons Responsible

Reading Coach, Curriculum Integration Specialist, Principal, Assistant Principal,

### Target Dates or Schedule:

Bi-Weekly

### Evidence of Completion:

April 2014

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Decrease the number of students retained by 2% after the 2013-2014 school year.

**G1.B7** Teacher Experience and fidelity using Intervention Curriculum

**G1.B7.S1** Utilize the district approved list of Tier II intervention materials with fidelity to closely monitor the progress of student during the Rtl sessions. Monitor that all Rtl sessions are being delivered on a daily basis.

#### **Action Step 1**

Classroom Teachers will provide Tier II instruction every day to struggling students using district approved curriculum with fidelity.

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Rtl Lesson Plans; Fidelity Logs; Progress Monitoring Growth Chart

#### **Facilitator:**

School Reading Coach; Math Lead Teacher

#### **Participants:**

Classroom Teachers

#### **Plan to Monitor Fidelity of Implementation of G1.B7.S1**

Teachers are delivering Rtl Instruction on a daily basis.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Rtl Lesson Plans; Fidelity Logs; Progress Monitoring Growth Charts

## Plan to Monitor Effectiveness of G1.B7.S1

Progress Monitoring Plans will be developed for students that are not proficient in core subject areas. Plans will be monitored and updated throughout the school year to determine effectiveness of the interventions implemented.

### Person or Persons Responsible

Administration; Classroom Teachers

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Progress Monitoring Plans; Curriculum Guide Assessments; Progress Report Grades; Report Card Grades

**G2.** To increase the Professional Development for our Magnet program to 30 hours for the 2013-2014 school year.

**G2.B5** Magnet integration is limited to science content.

**G2.B5.S1** Utilize the Reading Coach to hold professional development on how to integrate medical standards/theme into the 90-minute reading block.

### Action Step 1

Reading coach will work with Curriculum Integration Specialist to hold professional development for teachers to integrate the medical standards into their reading and writing block.

### Person or Persons Responsible

Reading Coach, Curriculum Integration Specialist, classroom teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

April 2014

### Facilitator:

Reading Coach and Curriculum Integration Specialist

### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B5.S1**

Reading Coach and Curriculum Integration Specialist will meet with teachers to hold trainings on integrating Medical Theme into their reading block.

**Person or Persons Responsible**

Reading coach, Curriculum Integration Specialist

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

April 2014

### **Plan to Monitor Effectiveness of G2.B5.S1**

How effective is the Medical Theme being integrated into the Reading and Writing block?

**Person or Persons Responsible**

Reading Coach, Curriculum Integration Specialist, Classroom teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

April 2014

**G2.B5.S2** Utilize the Math coach to hold professional development on how to integrate medical standards/theme into the 60-minute math block.

**Action Step 1**

Curriculum Integration Specialist and Math Lead Teacher will hold professional development times with teachers to integrate the magnet standards into the math curriculum.

**Person or Persons Responsible**

Curriculum Integration specialist, Math Lead Teacher, classroom teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

April 2014

**Facilitator:**

Math Lead Teacher and Curriculum Integration Specialist

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G2.B5.S2**

Professional Development will be offered for teachers to implement the magnet standards into the Math curriculum.

**Person or Persons Responsible**

Curriculum Integration Specialist, Math coach

**Target Dates or Schedule**

weekly

**Evidence of Completion**

April 2014



## Plan to Monitor Effectiveness of G2.B5.S2

Creating Professional Development with teachers to integrate the Medical Standards into the Math curriculum.

### Person or Persons Responsible

Curriculum Integration Specialist, Math Coach

### Target Dates or Schedule

weekly

### Evidence of Completion

April 2014

**G2.B5.S3** Curriculum Integration Specialist will meet with grade levels to develop unit plans that integrate rigorous medical concepts into lesson plans.

### Action Step 1

Looking at the grade level Curriculum Guides, Magnet standards and Magnet related children literature; curriculum specialist will provide professional development for the teachers during their planning time.

### Person or Persons Responsible

Curriculum Integration specialist, Classroom teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

April 2014

### Facilitator:

Reading Coach, Curriculum Integration Specialist

### Participants:

Literacy Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B5.S3**

Is the teachers being provided professional development on how to integrate Medical theme using children literature and medical purchased resources from the Medical Lab and interactive software.

#### **Person or Persons Responsible**

Curriculum Integration Specialist, Teachers, Math coach, Reading coach

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

April 2014

### **Plan to Monitor Effectiveness of G2.B5.S3**

Teachers are using Medical purchased manipulative and children text to integrate the medical theme into their math, writing, science, and reading block.

#### **Person or Persons Responsible**

Curriculum Integration Specialist, Medical Lab Instructor, Classroom teachers

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

April 2014

**G2.B5.S4** CPR course will be held for teachers to meet professional development requirements.

**Action Step 1**

CPR/First Aid course will be provided for teachers to satisfy part of the 30 hours of Magnet Integration professional development.

**Person or Persons Responsible**

Curriculum Integration Specialist, Jim Schaudel (CPR instructor), Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

November 2013

**Facilitator:**

CPR Instructor

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G2.B5.S4**

Teachers will be provided a CPR course from a certified instructor to help meet the 30 hours of Professional Development with in the Medical.

**Person or Persons Responsible**

Curriculum Integration Specialist, Jim Schaudel (CPR instructor)

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

November 2013

### Plan to Monitor Effectiveness of G2.B5.S4

Certified CPR instructor will be on campus to hold a CPR course to meet professional Development requirements.

**Person or Persons Responsible**

Jim Schaudel (Certified CPR instructor)

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

November 2013

**G2.B5.S5** Friendly Asthma School workshop will be held to meet professional development requirements.

**Action Step 1**

American Lung Association will offer a program to assist staff to understand triggers, signs and symptoms of asthma.

**Person or Persons Responsible**

American Lung Association

**Target Dates or Schedule**

To be determined

**Evidence of Completion**

June 2014

**Facilitator:**

American Lung Association

**Participants:**

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B5.S5**

Curriculum Integration Specialist will set up a time for American Lung Association to come do a workshop for our teachers to identify the causes of asthma.

#### **Person or Persons Responsible**

Curriculum Integration Specialist, American Lung Association

#### **Target Dates or Schedule**

To be determined

#### **Evidence of Completion**

June 2014

### **Plan to Monitor Effectiveness of G2.B5.S5**

Teacher will receive a certificate for participating in asthma awareness.

#### **Person or Persons Responsible**

American Lung Association

#### **Target Dates or Schedule**

To be Determined

#### **Evidence of Completion**

June 2014

**G2.B5.S6** Provide professional development on how to integrate medically themed iPad activities and interactive software into the core subject areas.

**Action Step 1**

Teachers will be given professional development on age appropriate iPad and interactive software that relates to the Medical Theme for their grade level.

**Person or Persons Responsible**

Curriculum Integration Specialist, Technology lead teacher, Principal, Vice Principal

**Target Dates or Schedule**

monthly

**Evidence of Completion**

May 2014

**Facilitator:**

Curriculum Integration Specialist, School Technology Coordinator

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G2.B5.S6**

Professional Development on age and Medical theme appropriate software to integrate into the classrooms.

**Person or Persons Responsible**

Curriculum Integration Specialist, Lead Technology teacher

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

May 2014

## Plan to Monitor Effectiveness of G2.B5.S6

Are teachers using appropriate technology in their classroom to incorporate the medical theme and standards.

### Person or Persons Responsible

Curriculum Integration Specialist, Lead technology teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

May 2014

## G3. Increase the overall writing proficiency by 6% on the 2014 Writing FCAT 2.0.

**G3.B1** Students have limited skills in building strong and effective sentences. (i.e., grammar, punctuation, spelling, and sentence structure)

**G3.B1.S1** Teachers with support of the Reading Coach will develop strong rotation centers that will give students practice in the areas of grammar, punctuation, spelling, and sentence structure.

### Action Step 1

Develop strong rotation centers that will provide students with daily practice in the areas of grammatical skills and sentence structure that will include the following: Grammatical Skills 1. Capitalization and Punctuation 2. Spelling 3. Subject Verb Agreement 4. Correct Pronoun Usage 5. Verb Tense Sentence Structure 1. Sentence Variety 2. Combining Sentences 3. Organizing sentences

### Person or Persons Responsible

Writing teachers and Reading Coach

### Target Dates or Schedule

Rotation Centers will take place during the daily writing block of the DCPS framework from October 1, 2013 through June 3, 2014.

### Evidence of Completion

District timed writings; FCAT 2.0 Writing

### Facilitator:

Reading Coach

### Participants:

Classroom Teachers

## **Action Step 2**

Implementation of the six-step writing process through rotation centers will allow for differentiated instruction that will meet students needs. Provide a variety of writing prompts and activities for centers that support the six-step process. 1. Pre-writing/Planning 2. Writing first draft 3. Editing 4. Conferencing 5. Revising 6. Publishing

### **Person or Persons Responsible**

Writing teachers and Reading Coach

### **Target Dates or Schedule**

The six step writing process will take place during the daily writing block of the DCPS Instructional Framework Model from September 3, 2013 through June 3, 2014.

### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing - 2014

### **Facilitator:**

Reading Coach

### **Participants:**

Classroom Teachers

## **Action Step 3**

Implement peer editing and shared writing during rotation centers.

### **Person or Persons Responsible**

Writing teachers and Reading Coach

### **Target Dates or Schedule**

Reading and Writing block of the DCPS Instructional Framework. October 1, 2013 through June 3, 2014.

### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing 2014



#### **Action Step 4**

Provide centers with quality literature to model exemplary writing along with writing prompts that will connect to the text.

##### **Person or Persons Responsible**

Writing teachers and Reading Coach

##### **Target Dates or Schedule**

Exposure to quality writing of literary and informational text will take place during both the reading and writing blocks of the DCSP district framework.

##### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing 2014

#### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Rotation centers will be developed consisting of skills and activities in the areas of grammar, punctuation, spelling, sentence structure, and vocabulary. Students will practice these skills daily during the center rotation of the writing block. Implementation of the six-step writing process will occur daily and will allow for differentiation that will meet students' writing needs. Anchor lessons will be used to model effective writing and teachers will give students opportunities to hear quality writing through shared writing. Students will read and see quality writing through shared reading of authentic literary and informational text and write about related topics connected to these texts. Support will be provided through the DCPS Coaching Cycle on the implementation of the Instructional Framework Model as needed.

##### **Person or Persons Responsible**

Classroom teachers and the Reading Coach will work together to develop materials and provide activities for each of the rotation centers. Teachers will keep anecdotal records during the students' writing block. Administration will check for implementation of differentiated center rotations and the gradual release model as they conduct classroom walk throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.

##### **Target Dates or Schedule**

October 1 through June 3, 2014

##### **Evidence of Completion**

FCAT 2.0 Writing

**Plan to Monitor Effectiveness of G3.B1.S1**

Students will practice skills in grammar, punctuation, spelling, and sentence structure daily during the center rotation of the writing block. Evidence of rotation centers will be visible in the classroom. Effectiveness of the rotation centers will be seen through the District Timed Writings. Implementation of the six-step writing process will occur daily through the gradual release model. Anchor lessons will be used to model effective writing and teachers will give students opportunities to hear quality writing through author's chair. Students will hear and see quality writing through shared reading of authentic literary and informational text and be given opportunities to write about similar topics. Support will be provided through the DCPS Coaching Cycle on the implementation of the Instructional Framework Model as needed. Effectiveness of writing will be monitored by the classroom teacher through conferencing, progress monitoring charts, and anecdotal records.

**Person or Persons Responsible**

Administrators will conduct both formal and informal observations to monitor the effectiveness of rotation centers and the writing process. The assigned District Literary Specialist and school-based literacy coach will provide support as needed.

**Target Dates or Schedule**

The rotation centers and the components of the writing process will be ongoing through September 3, 2013 through June 3, 2014.

**Evidence of Completion**

FCAT 2.0 Writing 2014

**G3.B1.S2** Teachers will implement the six-step writing process through the gradual release model and center rotations.

### **Action Step 1**

Implementation of the six-step writing process consisting of the following components: Prewriting/ Planning Writing first draft Editing Conferencing Revising Publishing

#### **Person or Persons Responsible**

Writing teachers and Reading Coach.

#### **Target Dates or Schedule**

Each stage of the writing process will occur during the writing block of the DCPS Instructional Framework - September 3, 2013 through June 3, 2014

#### **Evidence of Completion**

District Timed Writings; FCAT 2.0 Writing 2014

#### **Facilitator:**

Reading Coach

#### **Participants:**

Classroom Teachers

### **Action Step 2**

Develop strong writing centers for each step of the writing process. Peer editing and conferencing will take place during this time.

#### **Person or Persons Responsible**

Writing teachers and Reading Coach.

#### **Target Dates or Schedule**

Writing Block - DCPS Instructional Framework; Writing Centers - October 1, 2013 though June 3, 2014.

#### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing - 2014

#### **Facilitator:**

Reading Coach

#### **Participants:**

Classroom Teachers

### **Action Step 3**

Model steps of the writing process leading to the publishing stage. (i.e., planning, writing first draft, editing, revising)

#### **Person or Persons Responsible**

Writing teachers and Reading Coach.

#### **Target Dates or Schedule**

Each stage of the writing process will be modeled during the writing block of the DCPS Instructional Framework from September 3, 2013, through June 3, 2014.

#### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing - 2014

### **Action Step 4**

Provide conferencing for students as part of the six-step writing process.

#### **Person or Persons Responsible**

Writing teachers and Reading Coach.

#### **Target Dates or Schedule**

Student conferencing will take place during the writing block of the DCPS Instructional Framework from September 3, 2013 through June 3, 2014.

#### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing - 2014

## **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Teachers will monitor students writing and provide feedback through conferencing. Students will participate in planning their essay and writing their first draft. Conventional errors will be improved through the editing and revision stages of the writing process.

#### **Person or Persons Responsible**

Teachers will monitor their students' participation in the writing process through anecdotal notes as their students participate in each of the writing stages. Administration will conduct both formal and informal observations to monitor implementation of the writing process. The school based Literacy Coach and District Specialist will provide support as needed.

#### **Target Dates or Schedule**

September 3, 2013 through June 3, 2014

#### **Evidence of Completion**

District Timed Writings; FCAT 2.0 Writing 2014

### Plan to Monitor Effectiveness of G3.B1.S2

Sample writing prompts will be given during the writing block. Teachers will continually monitor students' progress by keeping anecdotal notes while students are working through each of the stages. Through conferences students will get feedback that will help improve their writing. District Timed Writings will be given each nine weeks and scored by the District Writing Team.

#### Person or Persons Responsible

Teachers will keep anecdotal records concerning their students writing. Administrators will conduct data chats based on the students' data. The District Writing Team will provide feedback and offer strategies to improve student writing. They will give teachers specific feedback that help them know exactly how to help their students.

#### Target Dates or Schedule

September 3, 2013 through June 3, 2014

#### Evidence of Completion

District Timed Writings; FCAT Writing 2.0 2014

**G3.B1.S3** Teachers will model quality writing for their students by demonstrating how to write sentences that are well organized with accurate conventions and sentence variety.

#### Action Step 1

Implementation of "I Do" component of the gradual release model will be used as teachers actually write attention-grabbing introductions and elaborated paragraphs. Students will be shown how to effectively combine sentences and use proper conventions in writing.

#### Person or Persons Responsible

Writing teachers and Reading Coach

#### Target Dates or Schedule

Modeling of quality writing will take place during the writing block of the DCPS instructional framework.

#### Evidence of Completion

District timed writings; FCAT 2.0 Writing Assessment - 2014

#### Facilitator:

Reading Coach

#### Participants:

Classroom Teachers

## **Action Step 2**

Model steps of the "six step writing process." Think-alouds will be used during the gradual release model.

### **Person or Persons Responsible**

Writing Teachers and Reading Coach

### **Target Dates or Schedule**

Writing Block - DCPS Instructional Framework

### **Evidence of Completion**

District timed writings; FCAT 2.0 Writing - 2014

## **Action Step 3**

Use anchor lessons by showing examples of exemplary and non-exemplary writing.

### **Person or Persons Responsible**

Writing teachers

### **Target Dates or Schedule**

Writing Block - DCPS Instructional Framework

### **Evidence of Completion**

District time writings; FCAT 2.0 Writing

## **Plan to Monitor Fidelity of Implementation of G3.B1.S3**

Gradual Release Model - "I DO" - Writing will be modeled through demonstrating the process of writing.

### **Person or Persons Responsible**

Academic teacher will model attention grabbing introductions and elaborated paragraphs showing how to effectively combine sentences and edit writing using proper conventions. Administration will conduct both formal and informal observations to monitor the gradual release model through teaching writing. The District Specialist and school-based Literacy Coach will offer support as needed.

### **Target Dates or Schedule**

September 3, 2013 through June 3, 2014

### **Evidence of Completion**

FCAT 2.0 Writing - 2014

### Plan to Monitor Effectiveness of G3.B1.S3

Modeling and demonstrating writing through metacognitive thinking. Modeling and demonstrating writing will be used to show students samples of writing and how writing is actually done through a thinking process.

#### Person or Persons Responsible

Administration will monitor effectiveness of the modeling component through informal and formal observations. The District Literacy Specialist will offer support.

#### Target Dates or Schedule

September 3, 2013 through June 3, 2014

#### Evidence of Completion

FCAT 2.0 Writing - 2014

**G3.B1.S4** Teachers will expose students to quality writing through reading a variety of authentic genres of both literary and informational text.

#### Action Step 1

Descriptive language and effective writing will be emphasized as students read a variety of literary and informational text.

#### Person or Persons Responsible

Writing Teachers

#### Target Dates or Schedule

Reading and Writing Block of the DCPS Instructional Framework

#### Evidence of Completion

District timed writings; FCAT 2.0 Writing 2014

#### Action Step 2

Teach sentence structure and organization of paragraphs through both literary and informational texts.

#### Person or Persons Responsible

Writing Teachers

#### Target Dates or Schedule

Reading and Writing Block of the DCPS Instructional Framework

#### Evidence of Completion

District timed writings; FCAT 2.0 Writing 2014

### Plan to Monitor Fidelity of Implementation of G3.B1.S4

Exposure to authentic genres of both literary and informational texts Students will read a variety of literature and observe the syntax, vocabulary, and descriptive language within the text that the author uses in his or her writing. They will pay attention to the use of sentence variety and structure within the text.

#### Person or Persons Responsible

Teachers will emphasize descriptive language and effective sentence structure by referring them to the author's style used in both literary and informational text. Administration will monitor the implementation through informal and formal observations. District Specialist and the school-based literacy coach will give support as needed.

#### Target Dates or Schedule

September 3, 2013 through June 3, 2014

#### Evidence of Completion

FCAT 2.0 Writing 2014

### Plan to Monitor Effectiveness of G3.B1.S4

District Timed Writings and practice writing assignments will be continually reviewed by the teacher. These writing samples will remain in the students' writing portfolios. Teachers will examine the students' writing and give feedback through conferencing.

#### Person or Persons Responsible

Practice essays will be monitored by the teacher. District Time Writings will be monitored by the teacher and the District Writing Team. The District Writing Team will give strategies and feedback that will assist the teacher in providing suggested activities that will help to improve writing.

#### Target Dates or Schedule

September 3, 2013 through June 3, 2013

#### Evidence of Completion

FCAT 2.0 Writing; District Timed Writings



**G4. Increase overall parent involvement by 10% for the 2013-2014 school year.**

**G4.B3** Lack of communication between the home and school (disconnected or inaccurate phone numbers on file, parents' work schedules)

**G4.B3.S1** Woodland Acres School of the Medical Arts contains a Parental Involvement Center. The center is staffed with a parent liaison 5 days a week. The liaison uses the center to facilitate parent workshop and increase awareness about academic support strategies, activities, and resources that help reinforce school work at home. In addition to providing workshops for parents, the liaison assists and supports the school in its efforts to remedy attendance and truancy issues. We will also hold Parent Involvement Community Meetings at our four local Apartment Homes, to better serve our parents that lack transportation. Additionally, the parent liaison will monitor the effectiveness of the Parent Involvement Center through parent sign-in sheets and attendance to parent workshops and programs.

**Action Step 1**

Utilize the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home.

**Person or Persons Responsible**

Administration, Coaches, Teachers, Title I Parent Liaison, and Parents

**Target Dates or Schedule**

October 2013- May 2014

**Evidence of Completion**

Meeting Minutes and Agenda's, Parent Sign-In Sheets, and Parent Survey's and Reflection Forms.

**Facilitator:**

Parent Liaison, Staff

**Participants:**

Parents

**Plan to Monitor Fidelity of Implementation of G4.B3.S1**

Utilization of the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home.

**Person or Persons Responsible**

Administration and Title I Parent Liaison

**Target Dates or Schedule**

October 2013 - May 2014

**Evidence of Completion**

Meeting Minutes and Agenda's, Parent Sign-In Sheets, and Parent Survey's and Reflection Forms.

### Plan to Monitor Effectiveness of G4.B3.S1

Utilization of the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home.

#### Person or Persons Responsible

Administration and Title I Parent Liaison

#### Target Dates or Schedule

October 2013 - May 2014

#### Evidence of Completion

Meeting Minutes and Agenda's, Parent Sign-In Sheets, and Parent Survey's and Reflection Forms.

**G4.B3.S2** Utilize a variety of media sources to communicate with families (Connect Duval, Title I Parental Involvement Center Monthly Calendars, School Website, School Marque, School Flyers and WAE Weekly Newsletter)

#### Action Step 1

A variety of media sources will be utilized throughout the school year to communicate with families (Connect Duval, Title I Parental Involvement Center Monthly Calendars, School Website, School Marque, School Flyers and WAE Weekly Newsletter).

#### Person or Persons Responsible

School Administration, Teachers, and Title I Parent Involvement Liaison

#### Target Dates or Schedule

October 2013- May 2014

#### Evidence of Completion

Parent Sign -In Sheets from School-wide Events

### **Plan to Monitor Fidelity of Implementation of G4.B3.S2**

A variety of media sources will be utilized throughout the school year to communicate with families (Connect Duval, Title I Parental Involvement Center Monthly Calendars, School Website, School Marque, School Flyers and WAE Weekly Newsletter).

#### **Person or Persons Responsible**

School Administration, Teachers, and Title I Parent Involvement Liaison

#### **Target Dates or Schedule**

October 2013- May 2014

#### **Evidence of Completion**

Parent Sign -In Sheets from School-wide Events

### **Plan to Monitor Effectiveness of G4.B3.S2**

A variety of media sources will be utilized throughout the school year to communicate with families (Connect Duval, Title I Parental Involvement Center Monthly Calendars, School Website, School Marque, School Flyers and WAE Weekly Newsletter).

#### **Person or Persons Responsible**

School Administration, Teachers, and Title I Parent Involvement Liaison

#### **Target Dates or Schedule**

October 2013- May 2014

#### **Evidence of Completion**

Parent Sign -In Sheets from School-wide Events

**G5. Increase the overall reading proficiency by 10% on the 2014 Reading FCAT 2.0.**

**G5.B4 Students' reading ability not on grade level**

**G5.B4.S1** Instructional coaches and district specialists will provide layered support and professional development for teachers.

**Action Step 1**

Teachers will participate in weekly professional development to improve instruction in the classroom. The school Reading Coach and District Specialist will use coaching cycles with teachers to support implementation of best practices in reading.

**Person or Persons Responsible**

School Reading Coach; District Specialist

**Target Dates or Schedule**

Weekly; ongoing

**Evidence of Completion**

Effective implementation of district instructional initiatives; participation in weekly professional development; coaching cycle participation

**Facilitator:**

School Reading Coach; District Specialist

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G5.B4.S1**

District Coach and School Reading Coach is meeting with teachers on a weekly basis and providing layered support through coaching cycles.

**Person or Persons Responsible**

Administration; District Specialists

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Coaches Logs; Weekly Professional Development Agendas; Professional Development Points Sign-In Sheets

## Plan to Monitor Effectiveness of G5.B4.S1

The improvement of effective teaching in the reading classroom.

### Person or Persons Responsible

Administration; District Specialist; School Reading Coach

### Target Dates or Schedule

Weekly

### Evidence of Completion

District CGA Results; Unit Assessments; FCAT 2.0 Reading Results; IOWA Results; DAR Results

**G5.B4.S2** Utilizing effective and appropriate curriculum and program materials that will reach all learners' needs.

### Action Step 1

Unwrapping the Common Core State Standards to determine the knowledge and skills necessary in order to master the standard. Collaborate with colleagues to determine appropriate materials to meet the standards. Utilize the text complexity rubric to ensure that the students are reading material that will advance their learning.

### Person or Persons Responsible

Classroom Teachers; School Reading Coach; District Specialist

### Target Dates or Schedule

Before each unit of study

### Evidence of Completion

Completed unwrapping of CCSS template; curriculum materials used; lesson plans; completed text complexity rubric

### Facilitator:

School Reading Coach; District Specialist

### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B4.S2**

Teachers are using effective and appropriate curriculum and program materials at the level of complexity required in order to be successful on the Reading FCAT 2.0.

#### **Person or Persons Responsible**

Administration; School Reading Coach; District Specialist

#### **Target Dates or Schedule**

Before the start of each unit of study

#### **Evidence of Completion**

lesson plans; curriculum materials used; delivery of instruction

### **Plan to Monitor Effectiveness of G5.B4.S2**

Monitor student growth between the Reading Baseline Assessment and the Curriculum Guide Assessments throughout the school year.

#### **Person or Persons Responsible**

Administration; School Coach; Classroom Teachers

#### **Target Dates or Schedule**

After each Curriculum Guide Assessment

#### **Evidence of Completion**

Reading Baseline Assessment; Curriculum Guide Assessments

**G5.B4.S3** Provide targeted literacy safety nets for students not performing on grade level.

**Action Step 1**

Provide Tier II reading interventions to students not performing on grade level.

**Person or Persons Responsible**

Classroom Teachers; UNF College of Education students; business partners

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Rtl Lesson Plans

**Facilitator:**

School Reading Coach; District Specialist; UNF Professor in Residence

**Participants:**

Classroom Teachers; UNF College of Education students

**Plan to Monitor Fidelity of Implementation of G5.B4.S3**

Students are receiving Tier II Reading Interventions on a daily basis during the additional reading session of the master schedule.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Rtl Lesson Plans; Fidelity Logs

### Plan to Monitor Effectiveness of G5.B4.S3

Monitor student growth between the Reading Baseline Assessment and the Curriculum Guide Assessments throughout the school year.

**Person or Persons Responsible**

Administration; School Counselor

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Progress Monitoring Growth Chart

**G5.B4.S4** Ensure that the allocated time in the Master Schedule dedicated to the reading block and additional reading safety nets is implemented with fidelity.

**Action Step 1**

Teachers will have uninterrupted reading sessions with students allowing teachers to teach effective reading strategies and skills without student distractions or inconsistencies.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

School Master Schedule

### Plan to Monitor Fidelity of Implementation of G5.B4.S4

Daily 90-minute reading block is uninterrupted allowing teachers to follow the gradual release model and the students to participate in differentiated reading centers.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Reading Lesson Plans; Classroom Observations; Classroom Walkthroughs



### Plan to Monitor Effectiveness of G5.B4.S4

Monitor student growth between the Reading Baseline Assessment and the Curriculum Guide Assessments throughout the school year.

#### Person or Persons Responsible

Administration; School Reading Coach; Classroom Teachers

#### Target Dates or Schedule

After each Curriculum Guide Assessment

#### Evidence of Completion

Reading Baseline Assessment; Curriculum Guide Assessments

### G6. Increase the overall math proficiency by 6% on the 2013-2014 FCAT 2.0.

#### G6.B6 Knowledge on how to effectively remediate math deficiencies

**G6.B6.S1** Math lead teacher and district specialist will provide tiered support and professional development for teachers.

#### Action Step 1

Math lead teacher and district specialist will provide tiered support and professional development on an individual basis through the coaching cycle. Support and professional learning will be differentiated based on teacher need.

#### Person or Persons Responsible

Math Lead Teacher, District Math Specialist, Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coaching Logs, Observation/Feedback Forms

#### Facilitator:

Math Lead Teacher and District Specialist

#### Participants:

Classroom Teachers

### Plan to Monitor Fidelity of Implementation of G6.B6.S1

Use of coaching cycle to improve instructional practices

#### Person or Persons Responsible

Principal, Assistant Principal, Math Lead Teacher, and District Math Specialist

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Coach Logs and Observation/Feedback Form. Lesson Plans Individual Professional Development Plans

### Plan to Monitor Effectiveness of G6.B6.S1

Use of coaching cycle to improve instructional practices

#### Person or Persons Responsible

Principal, Assistant Principal, Math Instructional Coach, District Math Specialist

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Coach logs and Observation/Feedback form will indicate focus and outcomes for coaching cycle on an individual teacher basis. Improvement of instructional practices will be evidenced in lesson plans, observations during focus walks or evaluations, student data kept in teachers' data notebooks, and achievement of goals in Individualized Professional Development Plans.

**G6.B6.S2** Ensure that the allocated time in the Master Schedule dedicated to the math block and additional math remediation block is implemented with fidelity.

**Action Step 1**

Provide professional development through the coaching cycle to work with individual teachers on strategies to improve pacing, transitions, and behavior management based on need.

**Person or Persons Responsible**

Teachers, Math Instructional Coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

It will be evident in Coach Logs as well as Observation/Feedback forms that teachers received professional development in the areas of pacing, transitions, and behavior management. Improvement of pacing and transitions will be evident during focus walks and observations of teachers. This improvement will lead to increased and focused instructional time.

**Action Step 2**

Ensure that the allocated time in the Master Schedule dedicated to the math block and additional math remediation block is implemented with fidelity.

**Person or Persons Responsible**

Principal, Assistant Principal, Math Instructional Coach, Teachers

**Target Dates or Schedule**

daily

**Evidence of Completion**

Through focus walks and observations, it will be evident that teachers are following their given schedules and implementing the 60 minute math block and 30 minute remediation centers block with fidelity. This will be cross-referenced with lesson plans. Student data should improve due to utilization of the additional 30 minute remediation block.

### **Plan to Monitor Fidelity of Implementation of G6.B6.S2**

Ensure that the allocated time in the Master Schedule dedicated to the math block and additional math remediation block is implemented with fidelity.

#### **Person or Persons Responsible**

Principal, Assistant Principal, Math Instructional Coach

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Through focus walks and observations, it will be evident that teachers are following their given schedules and implementing the 60 minute math block and 30 minute remediation centers block with fidelity. This will be cross-referenced with lesson plans. Student data should improve due to utilization of the additional 30 minute remediation block.

### **Plan to Monitor Effectiveness of G6.B6.S2**

Ensure that the allocated time in the Master Schedule dedicated to the math block and additional math remediation block is implemented with fidelity.

#### **Person or Persons Responsible**

Principal, Assistant Principal, Math Instructional Coach

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Through focus walks and observations, it will be evident that teachers are following their given schedules and implementing the 60 minute math block and 30 minute remediation centers block with fidelity. This will be cross-referenced with lesson plans. Student data should improve due to utilization of the additional 30 minute remediation block.

**G6.B6.S3** Differentiate instruction to meet students' needs while learning grade level standards.

**Action Step 1**

Create and implement rigorous differentiated centers that are aligned to grade level standards to meet a range of students' needs.

**Person or Persons Responsible**

Teachers, Math Instructional Coach

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Differentiated centers to remediate student deficiencies will be evident in lesson plans and through observations of classroom instruction. Effective implementation will be evidenced by improved student data on curriculum guide assessments.

**Action Step 2**

Analyze student data from multiple data sources to better target instruction based on individualized student need. Discuss data and student progress at common grade level meetings to share strategies for differentiating instruction, as well as resources that can be used to improve performance. Hold data chats with students to make them aware of their progress and to set improvement goals.

**Person or Persons Responsible**

Teachers, Math Instructional Coach, Students

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Evidence of common grade level analysis of student data will be located in teachers' data notebooks and in the data room as data is gathered and displayed. Discussion of strategies and resources to improve differentiation of instruction will be evidenced in grade level minutes and common planning agenda next steps. Data chat forms will be kept in student portfolios or teachers' data notebooks.

### **Action Step 3**

Provide professional development to improve teacher-led small group guided math instruction. Build understanding of standards, content knowledge, and understanding of how students develop foundational skills and concepts through unpacking standards at common grade level planning times.

#### **Person or Persons Responsible**

Teachers, Math Instructional Coach

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Effective teacher-led small group guided math instruction to remediate student deficiencies will be evident in lesson plans and through observations of classroom instruction. In addition, it will be evidenced by improved student data on i-Ready Diagnostic assessment.

### **Plan to Monitor Fidelity of Implementation of G6.B6.S3**

Differentiation of instruction to meet students' needs while learning grade level standards

#### **Person or Persons Responsible**

Principal, Assistant Principal, Math Instructional Coach, District Math Specialist

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Implementation of differentiated rigorous centers and effective small group instruction will be evident in lesson plans and through observations and evaluations of teachers. Analysis of data will be evident in data notebooks and in lesson plans.

### **Plan to Monitor Effectiveness of G6.B6.S3**

Differentiation of instruction to meet students' needs while learning grade level standards

#### **Person or Persons Responsible**

Principal, Assistant Principal, Math Instructional Coach, District Math Specialist

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Effectiveness of action steps taken to differentiate instruction will be monitored by student data. We know that implementation is effective if the gap begins to close and there are positive learning gains.

**G6.B6.S4** Utilizing effective and appropriate curriculum and program materials that will reach all learners' needs.

### **Action Step 1**

Utilize SuccessMaker to provide targeted lessons based on students' individual needs. Train teachers on creating lessons as well as accessing and analyzing reports to monitor progress.

#### **Person or Persons Responsible**

Students, Teachers, Math Instructional Coach

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Teachers will include reports in Data Notebook. Use of the program and reports will be evident in lesson plans when planning for and implementing small group remedial instruction. Overall student achievement on grade level standards will increase due to implementation of targeted lessons on SuccessMaker.

### **Action Step 2**

Utilize Reflex Math to develop students' fluency in basic math facts for addition, subtraction, multiplication, and division. Train teachers on how to use reports to remediate students' basic fact fluency.

#### **Person or Persons Responsible**

Students, Teachers, Math Instructional Coach

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Students will improve their basic fact fluency and will be better prepared to solve multi-step word problems that include computation. Teachers will include reports in Data Notebook. Use of Reflex reports in planning for small group remedial instruction will be evident in lesson plans.

### **Action Step 3**

Train teachers on the effective use of i-Ready Diagnostic and Ready Common Core programs for targeted small group remedial instruction. Work together as grade level teams to analyze data from i-Ready Diagnostic to group students and plan for targeted small group instruction.

#### **Person or Persons Responsible**

Math instructional coach, teachers, district math specialist

#### **Target Dates or Schedule**

Monthly grade level meetings

#### **Evidence of Completion**

Teachers will keep data and reports in Data Notebook which will be monitored by principal and/or assistant principal. Teachers will incorporate Ready Common Core lessons for small group instruction in their lesson plans which will be monitored by principal and/or assistant principal.

### **Plan to Monitor Fidelity of Implementation of G6.B6.S4**

Effective implementation of curriculum and program materials

#### **Person or Persons Responsible**

Principal, Assistant Principal, and Math Instructional Coach

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Teachers will keep data from i-Ready Diagnostic assessment, Reflex Math, and SuccessMaker in Data Notebook and refer to it when developing small groups and targeted lessons. Use of Ready Common Core remedial lessons should be evident in lesson plans which will be monitored by administration. Through observation, the instructional coach will determine how to assist teachers in aligning resources to data and delivering effective instruction.



## Plan to Monitor Effectiveness of G6.B6.S4

Effective implementation of curriculum and program materials

### Person or Persons Responsible

Principal, Assistant Principal, and Math Instructional Coach

### Target Dates or Schedule

weekly

### Evidence of Completion

Teachers will keep data from i-Ready Diagnostic assessment, Reflex Math, and SuccessMaker Data Notebook and refer to it when developing small groups and targeted lessons. Use of Ready Common Core remedial lessons should be evident in lesson plans which will be monitored by administration. Through observation, the instructional coach will determine how to assist teachers in aligning resources to data and delivering effective small group instruction.

## G7. Increase the overall science proficiency by 9% on the 2014 Science FCAT 2.0

**G7.B1** Students lack foundational science skills when entering 5th grade due to limited science instruction in grades K-4.

**G7.B1.S1** Using Writing and Reading Common Core Standards and materials to incorporate science instruction into their content areas to increase students knowledge.

### Action Step 1

Teachers will participate in monthly teamwork Tuesdays to receive professional development on how to use the curriculum guides and materials to implement the common core standards in their reading and writing block that incorporates Science content.

### Person or Persons Responsible

Mrs. Gaylor (Reading Coach), Mrs. Schaudel ( Curriculum Integration Specialist), classroom teachers

### Target Dates or Schedule

once a month on a teamwork Tuesday

### Evidence of Completion

April 2014

### Facilitator:

Reading Coach, Curriculum Integration Specialist

### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Teachers participating in professional development on implementing common core standards in reading and writing to integrate science content.

#### **Person or Persons Responsible**

Reading coach, teachers, Curriculum integration specialist

#### **Target Dates or Schedule**

Weekly, Bi-Weekly

#### **Evidence of Completion**

April 2014

### **Plan to Monitor Effectiveness of G7.B1.S1**

Teachers will be observed in the classroom during their reading and writing block to show implementation of science during their block. Teachers will show evidence of lessons incorporating science content.

#### **Person or Persons Responsible**

Classroom teachers, Reading coach, Curriculum Instructional Specialist

#### **Target Dates or Schedule**

Bi-Weekly

#### **Evidence of Completion**

April 2014

**G7.B1.S2** Implement the district-wide science schedule for K-5; to allow hands-on science instruction to provide the basic skills and knowledge necessary for students to be successful in science. K-2 science times 2 days an hour instruction, 1 day dedicated to science lab for an hour, 2 days of instruction for half an hour. 3rd grade receives science 3 days an hour of instruction, 1 day dedicated to science lab for an hour, 1 day of instruction for half an hour. 4th grade receives science 2 days an hour of instruction, 2 days dedicated to science lab for an hour, 1 day of instruction for half an hour. 5th grade science receives 70 minutes of science instruction/hands-on instruction 5 days a week with an additional 30 minutes a day of science intervention and enrichment.

**Action Step 1**

Teachers will keep an accurate schedule and daily science lesson plans to show the implementation of the district science times.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Monday through Friday

**Evidence of Completion**

May 2014

**Plan to Monitor Fidelity of Implementation of G7.B1.S2**

Teachers will stick to the District Science schedule which requires at least 3 hours of content instruction a week with one to two days of inquiry based learning for K-4, and 70 minutes a day of science content/ inquiry based learning in 5th grade with an additional 30 minutes a day of intervention or enrichment.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Everyday

**Evidence of Completion**

April 2014

## Plan to Monitor Effectiveness of G7.B1.S2

Teachers will keep to the district science allotted time in the classroom

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

everyday

### Evidence of Completion

April 2014

**G7.B1.S3** Utilize the District Science Coach to plan with our science teachers, model lessons and co-teach with our teachers.

### Action Step 1

Teachers will meet weekly or bi-weekly with our District Science Coach to plan lessons, look over data and create FCAT like test question. The District coach will also model the I do, we do, you do gradual release and co-teach as well.

### Person or Persons Responsible

District Science Coach (Tommie Mercer), Tier 2 and 3 teachers

### Target Dates or Schedule

Bi-weekly

### Evidence of Completion

April 2014

### Facilitator:

District Science Specialist

### Participants:

Classroom Teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S3**

District Science Specialist will keep a log of their visits with teachers

**Person or Persons Responsible**

District Science Specialist

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

April 2014

### **Plan to Monitor Effectiveness of G7.B1.S3**

District Science Coach will keep a weekly log of his visits with our Tier 2 and 3 science teachers.

**Person or Persons Responsible**

District Science Coach, Tommie Mercer

**Target Dates or Schedule**

Weekly basis

**Evidence of Completion**

April 2014

**G7.B1.S4** Utilize the Curriculum Instructional Specialist to create unit plans that incorporates Life Science and Nature of Science content into their Math, Writing, and Math lessons.

**Action Step 1**

Teachers will meet with the Curriculum Instructional Specialist to plan units or review existing units to incorporate the Life Science and Nature of Science benchmark into their weekly math, reading and writing plans.

**Person or Persons Responsible**

Curriculum Instructional Specialist (Mrs. Schaudel), classroom teachers, Math coach (Mrs. Johnson), Reading coach (Mrs. Gaylor)

**Target Dates or Schedule**

Weekly, bi-weekly

**Evidence of Completion**

April 2014

**Facilitator:**

Curriculum Integration Specialist

**Participants:**

Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G7.B1.S4**

Teachers will meet on a bi-weekly basis to plan lessons with the curriculum instructional specialist to integrate Life Science and Nature of Science benchmarks into their weekly Math, Reading, Writing and Science.

**Person or Persons Responsible**

Curriculum Instructional Specialist

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

April 14, 2014

### Plan to Monitor Effectiveness of G7.B1.S4

Plan bi-weekly with teachers to integrate science benchmarks into the math, writing, science and reading blocks.

#### Person or Persons Responsible

Curriculum Instructional Specialist

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

April 14 2014

**G7.B1.S5** Addition to the students dedicated hands-on science instruction time with the classroom teacher, the students will receive an additional 40 minutes a week of Life Science and Nature of Science inquiry based learning a week from our Medical Lab teacher.

#### Action Step 1

Students will receive additional inquiry based learning in the life science and nature of science benchmark

#### Person or Persons Responsible

Medical Lab instructor (Mrs. Valdovinos)

#### Target Dates or Schedule

Weekly bases for 40 minutes

#### Evidence of Completion

April 2014

### Plan to Monitor Fidelity of Implementation of G7.B1.S5

A school wide schedule will be set for our K-5 students to attend Medical lab instruction on a weekly basis.

#### Person or Persons Responsible

Medical Lab instructor, Andrea Valdovinos

#### Target Dates or Schedule

Weekly for 40 minutes

#### Evidence of Completion

April 2014

**Plan to Monitor Effectiveness of G7.B1.S5**

Teacher lessons and student generated work will be created weekly for the Medical Lab.

**Person or Persons Responsible**

Medical Lab Instructor, Andrea Valdovinos

**Target Dates or Schedule**

On a weekly basis

**Evidence of Completion**

April 2014



## 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

#### Title I, Part A

Provides a PreK program for neighborhood 4 year old students. Title I funds are used to pay for the PreK teacher and paraprofessional along with supplies, substitutes, Parent Involvement Materials, and the Parent Involvement Resource Staff Member. Title I fully funded two paraprofessionals and four classroom teachers.

#### Title X- Homeless

Terry Parker Full Service Family Resource Center assists families that are homeless.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds will be used to pay teachers for Saturday School in the months of February, March, and April. Supplies for Saturday school will also be funded with SAI money.

#### Nutrition Programs

Breakfast in the classroom to insure that our students are prepared nutritionally for the academic school day. Woodland Acres Elementary is also a Community Eligibility Option (CEO) school allowing all students to receive a free breakfast and lunch regardless of socioeconomic status. We have also been given a \$10,000 grant to provide fresh fruits and vegetables to our students as a snack 3x a week.

## 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.** Decrease the number of students retained by 2% after the 2013-2014 school year.

**G1.B7** Teacher Experience and fidelity using Intervention Curriculum

**G1.B7.S1** Utilize the district approved list of Tier II intervention materials with fidelity to closely monitor the progress of student during the Rtl sessions. Monitor that all Rtl sessions are being delivered on a daily basis.

### **PD Opportunity 1**

Classroom Teachers will provide Tier II instruction every day to struggling students using district approved curriculum with fidelity.

#### **Facilitator**

School Reading Coach; Math Lead Teacher

#### **Participants**

Classroom Teachers

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Rtl Lesson Plans; Fidelity Logs; Progress Monitoring Growth Chart

**G2.** To increase the Professional Development for our Magnet program to 30 hours for the 2013-2014 school year.

**G2.B5** Magnet integration is limited to science content.

**G2.B5.S1** Utilize the Reading Coach to hold professional development on how to integrate medical standards/theme into the 90-minute reading block.

**PD Opportunity 1**

Reading coach will work with Curriculum Integration Specialist to hold professional development for teachers to integrate the medical standards into their reading and writing block.

**Facilitator**

Reading Coach and Curriculum Integration Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

April 2014

**G2.B5.S2** Utilize the Math coach to hold professional development on how to integrate medical standards/theme into the 60-minute math block.

**PD Opportunity 1**

Curriculum Integration Specialist and Math Lead Teacher will hold professional development times with teachers to integrate the magnet standards into the math curriculum.

**Facilitator**

Math Lead Teacher and Curriculum Integration Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

April 2014

**G2.B5.S3** Curriculum Integration Specialist will meet with grade levels to develop unit plans that integrate rigorous medical concepts into lesson plans.

**PD Opportunity 1**

Looking at the grade level Curriculum Guides, Magnet standards and Magnet related children literature; curriculum specialist will provide professional development for the teachers during their planning time.

**Facilitator**

Reading Coach, Curriculum Integration Specialist

**Participants**

Literacy Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

April 2014

**G2.B5.S4** CPR course will be held for teachers to meet professional development requirements.

**PD Opportunity 1**

CPR/First Aid course will be provided for teachers to satisfy part of the 30 hours of Magnet Integration professional development.

**Facilitator**

CPR Instructor

**Participants**

Classroom Teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

November 2013

**G2.B5.S5** Friendly Asthma School workshop will be held to meet professional development requirements.

**PD Opportunity 1**

American Lung Association will offer a program to assist staff to understand triggers, signs and symptoms of asthma.

**Facilitator**

American Lung Association

**Participants**

Classroom Teachers

**Target Dates or Schedule**

To be determined

**Evidence of Completion**

June 2014

**G2.B5.S6** Provide professional development on how to integrate medically themed iPad activities and interactive software into the core subject areas.

**PD Opportunity 1**

Teachers will be given professional development on age appropriate iPad and interactive software that relates to the Medical Theme for their grade level.

**Facilitator**

Curriculum Integration Specialist, School Technology Coordinator

**Participants**

Classroom Teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

May 2014

**G3.** Increase the overall writing proficiency by 6% on the 2014 Writing FCAT 2.0.

**G3.B1** Students have limited skills in building strong and effective sentences. (i.e., grammar, punctuation, spelling, and sentence structure)

**G3.B1.S1** Teachers with support of the Reading Coach will develop strong rotation centers that will give students practice in the areas of grammar, punctuation, spelling, and sentence structure.

**PD Opportunity 1**

Develop strong rotation centers that will provide students with daily practice in the areas of grammatical skills and sentence structure that will include the following: Grammatical Skills 1. Capitalization and Punctuation 2. Spelling 3. Subject Verb Agreement 4. Correct Pronoun Usage 5. Verb Tense Sentence Structure 1. Sentence Variety 2. Combining Sentences 3. Organizing sentences

**Facilitator**

Reading Coach

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Rotation Centers will take place during the daily writing block of the DCPS framework from October 1, 2013 through June 3, 2014.

**Evidence of Completion**

District timed writings; FCAT 2.0 Writing

## PD Opportunity 2

Implementation of the six-step writing process through rotation centers will allow for differentiated instruction that will meet students needs. Provide a variety of writing prompts and activities for centers that support the six-step process. 1. Pre-writing/Planning 2. Writing first draft 3. Editing 4. Conferencing 5. Revising 6. Publishing

### Facilitator

Reading Coach

### Participants

Classroom Teachers

### Target Dates or Schedule

The six step writing process will take place during the daily writing block of the DCPS Instructional Framework Model from September 3, 2013 through June 3, 2014.

### Evidence of Completion

District timed writings; FCAT 2.0 Writing - 2014

**G3.B1.S2** Teachers will implement the six-step writing process through the gradual release model and center rotations.

## PD Opportunity 1

Implementation of the six-step writing process consisting of the following components: Prewriting/ Planning Writing first draft Editing Conferencing Revising Publishing

### Facilitator

Reading Coach

### Participants

Classroom Teachers

### Target Dates or Schedule

Each stage of the writing process will occur during the writing block of the DCPS Instructional Framework - September 3, 2013 through June 3, 2014

### Evidence of Completion

District Timed Writings; FCAT 2.0 Writing 2014

## PD Opportunity 2

Develop strong writing centers for each step of the writing process. Peer editing and conferencing will take place during this time.

### Facilitator

Reading Coach

### Participants

Classroom Teachers

### Target Dates or Schedule

Writing Block - DCPS Instructional Framework; Writing Centers - October 1, 2013 though June 3, 2014.

### Evidence of Completion

District timed writings; FCAT 2.0 Writing - 2014

**G3.B1.S3** Teachers will model quality writing for their students by demonstrating how to write sentences that are well organized with accurate conventions and sentence variety.

## PD Opportunity 1

Implementation of "I Do" component of the gradual release model will be used as teachers actually write attention-grabbing introductions and elaborated paragraphs. Students will be shown how to effectively combine sentences and use proper conventions in writing.

### Facilitator

Reading Coach

### Participants

Classroom Teachers

### Target Dates or Schedule

Modeling of quality writing will take place during the writing block of the DCPS instructional framework.

### Evidence of Completion

District timed writings; FCAT 2.0 Writing Assessment - 2014



**G4.** Increase overall parent involvement by 10% for the 2013-2014 school year.

**G4.B3** Lack of communication between the home and school (disconnected or inaccurate phone numbers on file, parents' work schedules)

**G4.B3.S1** Woodland Acres School of the Medical Arts contains a Parental Involvement Center. The center is staffed with a parent liaison 5 days a week. The liaison uses the center to facilitate parent workshop and increase awareness about academic support strategies, activities, and resources that help reinforce school work at home. In addition to providing workshops for parents, the liaison assists and supports the school in its efforts to remedy attendance and truancy issues. We will also hold Parent Involvement Community Meetings at our four local Apartment Homes, to better serve our parents that lack transportation. Additionally, the parent liaison will monitor the effectiveness of the Parent Involvement Center through parent sign-in sheets and attendance to parent workshops and programs.

**PD Opportunity 1**

Utilize the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home.

**Facilitator**

Parent Liaison, Staff

**Participants**

Parents

**Target Dates or Schedule**

October 2013- May 2014

**Evidence of Completion**

Meeting Minutes and Agenda's, Parent Sign-In Sheets, and Parent Survey's and Reflection Forms.

**G5.** Increase the overall reading proficiency by 10% on the 2014 Reading FCAT 2.0.

**G5.B4** Students' reading ability not on grade level

**G5.B4.S1** Instructional coaches and district specialists will provide layered support and professional development for teachers.

**PD Opportunity 1**

Teachers will participate in weekly professional development to improve instruction in the classroom. The school Reading Coach and District Specialist will use coaching cycles with teachers to support implementation of best practices in reading.

**Facilitator**

School Reading Coach; District Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Weekly; ongoing

**Evidence of Completion**

Effective implementation of district instructional initiatives; participation in weekly professional development; coaching cycle participation

**G5.B4.S2** Utilizing effective and appropriate curriculum and program materials that will reach all learners' needs.

**PD Opportunity 1**

Unwrapping the Common Core State Standards to determine the knowledge and skills necessary in order to master the standard. Collaborate with colleagues to determine appropriate materials to meet the standards. Utilize the text complexity rubric to ensure that the students are reading material that will advance their learning.

**Facilitator**

School Reading Coach; District Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Before each unit of study

**Evidence of Completion**

Completed unwrapping of CCSS template; curriculum materials used; lesson plans; completed text complexity rubric

**G5.B4.S3** Provide targeted literacy safety nets for students not performing on grade level.

**PD Opportunity 1**

Provide Tier II reading interventions to students not performing on grade level.

**Facilitator**

School Reading Coach; District Specialist; UNF Professor in Residence

**Participants**

Classroom Teachers; UNF College of Education students

**Target Dates or Schedule**

Daily

**Evidence of Completion**

RtI Lesson Plans

**G6.** Increase the overall math proficiency by 6% on the 2013-2014 FCAT 2.0.

**G6.B6** Knowledge on how to effectively remediate math deficiencies

**G6.B6.S1** Math lead teacher and district specialist will provide tiered support and professional development for teachers.

**PD Opportunity 1**

Math lead teacher and district specialist will provide tiered support and professional development on an individual basis through the coaching cycle. Support and professional learning will be differentiated based on teacher need.

**Facilitator**

Math Lead Teacher and District Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coaching Logs, Observation/Feedback Forms

**G7. Increase the overall science proficiency by 9% on the 2014 Science FCAT 2.0**

**G7.B1** Students lack foundational science skills when entering 5th grade due to limited science instruction in grades K-4.

**G7.B1.S1** Using Writing and Reading Common Core Standards and materials to incorporate science instruction into their content areas to increase students knowledge.

**PD Opportunity 1**

Teachers will participate in monthly teamwork Tuesdays to receive professional development on how to use the curriculum guides and materials to implement the common core standards in their reading and writing block that incorporates Science content.

**Facilitator**

Reading Coach, Curriculum Integration Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

once a month on a teamwork Tuesday

**Evidence of Completion**

April 2014

**G7.B1.S3** Utilize the District Science Coach to plan with our science teachers, model lessons and co-teach with our teachers.

**PD Opportunity 1**

Teachers will meet weekly or bi-weekly with our District Science Coach to plan lessons, look over data and create FCAT like test question. The District coach will also model the I do, we do, you do gradual release and co-teach as well.

**Facilitator**

District Science Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

April 2014

**G7.B1.S4** Utilize the Curriculum Instructional Specialist to create unit plans that incorporates Life Science and Nature of Science content into their Math, Writing, and Math lessons.

**PD Opportunity 1**

Teachers will meet with the Curriculum Instructional Specialist to plan units or review existing units to incorporate the Life Science and Nature of Science benchmark into their weekly math, reading and writing plans.

**Facilitator**

Curriculum Integration Specialist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Weekly, bi-weekly

**Evidence of Completion**

April 2014

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	To increase the Professional Development for our Magnet program to 30 hours for the 2013-2014 school year.	\$14,000
G4.	Increase overall parent involvement by 10% for the 2013-2014 school year.	\$3,200
G5.	Increase the overall reading proficiency by 10% on the 2014 Reading FCAT 2.0.	\$1,500
Total		\$18,700

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Professional Development	Total
MSAP Grant	\$2,000	\$11,500	\$2,000	\$15,500
Title I Parent Involvement Funds	\$0	\$0	\$3,200	\$3,200
Total	\$2,000	\$11,500	\$5,200	\$18,700

### Budget Details

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

**G2.** To increase the Professional Development for our Magnet program to 30 hours for the 2013-2014 school year.

**G2.B5** Magnet integration is limited to science content.

**G2.B5.S1** Utilize the Reading Coach to hold professional development on how to integrate medical standards/theme into the 90-minute reading block.

#### Action Step 1

Reading coach will work with Curriculum Integration Specialist to hold professional development for teachers to integrate the medical standards into their reading and writing block.

#### Resource Type

Evidence-Based Materials

#### Resource

Authentic Literature that will help tie the Medical Arts program into the literacy block.

#### Funding Source

MSAP Grant

#### Amount Needed

\$2,000

**G2.B5.S3** Curriculum Integration Specialist will meet with grade levels to develop unit plans that integrate rigorous medical concepts into lesson plans.

**Action Step 1**

Looking at the grade level Curriculum Guides, Magnet standards and Magnet related children literature; curriculum specialist will provide professional development for the teachers during their planning time.

**Resource Type**

Evidence-Based Program

**Resource**

Accelerated Reader will be used to help students master reading comprehension while understanding Medical Arts themes.

**Funding Source**

MSAP Grant

**Amount Needed**

\$10,000

**G2.B5.S4** CPR course will be held for teachers to meet professional development requirements.

**Action Step 1**

CPR/First Aid course will be provided for teachers to satisfy part of the 30 hours of Magnet Integration professional development.

**Resource Type**

Professional Development

**Resource**

CPR training to help teachers understand the medical principles behind the procedure. Teacher will then train students who will train their peers.

**Funding Source**

MSAP Grant

**Amount Needed**

\$2,000



**G4.** Increase overall parent involvement by 10% for the 2013-2014 school year.

**G4.B3** Lack of communication between the home and school (disconnected or inaccurate phone numbers on file, parents' work schedules)

**G4.B3.S1** Woodland Acres School of the Medical Arts contains a Parental Involvement Center. The center is staffed with a parent liaison 5 days a week. The liaison uses the center to facilitate parent workshop and increase awareness about academic support strategies, activities, and resources that help reinforce school work at home. In addition to providing workshops for parents, the liaison assists and supports the school in its efforts to remedy attendance and truancy issues. We will also hold Parent Involvement Community Meetings at our four local Apartment Homes, to better serve our parents that lack transportation. Additionally, the parent liaison will monitor the effectiveness of the Parent Involvement Center through parent sign-in sheets and attendance to parent workshops and programs.

**Action Step 1**

Utilize the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home.

**Resource Type**

Professional Development

**Resource**

Materials and resources will be purchased in order to fund parent involvement activities throughout the school year. Parent involvement activities will take place at the school and in the apartment complexes.

**Funding Source**

Title I Parent Involvement Funds

**Amount Needed**

\$3,200

**G5.** Increase the overall reading proficiency by 10% on the 2014 Reading FCAT 2.0.

**G5.B4** Students' reading ability not on grade level

**G5.B4.S2** Utilizing effective and appropriate curriculum and program materials that will reach all learners' needs.

**Action Step 1**

Unwrapping the Common Core State Standards to determine the knowledge and skills necessary in order to master the standard. Collaborate with colleagues to determine appropriate materials to meet the standards. Utilize the text complexity rubric to ensure that the students are reading material that will advance their learning.

**Resource Type**

Evidence-Based Program

**Resource**

Using Common Core Standards to Enhance Classroom Instruction and Assessment by Robert Marzano

**Funding Source**

MSAP Grant

**Amount Needed**

\$1,500