



## South Woods Elementary School

4750 SR 206 W, Elkton, FL 32033

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
82%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
29%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	A

### School Board Approval

This plan is pending approval by the St. Johns County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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

##### Provide the school's vision statement

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

At South Woods, we believe that:

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

#### School Environment

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

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

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

South Woods has instructional staff on duty in hallways, in the cafeteria, and around bus and parent pick up and drop off areas. Students are supervised throughout the school day and are taught school and classroom rules and procedures that are enforced as they enter and leave our school each day.



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

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

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The early warning system provides our school the framework of identifying specified early warning indicators on individual student attendance, suspensions, course failure in English Language Arts or Mathematics, and low scores on statewide English Language Arts and Mathematics assessments. When a child exhibits having two or more early warning indicators, the student is brought to the school's MTSS to determine the appropriate action and recommend interventions to help the student to meet improved success.

At South Woods we will be monitoring our students using the following early warning indicators:

- ~Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ~One or more suspensions, whether in school or out of school
- ~Course failure in English Language Arts or Mathematics
- ~Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	12	12	16	16	12	71
One or more suspensions	0	1	1	4	5	4	15
Course failure in ELA or Math	3	7	7	6	5	5	33
Level 1 on statewide assessment	0	0	0	11	22	22	55

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	3	8	10	10	32

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

South Woods uses the following strategies to help improve student performance:

- ~Students are monitored by MTSS core team and interventions that are in place
- ~Parent Conferences held quarterly
- ~ELA and Math plans written for identified students
- ~Attendance monitored daily for identified students
- ~Behavior plans written for students with behavior concerns

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174269>.

**Description**

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

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

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

Our "Food for Kids" program gives identified families food for the weekend. The food donations are

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

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

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hutchins, Cathy	Principal
Lynch, Nicole	Assistant Principal
Rodgers, Angela	Other
Merkley, Katie	Teacher, K-12
Gleeson, Melissa	Teacher, K-12
Delk, Kathy	Teacher, K-12
Hodges, Christine	Teacher, K-12
Eighmey, Patricia	Teacher, K-12
Jones, Coral	Teacher, K-12
Dwyer, Peggy	Teacher, ESE
Miller, Angela	Teacher, K-12
Stokke, Melissa	Instructional Coach

#### Duties

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

Describe Roles and Responsibilities:

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

How they Serve as Instructional Leaders:

Each of our members on the team are teacher leaders. They represent their team at the district cadre meetings and they assist in communicating information from those meetings. They facilitate grade level meetings and they work with their team to reach consensus on grade level decisions.

Shared Decision Making

When decisions are to be made, the team will gather information and share view points at the regularly scheduled monthly meetings. View points shared by each leader reflect their colleagues they represent. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement.

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

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

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

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

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

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

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

Weekly our school has a MTSS core team meeting that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs not meeting grade level proficiency.

Resources are kept in an Intervention Room where Reading and Math resources can be found to help students who may be having difficulty.

Title I

South Woods Elementary is a Title I School wide due to the 81% Economically Disadvantaged population that we serve. All compliance measures are implemented and documented through the Title I Office at the St. Johns County School District. Superintendent, Dr. Joseph Joyner and Special Programs Director, Scott Sherman, along with George Leidigh, Director of Federal Programs, meet with all Title I schools regularly to ensure compliance in meeting federal standards. Title I and II services are also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model, AVID, SJCS District Fidelity Check visits twice a year, and Kagen Learning Strategies.

Title I, Part C - Migrant

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

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through the purchase of instructional resources to supplement our academic program. New technology in classrooms will help increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

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

Title X -Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

**Nutrition Programs**

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

**Housing Programs**

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

**Head Start**

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

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Catherine Hutchins	Principal
Patricia Eighmey	Teacher
Katie Merkley	Teacher
Sandra Baker	Parent
Joe Bruce	Parent
Erin Grove	Parent
Travis Harms	Parent
Giavanna Harper	Parent
Liz Hough	Parent
Lisa Marsh	Parent
Priscilla Miletello	Parent
Cheryl Rich	Parent
Amanda Murdock	Teacher
Lucy Oberholtzer	Teacher
Emily Colee	Education Support Employee

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC team evaluated our areas of strengths and weaknesses and offered input on ways to achieve our goals. Our data shows that we have made improvements in the number of students meeting high standards in reading, math, and science while showing a slight decline in writing. We were pleased to see the increase in percentages of our students making learning gains in reading but

falling a few points in math. We are pleased with the continued growth and gains our students are making.

*Development of this school improvement plan*

The council met at the end of the 2013-14 school year to give input to the upcoming SIP. Student Performance data was reviewed and discussed and each member expressed their ideas and suggestions at the May, 2014 SAC meeting. Budget was not discussed as no new dollars were made available to SAC for the 2013-14 school year. The upcoming plan will be shared with the Council at the September 9, 2014 meeting to gain further input as well as provide any additional information our council may need to understand our SAC plan and the new format.

*Preparation of the school's annual budget and plan*

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

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

Our funds were used to purchase ribbons to recognize students for good attendance (K-5) and honor roll (grades 3-5).

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hutchins, Cathy	Principal
Lynch, Nicole	Assistant Principal
Rodgers, Angela	Other
Stokke, Melissa	Instructional Coach
Merkley, Katie	Teacher, K-12
Hodges, Christine	Teacher, K-12
Dwyer, Peggy	Teacher, ESE
Eighmey, Patricia	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT will focus on the following during the 2014-15 school year:

- ~ Implementing district curriculum maps
- ~ Monitoring results of district formative assessments
- ~ Monitoring Progress Monitoring results from Discovery Education Reading, Math and Science
- ~ Monitoring Progress Monitoring results from IRLA, STAR Early Literacy, STAR Reading, and STAR



## Math

- ~ Monitoring student learning gains in Math and Reading with special focus on the lowest 25% and lowest subgroups to assure they are making adequate learning gains
- ~ Provides training on Balanced Literacy Framework (BLF)
- ~ Models elements of BLF (i.e. mini lessons, guided reading, centers, etc.)

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Our school has fully embraced grade-level team planning. We dedicate two days a month as team planning days where teams sit together and use our district curriculum maps to plan our Units of Study. In addition, we have a Sunshine committee that provides first Friday breakfast, birthday recognition, births, condolences, and long term illnesses. We also have a school wide holiday luncheon for teachers and during teacher appreciation week, our PTO celebrates teachers by providing small gifts and a luncheon.

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

#### Recruitment:

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

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

#### Retention:

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

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

New teachers are assigned two mentors: one at the grade level and another teacher at a different grade level so different perspectives can be provided to the new teacher. There is ongoing, open, two-way communication between the mentor and the mentee in the following areas: curriculum, assessments, policies, procedures, parent communication/involvement, day-to-day routines, community, school culture, and professionalism. Ongoing coaching is provided by ILC, Peer Evaluator, and Administration as part of the EEE instructional evaluation program and teacher professional growth. Our Mentoring program lasts for the entire school year so new teachers feel supported.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning and instruction. In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations. Administrators meet with teachers in grade-level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated each quarter and serves as the foundation for a standards-based, continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

### **Instructional Strategies**

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

Teachers receive a student profile at the beginning of the year that includes progress monitoring and standardized test scores. In addition, teachers are informed of students who have IEP, EP, MTSS, and 504 plans so they can accommodate their individual learning needs. Each day begins with a Target Instruction block where teachers/paras work with a small group of students in the areas of reading and math. In addition, paras work with our lowest 30% of our students at each grade level and provide differentiated support based on students academic needs. Teachers at South Woods implement a balanced literacy framework that includes guided reading and literacy centers.

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



**Strategy:** Extended School Day

**Minutes added to school year:**

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

Third Grade

Reading:

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

Math:

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

Fourth Grade

Reading:

QAR Strategies (question/answer relationships)

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

Writing

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

Math

- ~Multi-Digit Multiplication
- ~Continuing Patterns
- ~Writing Algebraic Expressions
- ~Plotting, Ordering Fractions & Decimals on a Number Line
- ~Calculating Area
- ~Estimating / Rounding
- ~Choosing the Appropriate Unit of Measurement

~Geometry and Perspectives  
~Writing Fractions in Simplest Form  
~Converting Between Fractions, Decimals, & Percents  
All topics covered are NGSSS fourth grade standard students will encounter during state assessments.

Fifth Grade

Reading

QAR Strategies (question/answer relationship)

~ Right there questions

~ Think and Search questions

~ Author and Me questions

~ Own my own questions

Comprehension Strategies with Literature

~ Author's purpose

~ Character traits

~ Cause and effect

~ Inferences

~ Fact and opinion

~ Conflict Resolution

Math

~ Long division

~ Exponents

~ Order of Operations

~ Algebraic Equations

~ Prime and Composite Numbers

~ Prime Factorization

~ Adding and Subtracting Decimals

~ Adding and Subtracting Fractions

~ Adding and Subtracting Mixed Numbers

~ Converting Measurements

~ Elapsed time

~ Area of Polygons

### **Strategy Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Rodgers, Angela, [angela.rodgers@stjohns.k12.fl.us](mailto:angela.rodgers@stjohns.k12.fl.us)

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

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

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

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

This year we have a stand-alone VPK program with 16+ students. In addition, we have implemented a blended program of ESE, HeadStart, and typical VPK students. Students are provided a full day of experiences with certified teachers. Having these programs in our school allows students to have a smooth transition into kindergarten as well as assist them academically.

### College and Career Readiness

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

NA

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

NA

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

NA

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

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will provide literacy instruction to their students using the Balanced Literacy Framework.
- G2.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classroom.
- G3.** All grade levels will administer a progress monitoring tool (to include but not limited to D.E., DFA, math assessments from CPALMS) each nine weeks and use the data to drive instruction.
- G4.** To increase student attendance school wide. (Increase attendance rate to 90%.)

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. All teachers will provide literacy instruction to their students using the Balanced Literacy Framework.**

1a

G044162

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	68.0

**Resources Available to Support the Goal** 2

- The district's developed Balanced Literacy Framework
- Leveled Book Room
- Grade level resources purchased to support curriculum maps and identified themes.

**Targeted Barriers to Achieving the Goal** 3

- The lack of training for teachers.

**Plan to Monitor Progress Toward G1.** 8

Evidence of components of the Balanced Literacy Framework observed in classrooms and noted in lesson plans.

**Person Responsible**

Cathy Hutchins

**Schedule**

Monthly, from 9/16/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, Observations, Target Instruction Plans, components of the reading workshop, anchor charts

**G2.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classroom. 1a

G036837

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0

**Resources Available to Support the Goal** 2

- District curriculum specialist for writing
- Instructional Literacy Coach
- Curriculum Resource Coordinator
- Writing curriculum
- Lead writing teacher

**Targeted Barriers to Achieving the Goal** 3

- Appropriate and ongoing professional development

**Plan to Monitor Progress Toward G2.** 8

Monthly student writing prompt scores.

**Person Responsible**

Angela Rodgers

**Schedule**

Monthly, from 9/2/2014 to 9/2/2014

**Evidence of Completion**

Comparison of monthly student writing prompt scores

**G3.** All grade levels will administer a progress monitoring tool (to include but not limited to D.E., DFA, math assessments from CPALMS) each nine weeks and use the data to drive instruction. 1a

G035632

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	63.0

**Resources Available to Support the Goal** 2

- Reading, Math, Science, Social Studies Curriculum Maps
- Various assessments

**Targeted Barriers to Achieving the Goal** 3

- Teachers & Staff lack experience in analyzing data

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

Quarterly data chats with grade levels on student performance

**Person Responsible**

Cathy Hutchins

**Schedule**

Quarterly, from 9/17/2014 to 6/3/2015

**Evidence of Completion**

Generated minutes, increased student achievement, and flexible grouping

**G4. To increase student attendance school wide. (Increase attendance rate to 90%.)** 1a

G035633

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

- Teachers
- Parents
- Administration
- MTSS Core Team

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding the value of regular school attendance

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

Class percentage and individual attendance recognition

**Person Responsible**

Nicole Lynch

**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Increase in the list of students receiving 95% and 100% awards each nine weeks



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** All teachers will provide literacy instruction to their students using the Balanced Literacy Framework. **1**

 G044162

**G1.B1** The lack of training for teachers. **2**

 B108510

**G1.B1.S1** The need for more training on elements of the Balanced Literacy Framework. **4**

 S119990

### Strategy Rationale

To define common language and clarity, intentionality, and alignment of instructional practices within each grade level and throughout our school.

### Action Step 1 **5**

Provide training in the elements of balanced literacy framework.

#### Person Responsible

Melissa Stokke

#### Schedule

Quarterly, from 9/15/2014 to 6/3/2015

#### Evidence of Completion

Training Agenda, Sign in sheets

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

Lesson plans and observations

**Person Responsible**

Cathy Hutchins

**Schedule**

Quarterly, from 9/16/2014 to 6/3/2015

***Evidence of Completion***

Lesson Plan Review sheet & iObservation

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

Improved reading scores

**Person Responsible**

Cathy Hutchins

**Schedule**

Quarterly, from 9/16/2014 to 6/3/2015

***Evidence of Completion***

assessments

**G2.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classroom. 1

G036837

**G2.B2** Appropriate and ongoing professional development 2

B088420

**G2.B2.S1** Develop a yearly writing professional development calendar for training on quality writing instruction. 4

S099102

### Strategy Rationale

If the professional development training is scheduled for the entire year, the training will more likely occur.

### Action Step 1 5

The principal will contact the district writing curriculum specialist for help developing South Wood's writing professional development.

#### Person Responsible

Cathy Hutchins

#### Schedule

On 6/3/2015

#### Evidence of Completion

An approved, year long writing professional development calendar

### Action Step 2 5

The principal, curriculum resource coordinator, and ILC will develop a yearly professional development calendar for training on high quality writing instruction.

#### Person Responsible

Cathy Hutchins

#### Schedule

Monthly, from 9/2/2014 to 6/3/2015

#### Evidence of Completion

Professional Development Calendar, Sign-in sheets at the writing professional development training.

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

Scheduled monthly walk thrus in teacher's classrooms during their writing instruction to see high quality writing instruction.

**Person Responsible**

Angela Rodgers

**Schedule**

Monthly, from 9/2/2014 to 6/3/2015

***Evidence of Completion***

Schedule, walk through in iObservation

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

Scheduled monthly walk thrus in teacher's classrooms during their writing instruction to see student feedback in writing.

**Person Responsible**

Angela Rodgers

**Schedule**

Monthly, from 9/2/2014 to 6/3/2015

***Evidence of Completion***

Schedule, evidence that teachers are providing both verbal and written feedback to students on their writing.

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

Quarterly writing prompts

**Person Responsible**

Angela Rodgers

**Schedule**

Quarterly, from 9/2/2014 to 6/3/2015

***Evidence of Completion***

Student monthly writing prompt scores.

**G2.B2.S2** The Instructional Literacy Coach (ILC) will demonstrate an effective writing model that includes how to provide student feedback in the areas of focus, organization, and support in their writing.

4

 S099103

### Strategy Rationale

If teachers see a model writing demonstration that shows them how to provide student feedback in their writing, they will be able to better replicate this in their classroom.

### Action Step 1 5

The ILC will create a model writing classroom.

#### **Person Responsible**

Angela Rodgers

#### **Schedule**

On 10/3/2014

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

Completed classroom.

### Action Step 2 5

The ILC will create a monthly schedule for teachers to bring their classroom to see the ILC providing student feedback in writing.

#### **Person Responsible**

Angela Rodgers

#### **Schedule**

Monthly, from 9/2/2014 to 6/4/2015

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

Monthly schedule in the model classroom.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

The principal will help the ILC create the schedule for the teachers to watch the model writing classroom and the principal will conduct weekly walk thrus in the model classroom.

**Person Responsible**

Cathy Hutchins

**Schedule**

Weekly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Schedule of teacher visits to the model classroom.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

The principal will help the ILC create the schedule for the teachers to watch the model writing classroom.

**Person Responsible**

Cathy Hutchins

**Schedule**

Weekly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Schedule of teacher visits to the model classroom.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

The principal will monitor the model classroom by conducting weekly walk thrus.

**Person Responsible**

Cathy Hutchins

**Schedule**

Weekly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Schedule

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Scores on quarterly writing prompts.

**Person Responsible**

Cathy Hutchins

**Schedule**

Quarterly, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

Scores on monthly writing prompts


**G3.** All grade levels will administer a progress monitoring tool (to include but not limited to D.E., DFA, math assessments from CPALMS) each nine weeks and use the data to drive instruction. 1

 G035632

**G3.B1** Teachers & Staff lack experience in analyzing data 2

 B085399

**G3.B1.S1** Provide teachers and staff support and training in analyzing data 4

 S096005

**Strategy Rationale**

If teachers understand how to look at data, they he/she will be able to adjust their instruction to best meet the needs of their students that will ultimately increase student achievement.

**Action Step 1 5**

Monitor Class performance on various assessments

**Person Responsible**

Cathy Hutchins

**Schedule**

Quarterly, from 9/17/2014 to 6/3/2015

**Evidence of Completion**

Teachers differentiating instruction based upon performance on various assessments

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

Grouping of students based on performance on various assessments

**Person Responsible**

Angela Rodgers

**Schedule**

Quarterly, from 9/17/2014 to 6/3/2015

***Evidence of Completion***

Targeted instruction and small group lesson plans

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

Understanding the data to group students to increase student performance

**Person Responsible**

**Schedule**

Quarterly, from 9/17/2014 to 6/3/2015

***Evidence of Completion***

Targeted instruction and small group lesson plans



**G4.** To increase student attendance school wide. (Increase attendance rate to 90%) 1

G035633

**G4.B1** Lack of understanding the value of regular school attendance 2

B085400

**G4.B1.S1** Recognition of school attendance every nine weeks (classroom awards and in newsletter) 4

S096006

**Strategy Rationale**

If students are recognized for their efforts to be in school, they will continue to attend regularly.

**Action Step 1** 5

Informing students and parents of attendance records and teaching the value of education

**Person Responsible**

Cathy Hutchins

**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

We will see an increase in student attendance and increase in number of students recognized for 95 to 100 percent attendance

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

Monitoring student attendance

**Person Responsible**

Nicole Lynch

**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

We will see an increase in student attendance and student recognitions given each nine weeks.

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

Monitoring daily student attendance

**Person Responsible**

Nicole Lynch

**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Increase in the number of awards given at the end of each nine weeks and an increase in student attendance

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Monitor Class performance on various assessments	Hutchins, Cathy	9/17/2014	Teachers differentiating instruction based upon performance on various assessments	6/3/2015 quarterly
G4.B1.S1.A1	Informing students and parents of attendance records and teaching the value of education	Hutchins, Cathy	8/18/2014	We will see an increase in student attendance and increase in number of students recognized for 95 to 100 percent attendance	6/3/2015 quarterly
G2.B2.S1.A1	The principal will contact the district writing curriculum specialist for help developing South Wood's writing professional development.	Hutchins, Cathy	9/15/2014	An approved, year long writing professional development calendar	6/3/2015 one-time
G2.B2.S2.A1	The ILC will create a model writing classroom.	Rodgers, Angela	9/2/2014	Completed classroom.	10/3/2014 one-time
G1.B1.S1.A1	Provide training in the elements of balanced literacy framework.	Stokke, Melissa	9/15/2014	Training Agenda, Sign in sheets	6/3/2015 quarterly
G2.B2.S1.A2	The principal, curriculum resource coordinator, and ILC will develop a yearly professional development calendar for training on high quality writing instruction.	Hutchins, Cathy	9/2/2014	Professional Development Calendar, Sign-in sheets at the writing professional development training.	6/3/2015 monthly
G2.B2.S2.A2	The ILC will create a monthly schedule for teachers to bring their classroom to see the ILC providing student feedback in writing.	Rodgers, Angela	9/2/2014	Monthly schedule in the model classroom.	6/4/2015 monthly
G1.MA1	Evidence of components of the Balanced Literacy Framework observed in classrooms and noted in lesson plans.	Hutchins, Cathy	9/16/2014	Lesson plans, Observations, Target Instruction Plans, components of the reading workshop, anchor charts	6/3/2015 monthly
G1.B1.S1.MA1	Improved reading scores	Hutchins, Cathy	9/16/2014	assessments	6/3/2015 quarterly
G1.B1.S1.MA1	Lesson plans and observations	Hutchins, Cathy	9/16/2014	Lesson Plan Review sheet & iObservation	6/3/2015 quarterly
G2.MA1	Monthly student writing prompt scores.	Rodgers, Angela	9/2/2014	Comparison of monthly student writing prompt scores	9/2/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Quarterly writing prompts	Rodgers, Angela	9/2/2014	Student monthly writing prompt scores.	6/3/2015 quarterly
G2.B2.S1.MA1	Scheduled monthly walk thrus in teacher's classrooms during their writing instruction to see high quality writing instruction.	Rodgers, Angela	9/2/2014	Schedule, walk through in iObservation	6/3/2015 monthly
G2.B2.S1.MA2	Scheduled monthly walk thrus in teacher's classrooms during their writing instruction to see student feedback in writing.	Rodgers, Angela	9/2/2014	Schedule, evidence that teachers are providing both verbal and written feedback to students on their writing.	6/3/2015 monthly
G2.B2.S2.MA1	Scores on quarterly writing prompts.	Hutchins, Cathy	9/2/2014	Scores on monthly writing prompts	6/4/2015 quarterly
G2.B2.S2.MA1	The principal will help the ILC create the schedule for the teachers to watch the model writing classroom and the principal will conduct weekly walk thrus in the model classroom.	Hutchins, Cathy	9/2/2014	Schedule of teacher visits to the model classroom.	6/4/2015 weekly
G2.B2.S2.MA1	The principal will help the ILC create the schedule for the teachers to watch the model writing classroom.	Hutchins, Cathy	9/2/2014	Schedule of teacher visits to the model classroom.	6/4/2015 weekly
G2.B2.S2.MA1	The principal will monitor the model classroom by conducting weekly walk thrus.	Hutchins, Cathy	9/2/2014	Schedule	6/4/2015 weekly
G3.MA1	Quarterly data chats with grade levels on student performance	Hutchins, Cathy	9/17/2014	Generated minutes, increased student achievement, and flexible grouping	6/3/2015 quarterly
G3.B1.S1.MA1	Understanding the data to group students to increase student performance		9/17/2014	Targeted instruction and small group lesson plans	6/3/2015 quarterly
G3.B1.S1.MA1	Grouping of students based on performance on various assessments	Rodgers, Angela	9/17/2014	Targeted instruction and small group lesson plans	6/3/2015 quarterly
G4.MA1	Class percentage and individual attendance recognition	Lynch, Nicole	8/18/2014	Increase in the list of students receiving 95% and 100% awards each nine weeks	6/3/2015 quarterly
G4.B1.S1.MA1	Monitoring daily student attendance	Lynch, Nicole	8/18/2014	Increase in the number of awards given at the end of each nine weeks and an increase in student attendance	6/3/2015 quarterly
G4.B1.S1.MA1	Monitoring student attendance	Lynch, Nicole	8/18/2014	We will see an increase in student attendance and student recognitions given each nine weeks.	6/3/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** All teachers will provide literacy instruction to their students using the Balanced Literacy Framework.

**G1.B1** The lack of training for teachers.

**G1.B1.S1** The need for more training on elements of the Balanced Literacy Framework.

### PD Opportunity 1

Provide training in the elements of balanced literacy framework.

#### Facilitator

Melissa Stokke, Instructional Literacy Coach

#### Participants

Classroom Teachers and Para Professionals

#### Schedule

Quarterly, from 9/15/2014 to 6/3/2015

**G2.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classroom.

**G2.B2** Appropriate and ongoing professional development

**G2.B2.S1** Develop a yearly writing professional development calendar for training on quality writing instruction.

### PD Opportunity 1

The principal, curriculum resource coordinator, and ILC will develop a yearly professional development calendar for training on high quality writing instruction.

#### Facilitator

Melissa Stokke and Angela Rodgers

#### Participants

All teachers

#### Schedule

Monthly, from 9/2/2014 to 6/3/2015

**G2.B2.S2** The Instructional Literacy Coach (ILC) will demonstrate an effective writing model that includes how to provide student feedback in the areas of focus, organization, and support in their writing.

**PD Opportunity 1**

The ILC will create a monthly schedule for teachers to bring their classroom to see the ILC providing student feedback in writing.

**Facilitator**

ILC

**Participants**

All teachers

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

**G3.** All grade levels will administer a progress monitoring tool (to include but not limited to D.E., DFA, math assessments from CPALMS) each nine weeks and use the data to drive instruction.

**G3.B1** Teachers & Staff lack experience in analyzing data

**G3.B1.S1** Provide teachers and staff support and training in analyzing data

**PD Opportunity 1**

Monitor Class performance on various assessments

**Facilitator**

ILC, Administration and Curriculum Resource Coordinator

**Participants**

ILC and Grade Level Teams

**Schedule**

Quarterly, from 9/17/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classroom.	500
<b>Goal 4:</b> To increase student attendance school wide. (Increase attendance rate to 90%.)	300
<b>Grand Total</b>	<b>800</b>

**Goal 2: All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations in their classroom.**

Description	Source	Total
<b>B1.S1.A1</b>		0
<b>B2.S2.A1</b> - Writing Resources to help us meet the FSA writing assessment	School Improvement Funds	500
<b>Total Goal 2</b>		<b>500</b>

**Goal 4: To increase student attendance school wide. (Increase attendance rate to 90%.)**

Description	Source	Total
<b>B1.S1.A1</b> - Certificate paper and ribbons	School Improvement Funds	300
<b>Total Goal 4</b>		<b>300</b>