

Lewis Anna Woodbury Elementary School



2014-15 School Improvement Plan

Lewis Anna Woodbury Elementary School

610 CHARLESTON AVE S, Fort Meade, FL 33841

<http://www.lawallstarlions.com/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
64%

Alternative/ESE Center
No

Charter School
No

Minority
68%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lewis Anna Woodbury Elementary prepares students with the academic skills, habits of mind, and character traits necessary to perform on or above grade level and to succeed in rigorous academia in middle school, high school, post-secondary options, and life beyond.

Provide the school's vision statement

The Lewis Anna Woodbury Elementary unites with parents and community to provide an atmosphere of mutual acceptance where students will grow regardless of background in achieving success and evolve into leaders of tomorrow.

School Environment

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

The school-wide Positive Behavior Support (PBS) Plan supports a positive school culture and builds positive relationships between staff members and students and among students.

Professional Development is provided yearly to help staff members identify ESOL students and their proficiency levels, as well as ESE students, and to guide them in securing relevant services as needed.

Efforts have been made to hire African American and bilingual Hispanic staff members to assist team members in bridging the cultural nuances of these two demographic groups within the school community. Teachers include diversity awareness in the classrooms while preparing presentations for Cinco de Mayo, Black History Month, Veterans' Day, and other celebrated holidays.

School clubs such as Pride, Chorus, Patrols, Flag Corps, News, Chess, and Art, help to build rapport between teachers, parents, and students. Additionally, the school's SAC members have placed special importance on seeking ways to reach out to the parents of each culture represented by our students.

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

Staff members are on duty before, during, and after school to supervise students, monitor transitions, and provide assistance as needed. Bullying lessons are taught and publicized on the news to make all teachers and students aware of what to do in case they encounter a bullying situation. A Boo Hoo Breakfast was held the first day of kindergarten to lessen the impact of separation from mom and dad.

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

We are a PBS School and have a school-wide behavior plan that includes a behavior scale, school-wide expectations posted around campus, and rules for lunch, bus, car, and walking in line. PBS Lesson Plans are provided to teachers for teaching and reviewing the PBS behavior expectations. The PBS program includes a Personal Development Intervention plan with follow up to help individual

students work on positive behavior choices. We also utilize individual behavior intervention plans with mentoring to help students with more intensive behavioral needs.

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

Social Skills groups are provided as needed to address student issues such as divorce, social difficulties, defiant behaviors, etc. Grief counseling is outsourced through Hospice. Our guidance counselor, school psychologist and other staff members are available to assist students as needed. When there is a significant need, the district crisis team is available to provided services. In addition, mentoring is provided through our Reading Pals, Teen Trendsetters, and Americorps programs, as well as through a private initiative.

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

A computer-generated report is e-mailed to us monthly indicating: students whose attendance is below 90 percent; the number of in--school and out-of school suspensions greater than 3; and overage 2 or more years for grade level.

Data is analyzed weekly through the Literacy Leadership Team and at the beginning of the year the students who scored Level 1 on ELA and/or mathematics are identified and closely monitored. LLT will also be responsible for for reviewing grades to determine which students who have failing grades in ELA or mathematics.

The MTSS team is responsible for monitoring interventions and progress for students in Tier 2 or Tier 3 for academics and for students in Tier 2 or Tier 3 for behavior.

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	14	8	7	9	4	7	49
One or more suspensions	0	1	0	2	1	10	14
Course failure in ELA or Math	16	19	17	15	3	4	74
Level 1 on statewide assessment	4	27	26	19	23	34	133

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	16	6	40	13	7	91

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

The guidance counselor has conferences with teachers and parents to discuss attendance concerns. If the problem is not resolved, we invite our school Social Worker to the next attendance meeting

where an intervention plan is created and a contract signed by the parent.

RtI meetings are held as needed to discuss academic or behavior concerns with students. The MTSS team guides teachers in creating intervention and progress monitoring plans. Interventions are determined by student need after the team has discussed the concerns regarding the student's academic performance.

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/193377>.

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

Our school has several things in place to keep our parents and community up to date with activities to support student achievement.

1. Quarterly newsletters are sent both hard copy and electronically using School Messenger
2. School Messenger is also used to call parents when important events and activities are taking place.
3. The school website is another important source of information and connection with our families and community.
4. ReadingPals, volunteers recruited from the community, meet with Kindergarten students one hour each day to building a love for reading and a good reading foundation.
5. Together with our local McDonald's we reach out to our community to encourage reading. McDonald's allows us to come in three times a year to share stories, have reading activities, and fellowship with our parents and students all while supporting a local business.
6. Once a month we offer Parent Nights to our parents. These are informative learning opportunities to help them with parenting concerns. Children are encourage to attend and work on age appropriate reading/math activities.
7. We have a strong PTO board that works to improve and support our school in and out of the classroom. This includes providing varied student incentives, bringing in assembly programs, fundraising to purchase student technology, fulfilling requests from teachers, and working on campus beautification.
8. Our business partners donate money as well as resources to provide incentives and classroom 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
Bizerra, Sue	Principal
Bakos, Dana	Assistant Principal
Wise, Alex	Assistant Principal
Avellaneda, Cassandra	Instructional Coach
Southwell, Stephanie	Instructional Coach
Belcher, Kathy	Teacher, K-12
Macon, Louria	Instructional Technology
Webb, Jennifer	Teacher, K-12
Belcher, Leslie	Guidance Counselor
West, Lina	Teacher, K-12

Duties

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

Principal/Assistant Principals: Provide a common vision for the use of data-based decision-making, ensure that the school staff is implementing RtI, ensure implementation of intervention support and documentation, provide adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Guidance Counselor / Social Worker: Provide services to individual students that range from program design to assessment and intervention. They connect students and families to local community agencies. This connection helps promote the academic, behavior, emotional and social success of each student within the school setting.

School Psychologist: Assists in the development of intervention plans through the use of data collection, interpretation and analysis. The school psychologist promotes the importance of fidelity and documentation when implementing the Response to Intervention process. Once this process is implemented correctly, then the decision making process is utilized for educational decisions for students. Additionally, in collaboration with the Guidance Counselor, she provides small group instruction on social skills to targeted students.

Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, assists in the selection and screening, and helps identify systemic patterns of student need with respect to language skills.

Exceptional Student Education Teachers: Participate in collecting student data, integrate core instructional activities into Tier 3 instruction, and collaborate with general education teachers through inclusion.

Title I Interventionist/ ESOL Teacher / Academic Coaches: Provide guidance on literacy and math/science initiatives, facilitate and support data collection activities, provide professional development and technical assistance to teachers and staff, provide support for assessment and monitoring for children to be considered “At-risk” or students who may have bilingual needs, work with students in small groups.

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

The School Based Leadership Team (SBLT) meets once a week to review student data and plan for learning. Students who are not showing progress are referred to the MTSS team. The team studies data to identify students who are meeting/exceeding benchmarks or at moderate risk or high risk for not meeting benchmarks. MTSS team members meet weekly with selected classroom teachers and family members through Response to Intervention (RtI) meetings to provide Tier 2 and Tier 3 assistance with struggling students.

The MTSS and SBLT Teams help to write, monitor and revise the SIP throughout the school year based on data collection.

Title I, Part A:

Funds school-wide services for Lewis Anna Woodbury Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides before and after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. Lewis Anna Woodbury Elementary provides a Parent Resource Center on the Lewis campus that houses materials that can be borrowed and used at home to increase student achievement, parent involvement, and to encourage the love of reading.

Title I, Part C- Migrant:

Migrant students enrolled in Lewis Anna Woodbury Elementary are assisted by the school and by the District Migrant Education Program (MEP). Two migrant paraprofessionals, housed on each campus, provide small group assistance to migrant students during their daily instruction. Funding is provided for after school tutoring, including Pre-K migrant students not enrolled in a Pre-K program. Students are prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D:

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II:

Professional Development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. All of the classrooms at Lewis Anna Woodbury have been provided with Smart Boards, Smart Response, Smart Slate, Document Cameras, Projectors, and relevant software. Grades K, 3, 4 and 5 have light speed sound system installed.

Title III:

Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff. Our ESOL teacher provides direct instruction in reading to struggling ELL 3rd grade students. She and the two ESOL paraprofessionals provide small group assistance to ELL students during their daily instruction. Title III also provides funding for after school tutoring for ELL students.

Title X- Homeless:

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs:

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs:

Lewis Anna Woodbury Elementary is a pilot school for the Community Eligibility Option Free Meals to all Students. It is also frequently a location for summer feeding program for the community.

Head Start:

Two Head Start classes are located on our campus. Resources are provided to the program to assist in the transition of students from Pre-K to Kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and the children benefit from weekly story time in the Media Center. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Clinton Cornelius	Business/Community
Sue Bizerra	Principal
Dana Bakos	Principal
Alex Wise	Principal
Kathy Belcher	Teacher
Lina West	Teacher
Gilbert Morera	Parent
Brandy Skinner	Parent
Priscilla Perry	Business/Community
Ben Speight	Business/Community
Isabel Camacho	Business/Community
Angelina Hernandez	Parent
Sam Berrien	Education Support Employee
Deborah Carlton	Education Support Employee
Mary Villarreal	Teacher
Tim Bearden	Parent
Heather Pierce	Teacher
Amber Screen	Teacher
Jesus Jaimes	Business/Community
Rosie Gracia	Parent
Celina Becerra	Parent
Rosa Colchado	Parent

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 was presented with the school grade data at the beginning of the school year, and received a mid-year update following benchmark testing. They reviewed the School Improvement Plan and offered some suggestions, mainly in the area of parent and community involvement.

Development of this school improvement plan

One of the School Advisory Council's (SAC) main initiatives was to bring back a Pre-Kindergarten program to Lewis Anna Woodbury to increase school readiness of our children. We now have one School Readiness class and two Head Start classes. The SAC supported other academic initiatives detailed in this plan, such as the Reading Pals program and Teen Trendsetters. They also voted to approve the All Pro Dads program for the upcoming year.

Preparation of the school's annual budget and plan

The SAC will review the annual budget and make recommendations where they see a need.

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

Last year there were minimal school improvement funds left over from prior years. The SAC approved the purchase of Ben Carson autobiographies for the 4th and 5th grade gifted students to study in conjunction with a visit with the author. The SAC also approved the purchase of patrol belts for 3rd grade students to encourage them in their leadership role. School improvement funds came available at the end of last year and will be allocated with SAC approval in the fall.

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
Bizerra, Sue	Principal
Bakos, Dana	Assistant Principal
Wise, Alex	Assistant Principal
Avellaneda, Cassandra	Instructional Coach
Belcher, Kathy	Teacher, K-12
Macon, Louria	Instructional Technology
Southwell, Stephanie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT focuses on ensuring that standards based instruction is effectively implemented through the use of high yield strategies. Our primary initiative is to increase students' reading, math, science and writing proficiency at or above grade level to meet or exceed our established targets. To accomplish this goal the team will monitor struggling students' progress at all grade levels, monitor students'

participation in the tutorial services before, during and after school, and communicate with all parents bi-weekly about their students' progress. Monthly progress monitoring, FAIR assessment data, Early Warning System data, and Genesis discipline and attendance reports will be analyzed to direct instruction and ensure supports are provided to meet the needs of students. To address individual literacy needs on a school-wide basis, 60 minutes of intensive reading and writing in response to text has been added to daily schedules, called Power Hour. In addition, identified Gifted/Able Learners are given direct instruction on discovery learning, problem solving, and inquiry based learning to enhance critical thinking skills.

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

Lewis Anna Woodbury teachers engage in weekly collaborative team meetings to develop lesson plans, analyze grade level trends with data, modify instruction if needed, and discuss best teaching practices. In addition, every one to two months grade level teams meet for three hours for intensive unit planning. Currently two grade levels are involved with Lesson Study. The goal of Lesson Study is for each grade level team to become more aligned in working together collaboratively and to learn and implement best teaching practices with fidelity. Working together will build a positive relationship, which will then support student learning and achievement.

We have also created a vertical team to plan and create writing expectations per grade level with specific feedback from each grade level to ensure no gaps. The writing plan was written to ensure the development of writing from Kindergarten up through 5th grade in a way that builds fluidly from one grade to the next. We have initiated collaborative planning within vertical teams in the areas of reading, science and math as well.

An area of emphasis in the coming year is teacher observation of other model teachers to promote implementation of effective instructional strategies to increase student achievement.

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

Recruitment:

Administration - All applicants are screened through the school district's Recruitment and Hiring System, interviews are conducted with an interview team and candidates are ranked by the team, and finally references are checked before offering a position to any applicant.

Retention:

Administration and Academic Coaches - New teachers are partnered with a veteran teacher at the grade level, usually the grade chair. The Academic Coaches assist the new teacher in settling into the work environment, including making sure she/he has all necessary texts and materials, and reviewing local policies and procedures in more detail such as the Lewis Anna Woodbury Staff Handbook and the school's Positive Behavior Support (PBS) program. The new teachers are invited to join a non-grade level team such as PBS, Sunshine Team, etc. to help them feel a part of their new school community. When a new teacher would benefit from observing other teachers, those arrangements are made.

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

Teachers New to Grade Level:

Grade Chairs, Academic Coaches - Grade Chairs are most knowledgeable about grade level curriculum issues and can also advise regarding classroom management concerns.

The Academic Coaches are most qualified to share research-based strategies and classroom

management techniques. The mentors and mentees meet to discuss evidence-based strategies. The mentor will provide support in the form of planning, modeling, coaching, and performance feedback.

Struggling Teachers:

Administration, Academic Coaches - The Academic Coaches are most qualified to mentor struggling teachers. The mentor and mentees will meet in a professional learning community to discuss evidence-based strategies for each area of weakness. The process will involve the clinical educator cycle which includes using: observation, planning, modeling, coaching, and post observation feedback.

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

Lewis Anna Woodbury teachers use the District Learning Schedules in combination with the Florida Standards to collaboratively plan Standards-based instruction. Teachers pull material from the District adopted core programs, as well as from CPalms, District developed lesson plans and resources, and approved digital resources. Our Reading, Math, and Science Coaches work side by side with teachers in developing Standards-based lesson plans. Administration and Coaches observe instruction and give feedback to help focus instruction on the Standards.

All materials purchased must be approved by the division of learning to help ensure that they are aligned to 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

At Lewis Anna Woodbury, students are initially placed according to their prior year state assessment and FAIR scores. As new assessment data is gathered, students are placed in small groups for targeted interventions, and are then progress monitored twice a month to guide instruction. Students who continue to fall behind in spite of the interventions are referred to the Response to Intervention (RtI) Team for further evaluation. Resource teachers and paraprofessionals assist teachers with small group instruction. Students who excel, work with a resource teacher to extend and enhance their learning.

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: Before School Program

Minutes added to school year: 4,000

Open computer lab before school for 30 minutes each day for students to practice math fluency and build higher level skills via several online formats (Reflex Math, Khan Academy).

Strategy Rationale

Our students tend to score low in Number Operations, so building their math facts fluency will enable them to be more successful with complex problem solving.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Avellaneda, Cassandra, cassandra.avellaneda@polk-fl.net

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

Progress through the levels is tracked on each of the programs. Progress monitoring scores are also used to determine overall proficiency gains.

Strategy: Extended School Day

Minutes added to school year: 10,800

Our school day includes a Power Hour for reading beyond the 120-minute reading block. During the Power Hour, students are grouped homogeneously and matched with a teacher or paraprofessional for targeted interventions or acceleration.

Strategy Rationale

We are one of the lowest 300 schools in the state for reading, and this strategy has been devised to ensure that all students have dedicated time to target problem areas or to experience advanced reading opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bizerra, Sue, sue.bizerra@polk-fl.net

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

Progress monitoring data will be collected twice each month to determine the effectiveness of the interventions and the next instructional directions.

Strategy: Extended School Day

Minutes added to school year: 4,200

In-house after school tutoring will be 3.5 hours a week (2 days/week for 1.75 hours) after school from October through April. This program will target students in grades 2-5. Additionally, we will have ESOL tutoring for ELL students in grades 1-3, and Migrant tutoring for any migrant students. Both groups will meet 2 days a week, and group size will be limited to 8-10 students.

Strategy Rationale

These tutoring programs focus on building fluency, vocabulary, and comprehension skills, as well as math problem solving for the upper grade students. They will provide some time for homework help, since support is often lacking at home.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bizerra, Sue, sue.bizerra@polk-fl.net

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

Pre and post tests, as well as FAIR and other progress monitoring scores.

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

Lewis Anna Woodbury has a School Readiness and two Head Start programs. Pre-K teachers are invited to all professional development and training offered by the school. Local Pre-K programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K teachers and our neighboring teachers at the Child Development Center coordinate with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month. New Kindergarten students can enroll beginning in March and all summer long, and the school secretary sets up several night enrollment dates in the spring to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten teachers determine students' acquisition of specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS becomes available.

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

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

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

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

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.** Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support for all stakeholders.

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. Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support for all stakeholders. 1a

G035680

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
AMO Reading - All Students	59.0
Math Gains	65.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Dana Center Training and other District provided professional development.
- Individualized tutoring through Reading Pals, Teen Trendsetters, Books Bridge, Peri's Palls Mentoring.
- Third grade sheltered reading group for ELL students.
- Reading Wonders, GO Math, CPalms, Reflex Math, Achieve 3000, iRead.
- Regional, District, and School-based Coach support (Reading, Math, Science).
- Power Hour (60 minute targeted reading instruction).
- District Summer Academies for students.

Targeted Barriers to Achieving the Goal 3

- Core instruction is lacking in rigor and differentiation due to inconsistent standards-based instruction, inconsistent use of instructional best practices, and inconsistent use of data to drive instruction.
- High level inquiry based strategies and problem solving activities to challenge students and address student misconceptions are not being implemented consistently.

Plan to Monitor Progress Toward G1. 8

Analyze student data, lesson plans, and observation tracker, and discuss instructional trends observed across grade levels in weekly Leadership Team meetings.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Standards-based lesson delivery consistently evidenced in all classrooms. Increased scores on progress monitoring. Opportunities for students to participate in inquiry-based problem solving activities..

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. Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support for all stakeholders. **1**

 G035680

G1.B1 Core instruction is lacking in rigor and differentiation due to inconsistent standards-based instruction, inconsistent use of instructional best practices, and inconsistent use of data to drive instruction. **2**

 B085506

G1.B1.S1 Facilitate Standards-based collaborative lesson planning. **4**

 S096182

Strategy Rationale

Using the standards to guide planning for instruction ensures that teachers focus their instruction on the new Florida standards.

Action Step 1 **5**

Teachers will use the Florida Standards, Test Item Specifications, and Webb's Levels of Learning during weekly collaborative planning to drive classroom instruction.

Person Responsible

Stephanie Southwell

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Weekly collaborative planning sign-in sheets, lesson plans, and classroom observation of implementation.

Action Step 2 5

Administration and Coaches will frequently review plans and provide feedback.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 11/21/2014 to 5/29/2015

Evidence of Completion

Feedback provided on lesson plans and during collaborative planning.

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

Lesson Planning, Classroom Observations, Student Work Samples

Person Responsible

Cassandra Avellaneda

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Standards-based lesson plans, Journey records, other observation and feedback records should indicate consistent and pervasive demonstration of instructional best practices, effective differentiated small group instruction, effective content delivery during instruction, student work samples at grade level or higher,

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

Analyze progress monitoring results, student work samples and Journey ratings.

Person Responsible

Sue Bizerra


Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Improved progress monitoring results, student work samples at grade level or higher, higher Journey ratings.

G1.B1.S2 Support the delivery of Standards-based instruction by monitoring instruction and providing feedback. 4

 S096184

Strategy Rationale

Providing support through monitoring of instruction with feedback gives teachers the opportunity to reflect on their instructional practices, make improvements where needed, and fosters positive teacher morale.

Action Step 1 5

Leadership Team will do book study on "Leverage Leadership" and implement supportive observations with feedback as described in chapter 2.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 11/14/2014 to 5/29/2015

Evidence of Completion

Observation Tracker file with notes on action steps and progress for teachers being supported.

Action Step 2 5

Implementation of coaching cycle with select teachers.

Person Responsible

Cassandra Avellaneda

Schedule

Monthly, from 12/1/2014 to 3/27/2015

Evidence of Completion

Coaches logs, coaching cycle logs, observation tracker with notes on action steps and progress for teachers being supported.

Action Step 3 5

Teachers will be given the opportunity to observe other teachers in person or through video clips of teachers modeling targeted strategies.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 12/1/2014 to 5/1/2015

Evidence of Completion

Video clips of teachers modeling targeted strategies, teacher observation notes, coaches logs, observation tracker.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor schedule for observations and feedback conferences. Discuss where and what support is needed during Leadership Team meetings.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Observation tracker, coaches logs and Journey entries provide dates of observations and conferences, and notes on feedback given. Leadership Team Minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor Journey records and Observation Tracker for successful implementation of targeted strategies resulting in increased student engagement. Share observation notes during Leadership Team meetings.

Person Responsible

Sue Bizerra


Schedule

Weekly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Journey records and Observation Tracker entries should show increased use of targeted strategies, resulting in higher student achievement.

G1.B1.S3 Progress monitoring will be utilized to guide Standards-based instruction. Regular data chats will be held to make instructional decisions. 4

 S096185

Strategy Rationale

Common assessments used for progress monitoring allow us to focus instruction on specific needs of students. Regular data chats provide an opportunity to make informed instructional decisions and establish future performance goals.

Action Step 1 5

Leadership Team (LT) will be trained on the new writing rubrics with hands-on practice using student essays.

Person Responsible

Stephanie Southwell

Schedule

On 12/5/2014

Evidence of Completion

PD sign-in sheets for 11/18 and 12/05.

Action Step 2 5

LT will help score weekly essays and conference with students.

Person Responsible

Sue Bizerra

Schedule

Biweekly, from 12/8/2014 to 5/1/2015

Evidence of Completion

Essays scored by LT members, conferencing cover sheets for each student showing dates and comments from LT and teacher.

Action Step 3 5

Administration will review Progress Monitoring results.

Person Responsible

Sue Bizerra

Schedule

Biweekly, from 12/8/2014 to 5/1/2015

Evidence of Completion

Schedule for reviewing Progress Monitoring, LT Minutes showing discussion of Progress Monitoring results.

Action Step 4 5

Administration will meet with teachers to discuss the data and plan any adjustments to instruction.

Person Responsible

Sue Bizerra

Schedule

Biweekly, from 12/12/2014 to 5/1/2015

Evidence of Completion

Data chat records, changes to instruction and/or resources used.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Verify that schedules are being followed for reviewing Progress Monitoring, holding data chats with teachers, and scoring student writing followed by individual conferences.

Person Responsible

Sue Bizerra

Schedule

On 5/1/2015

Evidence of Completion

Data chat records and student conference records.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review Progress Monitoring results.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 12/8/2014 to 5/1/2015

Evidence of Completion

Increased scores on student writing and on reading and math progress monitoring.
Increased scores on district assessments. FSA results.

G1.B2 High level inquiry based strategies and problem solving activities to challenge students and address student misconceptions are not being implemented consistently. 2

 B085509

G1.B2.S1 Provide Professional Development on high level inquiry based teaching strategies. 4

 S152429

Strategy Rationale

Professional Development provides opportunities for teachers to improve their knowledge to positively impact classroom instruction. Many teachers are not comfortable allowing students to explore and discover before explicit instruction takes place.

Action Step 1 5

Schedule professional development on high level inquiry-based teaching strategies.

Person Responsible

Sue Bizerra

Schedule

Every 2 Months, from 10/8/2014 to 2/11/2015

Evidence of Completion

Sign-in sheets for professional development and implementation of follow-up activities.

Action Step 2 5

Highlight one strategy at first grade level planning of each month, and then incorporate new strategy in plans throughout the month.

Person Responsible

Cassandra Avellaneda

Schedule

Monthly, from 12/8/2014 to 5/29/2015

Evidence of Completion

List of strategies chosen to be introduced each month. Lesson plans incorporating the strategies, and evidence of strategies being implemented observed during walkthroughs.

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

Science lesson plans will be based on the 5E format. Math and Science Coaches will continue to support grade level teachers with implementation of the 5E format for lesson plans.

Person Responsible

Sue Bizerra

Schedule

Biweekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets for Professional Development. Development and implementation of 5E lesson plans in science and possibly in math.

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

Classroom observation of the 5E format revealing challenging, inquiry-based learning opportunities for students.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Journey observation entries. Increased progress monitoring scores. Increased proficiency and growth on state assessments.

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
G1.B1.S1.A1	Teachers will use the Florida Standards, Test Item Specifications, and Webb's Levels of Learning during weekly collaborative planning to drive classroom instruction.	Southwell, Stephanie	8/27/2014	Weekly collaborative planning sign-in sheets, lesson plans, and classroom observation of implementation.	5/27/2015 weekly
G1.B2.S1.A1	Schedule professional development on high level inquiry-based teaching strategies.	Bizerra, Sue	10/8/2014	Sign-in sheets for professional development and implementation of follow-up activities.	2/11/2015 every-2-months
G1.B1.S2.A1	Leadership Team will do book study on "Leverage Leadership" and implement supportive observations	Bizerra, Sue	11/14/2014	Observation Tracker file with notes on action steps and progress for teachers being supported.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	with feedback as described in chapter 2.				
G1.B1.S3.A1	Leadership Team (LT) will be trained on the new writing rubrics with hands-on practice using student essays.	Southwell, Stephanie	11/18/2014	PD sign-in sheets for 11/18 and 12/05.	12/5/2014 one-time
G1.B1.S1.A2	Administration and Coaches will frequently review plans and provide feedback.	Bizerra, Sue	11/21/2014	Feedback provided on lesson plans and during collaborative planning.	5/29/2015 weekly
G1.B1.S2.A2	Implementation of coaching cycle with select teachers.	Avellaneda, Cassandra	12/1/2014	Coaches logs, coaching cycle logs, observation tracker with notes on action steps and progress for teachers being supported.	3/27/2015 monthly
G1.B2.S1.A2	Highlight one strategy at first grade level planning of each month, and then incorporate new strategy in plans throughout the month.	Avellaneda, Cassandra	12/8/2014	List of strategies chosen to be introduced each month. Lesson plans incorporating the strategies, and evidence of strategies being implemented observed during walkthroughs.	5/29/2015 monthly
G1.B1.S3.A2	LT will help score weekly essays and conference with students.	Bizerra, Sue	12/8/2014	Essays scored by LT members, conferencing cover sheets for each student showing dates and comments from LT and teacher.	5/1/2015 biweekly
G1.B1.S2.A3	Teachers will be given the opportunity to observe other teachers in person or through video clips of teachers modeling targeted strategies.	Bizerra, Sue	12/1/2014	Video clips of teachers modeling targeted strategies, teacher observation notes, coaches logs, observation tracker.	5/1/2015 weekly
G1.B1.S3.A3	Administration will review Progress Monitoring results.	Bizerra, Sue	12/8/2014	Schedule for reviewing Progress Monitoring, LT Minutes showing discussion of Progress Monitoring results.	5/1/2015 biweekly
G1.B1.S3.A4	Administration will meet with teachers to discuss the data and plan any adjustments to instruction.	Bizerra, Sue	12/12/2014	Data chat records, changes to instruction and/or resources used.	5/1/2015 biweekly
G1.MA1	Analyze student data, lesson plans, and observation tracker, and discuss instructional trends observed across grade levels in weekly Leadership Team meetings.	Bizerra, Sue	8/25/2014	Standards-based lesson delivery consistently evidenced in all classrooms. Increased scores on progress monitoring. Opportunities for students to participate in inquiry-based problem solving activities..	5/29/2015 weekly
G1.B1.S1.MA1	Analyze progress monitoring results, student work samples and Journey ratings.	Bizerra, Sue	9/2/2014	Improved progress monitoring results, student work samples at grade level or higher, higher Journey ratings.	5/29/2015 monthly
G1.B1.S1.MA1	Lesson Planning, Classroom Observations, Student Work Samples	Avellaneda, Cassandra	9/2/2014	Standards-based lesson plans, Journey records, other observation and feedback records should indicate consistent and pervasive demonstration of instructional best practices, effective differentiated small group instruction, effective content delivery during instruction, student work samples at grade level or higher,	5/29/2015 weekly
G1.B2.S1.MA1	Classroom observation of the 5E format revealing challenging, inquiry-based learning opportunities for students.	Bizerra, Sue	10/20/2014	Journey observation entries. Increased progress monitoring scores. Increased proficiency and growth on state assessments.	5/29/2015 weekly
G1.B2.S1.MA1	Science lesson plans will be based on the 5E format. Math and Science Coaches will continue to support grade level teachers with implementation of the 5E format for lesson plans.	Bizerra, Sue	10/8/2014	Sign-in sheets for Professional Development. Development and implementation of 5E lesson plans in science and possibly in math.	5/29/2015 biweekly
G1.B1.S2.MA1	Monitor Journey records and Observation Tracker for successful	Bizerra, Sue	12/1/2014	Journey records and Observation Tracker entries should show increased	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	implementation of targeted strategies resulting in increased student engagement. Share observation notes during Leadership Team meetings.			use of targeted strategies, resulting in higher student achievement.	
G1.B1.S2.MA1	Monitor schedule for observations and feedback conferences. Discuss where and what support is needed during Leadership Team meetings.	Bizerra, Sue	12/1/2014	Observation tracker, coaches logs and Journey entries provide dates of observations and conferences, and notes on feedback given. Leadership Team Minutes.	5/29/2015 weekly
G1.B1.S3.MA1	Review Progress Monitoring results.	Bizerra, Sue	12/8/2014	Increased scores on student writing and on reading and math progress monitoring. Increased scores on district assessments. FSA results.	5/1/2015 monthly
G1.B1.S3.MA1	Verify that schedules are being followed for reviewing Progress Monitoring, holding data chats with teachers, and scoring student writing followed by individual conferences.	Bizerra, Sue	12/8/2014	Data chat records and student conference records.	5/1/2015 one-time

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. Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support for all stakeholders.

G1.B1 Core instruction is lacking in rigor and differentiation due to inconsistent standards-based instruction, inconsistent use of instructional best practices, and inconsistent use of data to drive instruction.

G1.B1.S3 Progress monitoring will be utilized to guide Standards-based instruction. Regular data chats will be held to make instructional decisions.

PD Opportunity 1

Leadership Team (LT) will be trained on the new writing rubrics with hands-on practice using student essays.

Facilitator

Jason Springer - Writing Cadre Member and Lindsey McDowell - District Reading Coach,

Participants

Leadership Team

Schedule

On 12/5/2014

G1.B2 High level inquiry based strategies and problem solving activities to challenge students and address student misconceptions are not being implemented consistently.

G1.B2.S1 Provide Professional Development on high level inquiry based teaching strategies.

PD Opportunity 1

Schedule professional development on high level inquiry-based teaching strategies.

Facilitator

Cheryl Fogel, Brad Hardesty, other district or school-based coaches.

Participants

All classroom teachers

Schedule

Every 2 Months, from 10/8/2014 to 2/11/2015

PD Opportunity 2

Highlight one strategy at first grade level planning of each month, and then incorporate new strategy in plans throughout the month.

Facilitator

Cassie Avellaneda and Stephanie Southwell

Participants

Classroom teachers.

Schedule

Monthly, from 12/8/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support for all stakeholders.	250
Grand Total	250

Goal 1: Lewis Anna Woodbury will plan and implement standards based instruction and progress monitoring in combination with reflective feedback and support for all stakeholders.		
Description	Source	Total
B1.S2.A1 - Purchase of 10 copies of "Leverage Leadership" by Paul Bambrick-Santoyo.	General Fund	250
Total Goal 1		250