

Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

The school learns about cultures through interaction and discussion with students and parents. Relationships are built and formed within the classroom through teacher-student interaction. Teachers work with students in whole group and small group sessions. Teachers also conduct interest inventories to find out what students are interested in. Cultures are discussed across disciplines, and students are encouraged to discuss their various backgrounds with their classmates. Our teachers have a whole child approach that takes into account academic need, social need, and student interest.

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

At Southwood Elementary students have the right to learn, the responsibility to be well prepared and pay attention and do their best, the right to feel safe, the responsibility to create a safe environment by following school rules, the right to be respected and the responsibility to treat everyone with respect. These are the values we impart and act upon. These ideals are incorporated into our Student Pledge. Staff reflect these rules through their actions towards students and other adults.

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 have a GROWL system campus wide. GROWL stands for (Good manners, Respect and responsibility, On time-on task, Work hard, Listen to learn). The system rewards positive behavior as the standard with monthly recognition ceremonies to appreciate those who have been following the rules. Classrooms employ GROWL procedures for students to use in reflecting on conduct and improving academic achievement. This process is employed school wide.

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

Our Behavior Specialist conducts social skills groups with students. Our Guidance Counselor works to get counseling for families and students and conducts character education lessons. Our school social worker works with families to assist with counseling or services that will improve issues within the home that can impact students at school.

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

Southwood has developed an early warning system based on identifying students who are at risk in the following areas: suspension, attendance, course failure and academic proficiency. The leadership team reviews data periodically to monitor each of these areas. Proactive interventions are developed, implemented and monitored in order to align with the early warning system.

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	9	5	7	4	2	5	32
One or more suspensions	4	1	4	2	1	4	16
Course failure in ELA or Math	0	0	13	27	19	20	79
Level 1 on statewide assessment	0	0	0	28	16	23	67

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	2	17	10	11	41

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

For attendance issues the guidance counselor and social worker intervene and work with the parent to focus on getting the child to school. For discipline issues, the dean works to create behavior plans for teachers, students, and parents to employ so that the students can focus on correcting behaviors that impact academics. For students who fall short in ELA or mathematics instruction, teachers use the scores from assessments to place the students into intervention groups, where they employ strategies to work with the student and move them towards expected achievement through targeted practice. Specifically for the 17 students in third grade who exhibit two or more indicators, we provide afternoon tutoring in reading and the math coach provides extra support in mathematics.

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/64750>.

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

We have formed partnerships with local businesses who support us through goods or services, and we in return support them through patronage and promotion. We have community nights and family nights at local businesses such as Chi Fil A, partner with Home Depot to build school gardens, and have community members participate in our career day.

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
Montgomery, Lee	Principal
Carmenate, Wanda	Instructional Coach
Cristofaro, Amy	Instructional Coach

Duties

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

Leadership team members conduct grade level progress monitoring meetings to analyze data. Team members are assigned grade levels K-2 and 3-5. The grade level representative reviews data and meets with individual teachers or grade levels to discuss concerns. Any students not showing adequate progress is reviewed by the leadership team members for intervention recommendations. The principal works with grades 3-5 on their progress monitoring as well as supervises all grade levels in their lesson planning. The math resource teacher works with all grade levels for science and math coaching. The reading coach meets with all grades for progress monitoring and analyzes data for the academic performance of students and to provides coaching feedback on instructional strategies. The Leadership team meets weekly to discuss data and progress in student achievement.

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 the beginning of the school year leadership team members meet during grade level planning time with instructors to review current data from the previous year to determine areas of student strengths/weaknesses. At that time they will identify students who fall into the lowest 25%. The data is analyzed and used to place students in groups for multi-tiered instruction. All data collected will determine instructional goals and drive lessons specific to student need. Assessments

for progress monitoring take place as follows; Tier 2-bi-weekly and Tier 3 weekly. Teachers complete assessments and graph data for students receiving Tier 2 instruction. The data is documented electronically. The MTSS representative will have access to the shared file. MTSS representatives will review data and met with individual teachers to discuss student concerns. Any student not showing adequate progress will be brought to the MTSS leadership team for review. Grade level teams meet twice monthly for teachers to discuss student progress and share instructional strategies that have proven to be effective for each area of need. instructional adjustments are made according to results of Progress Monitoring. Principal conducts meetings once per month with each grade level during planning for data analysis. The implementation of core instruction includes differentiated lessons to meet the needs of all students. Title I funding will be used for professional development opportunities with the Deconstruction of standards program to train all grade level teachers. There will be one day pull out sessions that will deal with strategies and building capacity. By utilizing Title I funding for training with all grades, we believe the impact will have direct results on improved instructional practices as well as provide our students a better opportunity to improve their skills within the new curriculum.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sara Piguet	Parent
Arceli Quiles	Parent
Maria Seijo	Parent
Debby Creel	Teacher
Lee Montgomery	Principal
Nouha Khalil	Parent
Melissa Highwood	Parent
Marci Brewster	Teacher
Sophia Vasquez	Parent
Sue Hause	Business/Community
Jackie Ramos	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 will meet in September to review the goals achieved from last year's plan, review the new data set for 2014-2105 and work to create goals that are attainable for this school year. The data from 2013-2104 will be reviewed by overall grade level, subgroup, and subject. Goals for this year will be set based on student need and areas where data reflects there needs to be more concerted efforts.

Development of this school improvement plan

The SAC wil work to review school budget, training, instructional materials, staffing, student support services. The SAC will meet monthly to review data related to the mentioned areas and create plans to move initiatives forward.

Preparation of the school's annual budget and plan

The academic needs are discussed with SAC and determinations are made as to where resources should be allocated for the following school year. We look at current resources, and let data drive the decision making process in terms of where there appears to be reflected need. The budget is then analyzed for resources that can be allotted to fit the needs we have determined through the problem solving model.

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

The SAC will determine the most appropriate use of school funds after elections have been held and data has been received in late September.

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
Montgomery, Lee	Principal
Carmenate, Wanda	Instructional Coach
Creel, Debby	Other
Cristofaro, Amy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will review school wide trends in reading and focus on ways to not only assist students in exposure to literacy but create more parental involvement opportunities such as Literacy Nights and parent workshops to equip parents with materials and strategies to work with literacy in the home. Additionally, the Literacy Leadership Team will look at Florida State Standards and focus on how we can best align our literacy needs in conjunction with expectations of FSA. The LLT will look at ELA standards, level of rigor in our reading instructional practices, and work with the Reading Coach on instructional models that will best assist students attain the necessary literary skills to be successful of the FSA.

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

Teachers have a common planning time built into the master schedule. Teachers also have scheduled PLC (Professional Learning Community) meetings time scheduled to focus on the work at hand and discuss achievement data and growth models for students, as well as best practice for instruction. Teachers work collaboratively in lesson study sessions to view each other as they work on the elements from the Marzano protocol. We conduct professional learning sessions once per month as a whole staff

to focus on instructional practices, distinct initiatives and elements of focus for increasing student achievement.

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

The recruiting of new teachers is primarily the principal's responsibility. It is imperative to establish rapport with and find candidates who are competent in their craft and who will be a good fit for the team for which they are being considered. The principal and school-based leadership team work to establish the attainment of teachers. We provide leadership opportunities, vertical teaming, active PLC's, team building activities, recognition of accomplishments, sharing sessions, and ongoing coaching to constantly improve the craft of teaching.

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

Each first year teacher or teacher new to Southwood is paired with a grade level mentor who works with that teacher to assimilate them into the grad level and culture of the school. Once per month the CRT hosts a morning training session for all of the new teachers to discussing instructional strategies such as lesson planning, data driven instruction, teaching techniques. Mentors and mentees also participate on school committees together so they can assist with school wide projects and goals while collaboratively learning.

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

Grade levels teams along with school leadership deconstruct the standards and design Instructional Focus Calendars to guide the instruction. Both of our ELA and mathematics textbook series are state adopted and aligned to the Florida Standards. Our teachers use these materials in their planning to assure that instruction is aligned with the standards, and research-based practices are used to impact student achievement.

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

Data is analyzed by teachers to determine students' instructional level. Students are assigned to tiers via the MTSS process. Students are taught additionally on the skills where data indicates lower proficiency. Skills are taught and reassessed. Students are moved into new skills groups or remain in the current group as their proficiency increases on both formative and standardized assessments.

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: 1,500

The lowest quartile of fourth, and fifth grade students are selected using previous year's data and current assessment data and will be tutored in the mornings. The afternoon tutoring program will focus on grades 1-3 focusing on ELA and Math.

Strategy Rationale

The 4th and 5th grade students have prior data levels that will allow them to be measured accurately for growth. 5th grade students will have three years worth of data so growth can be measured over time. The rationale for including grades one through three is to build stamina with the new curriculum and scaffold their understanding to assist them as they move forward.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carmenate, Wanda, wanda.carmenate@ocps.net

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

Data is gathered from formative and summative assessments as well as pre and post testing data once the programs begin.

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

We have a Kindergarten Round Up Program that invites prospective students and parents to campus. We provide an information session led by our Kindergarten teachers to explain the K curriculum and transition process. We test prospective students over the summer and get levels for where they are academically in readiness. We make suggestions to the parents as to how they can work with the students at home over the summer, and we provide resources for them to use. For our 5th grade students transitioning to middle school, we partner with with our feeder schools to provide transition information and work with counselors at the schools to see that student academic and social needs are reported so that students enter with positive plans in place to maintain their education once transitioned.

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

College and career awareness is promoted within each classroom. Attached to the window of each class is a placard with the college and logo of the university that the instructor attended. Each Friday is college day, where staff and students wear their favorite collegiate apparel. Fifth grade students attend a leadership academy sponsored by The University of Central Florida, where they are exposed to campus and shown what a college experience would be like.

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

Students are exposed to 21st century careers with technology by exposure to online curriculum provided by HMH Think Central. Technology is integrated in the classroom through use of Doceri, to create overhead projection that mimics smart board technology. Fourth grade students use blogs and message boards to reflect and communicate about assignments.

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

We discuss careers during career day presentations. We invite industry professionals to campus to discuss their career areas and provided insight into future careers for our students. STEM activities take place during science block that focus on group work, experimental problem solving, hypothesis generation and testing, and hands on immersion with data analysis.

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

We work in consortium with the middle and high schools to discuss areas of scaffolding so that we each build students ready for the next level. We use immediate assessments and apply academic interventions. Baseline data is gained at the start of each year by using our Journey's and Go Math curriculum, Fountas and Pinell reading assessments to identify gaps in learning. Teachers use the data to guide instruction and provide the basis for academic skills groups. Honor roll assemblies at the end of each quarter are used to recognize academic achievement. The school wide GROWL ceremony at the end of each quarter recognizes students for making positive choices. Academic and social areas are enforced to promote the idea of continued success as students move to the next grade level and beyond.

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.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons using the Instructional Framework.

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. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons using the Instructional Framework. 1a

G038005

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Marzano Framework Protocol, Formative and Summative assessment data, CPALMS. MTP, Scope and Sequence

Targeted Barriers to Achieving the Goal 3

- Teachers lack deep understanding of the standards and the instructional framework (goals and scales, instructional strategies, engagement strategies, and student ownership of data)
- School leader, coaches and teachers lack a deeper understanding of effective instructional practices

Plan to Monitor Progress Toward G1. 8

Benchmark and student performance data, classroom observation data, lesson plans

Person Responsible

Lee Montgomery

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Lesson plans, PLC agendas, Classroom observation data, student test data

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. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons using the Instructional Framework. **1**

 G038005

G1.B1 Teachers lack deep understanding of the standards and the instructional framework (goals and scales, instructional strategies, engagement strategies, and student ownership of data) **2**

 B091380

G1.B1.S1 Professional development with coaching on goals and scales, including deconstructing the standards, analyzing resources, and planning instruction **4**

 S105292

Strategy Rationale

Collaborative study will lead to more effective lesson design

Action Step 1 **5**

Intentional lesson planning meetings to focus on the standards, review elements of the protocol, align strategies to the elements and compare expected student outcomes with student assessment data

Person Responsible

Lee Montgomery

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Student data generated from assessments/ lesson plans

Action Step 2 5

Professional development pull out days for each grade level K-5

Person Responsible

Wanda Carmenate

Schedule

Monthly, from 9/25/2014 to 10/17/2014

Evidence of Completion

Targeted learning goals and evidence-based scales displayed and utilized in classrooms

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

Principal and Leadership will meet monthly with grade level PLC teams to review plans and lesson design

Person Responsible

Lee Montgomery

Schedule

Monthly, from 9/2/2014 to 5/26/2015

Evidence of Completion

lesson plans documenting strategies and iobservation data in discussed elements.

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

Use of strategies and appropriate scales/goals/engagement activities in classroom

Person Responsible

Lee Montgomery

Schedule

Weekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Teacher lesson plans, student performance data, classroom observation data, coaching feedback

G1.B2 School leader, coaches and teachers lack a deeper understanding of effective instructional practices

2

 B109693

G1.B2.S1 Leadership team work collaboratively to deconstruct standards and work along side teachers to collaboratively plan and understand concepts

4

 S121213

Strategy Rationale

Gaining a better understanding of the standards will lead to clearer goal setting and higher levels of rigor within student engagement activities

Action Step 1

5

Leadership team will set training days to address deconstruction and lesson planning

Person Responsible

Lee Montgomery

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Planning agendas

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

6

Monthly lesson planning meetings to address intentional planning and backwards design concept

Person Responsible

Lee Montgomery

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Lesson plans, PLC agendas

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

Leadership team will monitor grade level PLCs and guide discussions of planning using standards

Person Responsible

Lee Montgomery

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Lesson plans and PLC agendas

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	Intentional lesson planning meetings to focus on the standards, review elements of the protocol, align strategies to the elements and compare expected student outcomes with student assessment data	Montgomery, Lee	9/2/2014	Student data generated from assessments/ lesson plans	6/1/2015 monthly
G1.B2.S1.A1	Leadership team will set training days to address deconstruction and lesson planning	Montgomery, Lee	9/15/2014	Planning agendas	6/1/2015 quarterly
G1.B1.S1.A2	Professional development pull out days for each grade level K-5	Carmenate, Wanda	9/25/2014	Targeted learning goals and evidence-based scales displayed and utilized in classrooms	10/17/2014 monthly
G1.MA1	Benchmark and student performance data, classroom observation data, lesson plans	Montgomery, Lee	8/25/2014	Lesson plans, PLC agendas, Classroom observation data, student test data	6/4/2015 monthly
G1.B1.S1.MA1	Use of strategies and appropriate scales/goals/engagement activities in classroom	Montgomery, Lee	9/9/2014	Teacher lesson plans, student performance data, classroom observation data, coaching feedback	5/26/2015 weekly
G1.B1.S1.MA1	Principal and Leadership will meet monthly with grade level PLC teams to review plans and lesson design	Montgomery, Lee	9/2/2014	lesson plans documenting strategies and iobservation data in discussed elements.	5/26/2015 monthly
G1.B2.S1.MA1	Leadership team will monitor grade level PLCs and guide discussions of planning using standards	Montgomery, Lee	9/2/2014	Lesson plans and PLC agendas	6/1/2015 monthly
G1.B2.S1.MA1	Monthly lesson planning meetings to address intentional planning and backwards design concept	Montgomery, Lee	9/2/2014	Lesson plans, PLC agendas	6/1/2015 monthly

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. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons using the Instructional Framework.

G1.B1 Teachers lack deep understanding of the standards and the instructional framework (goals and scales, instructional strategies, engagement strategies, and student ownership of data)

G1.B1.S1 Professional development with coaching on goals and scales, including deconstructing the standards, analyzing resources, and planning instruction

PD Opportunity 1

Intentional lesson planning meetings to focus on the standards, review elements of the protocol, align strategies to the elements and compare expected student outcomes with student assessment data

Facilitator

SELC Marzano coach

Participants

Southwood academic coaches

Schedule

Monthly, from 9/2/2014 to 6/1/2015

PD Opportunity 2

Professional development pull out days for each grade level K-5

Facilitator

Wanda Carmenate, Amy Cristofaro, Lee Montgomery

Participants

Grade level teachers K-5

Schedule

Monthly, from 9/25/2014 to 10/17/2014

G1.B2 School leader, coaches and teachers lack a deeper understanding of effective instructional practices

G1.B2.S1 Leadership team work collaboratively to deconstruct standards and work along side teachers to collaboratively plan and understand concepts

PD Opportunity 1

Leadership team will set training days to address deconstruction and lesson planning

Facilitator

Wanda Carmenate

Participants

Leadership team/selected grade levels

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

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: Teachers will improve the use of data based decision making to plan and deliver rigorous lessons using the Instructional Framework.	22,200
Grand Total	22,200

Goal 1: Teachers will improve the use of data based decision making to plan and deliver rigorous lessons using the Instructional Framework.

Description	Source	Total
B1.S1.A2	Title I Part A	4,700
B2.S1.A1	Title I Part A	17,500
Total Goal 1		22,200