

# Woodland Acres Elementary School



2014-15 School Improvement Plan

## Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
83%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
74%

### School Grades History

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

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The Mission of Woodland Acres Elementary is to provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen in a global economy.

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

The Vision of Woodland Acres Elementary is to provide a safe and civil environment with an emphasis on rigorous standards based curriculum, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence.

#### School Environment

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

Teachers facilitate "family meetings" every morning in their homeroom classrooms. The purpose of these meetings is to build a sense of community within the classroom. Students will honor each others' differences and learning to accept each other. Teachers will get to know students on a personal level and better understand them as individuals.

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

The Foundations Team at the school establishes school-wide rules and procedures to ensure safety and respect in the common areas. Each classroom implements CHAMPS behavioral expectations to give student clear routines to follow that will result in a safe learning environment.

##### **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**

All school staff have been trained on the Student Code of Conduct and the disciplinary actions taken as a result of all infractions. The school takes a progressive discipline approach to provide equity for all misbehavior. Students participate in restorative justice to work out problems that may exist between individuals. Woodland Acres Elementary uses character education to rehabilitate recurring offenders of the Student Code of Conduct.

##### **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**

Woodland Acres Elementary School utilizes the United Way Full Services organization to provide social-emotional help for families to meet their needs. Students and families are referred based on observation and request. Counselors meet for free with families and provide social-emotional counseling, mentoring, and pupil services.

Woodland Acres will also be implementing a mentoring program for the most at-risk students. Community members will mentor students once a week to discuss reading strategies and serve as a consistent figure in each child's life.



### 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

Attendance is monitored through the School Track system (tardies) and Oncourse/Genesis (absences). Discipline is compiled into a school made database in which student name/date/time/offense/referring teacher/homeroom teacher/outcome are inputted and tracked. Teachers meet monthly with coaches and administration to monitor/analyze data and identify students in need, both academically and behaviorally.

#### 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	40	24	20	17	15	19	135
One or more suspensions	31	11	9	22	17	13	103
Course failure in ELA or Math	7	10	8	8	3	0	36
Level 1 on statewide assessment	0	0	0	42	30	45	117

*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	2	5	2	18	18	8	53

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

AIT meetings, United Way Full Services Schools, ESOL Paraprofessional, "Cat Cash" Store, Behavior Interventionist, School Wide Discipline Plan, ISSP Plan, RTI

### 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 available at the school site.

#### Description

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

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

**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**

Woodland Acres Elementary has many partnerships throughout the community of Jacksonville. Currently, the school is partnered with three faith-based partners - Destination Church, Christ the King Catholic Church, and Impact Church.

Destination Church provides many needs for our students to support the well-being of the child as well as academic success. Destination Church has provided clothes for students that need them throughout the school day. They also hold a coat drive in the winter for students that do not have protection from the cold temperatures. The church provided holiday gifts for students in December.

Christ the King Catholic Church and Impact Church have agreed to partner with Woodland Acres Elementary to participate in a mentoring program with our most at-risk students. They will participate in a weekly "Power Lunch" which pairs a church member with a student to have conversations and promote the love a reading. Impact Church also provided school supplies for students at the beginning of the school year.

Woodland Acres Elementary School is also a Professional Development School for the University of North Florida. This partnership provides many opportunities for teacher and student growth. UNF students complete field experiences, course work, and internships at Woodland Acres Elementary. Through these programs, Woodland Acres students are provided tutoring and teired interventions. The UNF partnership also brought the business partnership of Main Street America, Inc. to Woodland Acres Elementary. The partnership with MSA has resulted in a supply drive, monthly tutoring, a book drive, and 5th grade field trip to their business headquarters.

**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
Feagins, Timothy	Principal
Fullwood, Tiffany	Assistant Principal
Appelman, Deborah	Assistant Principal
Maxey, Michael	Teacher, K-12
Nickerson, Karleen	Guidance Counselor
Parris, Angela	Teacher, K-12
Parris, Kendall	Instructional Coach
Roberts, Faith	Instructional Coach
Stevenson, Christie	Other
Syverud, Sue	Other

**Duties**

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

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

***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***

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

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

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

Title I, Part A

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Amber Burgbacher	Business/Community
James Boddie	Business/Community
Joy Hervey	Business/Community
Steve Gerrish	Business/Community
Sharneka Rollins	Business/Community
Karen English	Parent
Lakeysha Joseph	Teacher
Jessica Calo	Business/Community
Susan Scott	Parent
LaTonya Taylor	Education Support Employee
Mary Heaney	Business/Community
Faith Roberts	Parent
Danielle Coates	Teacher
Artrice Johnson	Teacher
Andrea Anderson-Bacon	Teacher
Rhonda Howell	Teacher

### 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*

During the last SAC meeting in June of 2014, the SAC evaluated the effectiveness of programs at Woodland Acres Elementary. We looked at the goals of the school improvement plan and determined if the goals were met and how they can be revised in order to have a successful 2014-15 school year. The committee discussed the importance of focusing on differentiated instruction and rigor. The SAC noted that more emphasis needs to be put on all learners not just struggling learners. Enrichment activities need to be planned as well as intervention activities. The level of rigor to match the Common Core State Standards was also noted as a priority.

*Development of this school improvement plan*

The School Advisory Council helped the school's leadership team brainstorm identify resources and barriers that will either help or hinder the school moving forward. As a committee, we looked closely at the way the student performed on the FCAT in 2014 to determine priorities and next steps for the school. Each "Expected Improvement" area was identified and discussed in depth to determine if any critical information was not included.

The SAC will give input on the school improvement plan during the first SAC meeting on September 18, 2014. At this meeting all establish goals as well as barriers and resources will be discussed. The committee will vote on the best way to spend school improvement money to help reach the goals.

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

Each line item of the school's budget will be analyzed by the School Advisory Committee to discuss if money was appropriated in a way that will help the school reach its goals. Other funds such as SAI and Title I will be discussed to ensure that supplemental resources are purchased that will support the needs of the school.

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

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

**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
Feagins, Timothy	Principal
Fullwood, Tiffany	Assistant Principal
Johnson, Artice	Teacher, K-12
Helse, Tyvae	Teacher, K-12
Cowperthwaite, Lisa	Teacher, K-12
Berry, Bailey	Teacher, K-12
Joseph, Lakeysha	Teacher, K-12
Penn, Stephanie	Teacher, K-12
Bacon, Andrea	Teacher, K-12
Parris, Angela	Teacher, K-12
Parris, Kendall	Instructional Coach
Roberts, Faith	Instructional Coach
Syverud, Sue	Other

**Duties**

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

- Major Initiatives of the LLT
- 25 book campaign / reading celebration
- DAR analysis and remediation
- Text complexity
- New Florida Standards implementation and unpacking
- Differentiated Reading Centers
- Vertical Articulation
- Extended Reading Hour

## 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 will have the opportunity to participate in an organized and facilitated weekly collaborative planning session. During resource time, each grade level will work with school coaches and administration to plan lessons for the upcoming week. A protocol will be used to help teachers plan using the Understanding by Design approach to designing the assessment before planning the learning activities. Teachers will rotate as facilitators of each collaborative planning cycle to help build capacity at the school and deepen the understanding of the New Florida Standards.

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

Teachers will be provided differentiated professional development each Wednesday during Working on the Work sessions for teachers based on professional development surveys and student data. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective. Person(s) responsible: school-based coaches and administration.

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

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

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

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

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

All teachers new to Woodland Acres Elementary will meet to discuss issues, concerns, or clarification. There will be opportunities for conducting classroom walkthroughs focusing on the six accomplish practices to show teachers positive examples of the principal's expectations. Principal or designee will hold a debriefing session after each of the walkthroughs to clarify or explain all findings.

Each brand new teacher will be assigned a Resource Team. The Resource Team consists of a mentor, principal or designee, the Professional Development Facilitator (PDF), and the novice teacher. Duties may include observing and giving feedback, providing additional strategies and resources, providing assessment data, modeling, team teaching, and coaching the novice teacher as needed. The observations conducted by the Resource Team will become a part of the novice teacher's portfolio.

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



Mentor teachers are selected based on expertise in areas that will benefit the novice teacher. Novice teachers and mentors are encouraged to participate in planned activities around lesson planning, informal observations, and reflection in order to show progress. The mentor also plays a key role in the development of the novice teacher's individual professional development plan. The mentor's input gives direction to the novice teacher as her/she pursues success in the career of teaching.

## 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***

Woodland Acres Elementary will use the following research-based instructional programs and materials that are aligned with the New Florida Standards:

Novel Studies  
Math Investigations  
Houghton Mifflin reading curriculum  
Comprehension Toolkit  
iReady  
Achieve 3000  
Reading Mastery  
Corrective Reading

#### 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***

After each assessment, teachers will participate in data chats with grade level members, coaches, and administration. During these data chats, teachers will conduct an item analysis to pinpoint the deficits that exist in each standard. Differentiated instruction will be planned with the appropriate instructional program and strategy to meet the needs of the learner.

TTS - used after the DAR assessment is conducted to provide teacher-led activities as an intervention based on identified reading needs.

iReady - computer-based diagnostic and intervention program that will put each student on a success track to practice mastering skills needed in order to be proficient in reading and math.

Comprehension Toolkit - non-fiction based enrichment curriculum that meets the text-complexity of the New Florida Standards to ensure that proficient students achieve at higher levels.

Achieve 3000 - computer-based non-fiction program that differentiates text based on the Lexile level of each student.

Write to Learn - computer-based program that give students practice in responding to literature in a computer-based format.

Direct Instruction - phonics-based intervention that will provide a progressive skills practice curriculum to help students learn to decode and become fluent readers.

Literature Circles - text-based strategy to help students discuss literature in a collaborative way and deepen understanding of classroom novels.

Socratic seminars - text-based strategy to increase the level of deductive reasoning in students to utilize text-based evidence while supporting an opinion and argument.

***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:** 6,540

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

**Strategy Rationale**

Provide a safety net to strategically tutor students in areas of need based on diagnostic assessment results.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Maxey, Michael, maxeym@duvalschools.org

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

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

**Strategy:** Extended School Year

**Minutes added to school year:** 10,800

Extend the school day by 60 minutes per day to provide interventions and enrichment for all students in reading. Student groups will be homogeneously grouped to pinpoint reading needs to advance learning.

**Strategy Rationale**

The extended hour will allow teachers to focus attention on students based on their needs (intervention or enrichment). Students will participate in activities that will increase their reading levels and ability to comprehend complex texts.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Roberts, Faith, robertsf@duvalschools.org

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

Student data will be tracked from district assessments and progress monitoring assessments given throughout the school year. Data will be analyzed and adjustments to student groups will be made based on the needs of the students.



**Strategy:** Before School Program

**Minutes added to school year:** 600

iReady practice before school in the computer lab for bottom quartile students to receive extra time on targeted activities.

**Strategy Rationale**

Target the bottom quartile students to ensure that they receive adequate time on a research-based program that will advance understanding and progression towards mastery of the New Florida Standards.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Parris, Kendall, parrisk@duvalschools.org

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

iReady reports will be printed monthly to monitor the progress of students and set new goals and intervention activities.

**Strategy:** Weekend Program

**Minutes added to school year:** 720

Students will participate in 4 Saturday School sessions to provide additional interventions in preparation for the FSA in March.

**Strategy Rationale**

These weekend sessions will provide additional instruction for students closer to the assessment to work on skills that need review and remediation.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Roberts, Faith, robertsf@duvalschools.org

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

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

**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***

The Pre-K program at Woodland Acres Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing, and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten.

Within the first 45 days of enrollment, kindergarten students are given the FLKRS assessment for kindergarten readiness. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

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

### **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.** Improve instruction by unpacking the New Florida Standards throughout the 2014-15 school year.
- G2.** Increase student performance through the implementation of differentiated instruction throughout the 2014-15 school year.
- G3.** Students will be adequately prepared for the Florida Standards Assessment through the improvement of the level of rigor throughout the 2014-15 school year.

## 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. Improve instruction by unpacking the New Florida Standards throughout the 2014-15 school year.** 1a

G043223

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- C-Palms
- Curriculum Guides
- Question Stems
- LAFS/MAFS Item Specifications
- Professional Development
- Professional Literature
- School Coaches
- District Specialists
- WOW Wednesday
- District trainings

**Targeted Barriers to Achieving the Goal** 3

- Time to unpack standards
- Understanding the correlation between the Common Core State Standards and LAFS/MAFS

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

Lesson plans be monitored and reviewed on a weekly basis and will reflect the level of rigor that is required in order to meet the demands of the New Florida Standards.

**Person Responsible**

Timothy Feagins

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, differentiated instruction, data driven instruction, item complexity,

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

All New Florida Standards will be unpacked and monitored for implementation in lesson plans based on the activities provided by the teachers.

**Person Responsible**

Timothy Feagins

**Schedule**

Biweekly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

Unpacking Standards Template, WOW Wednesday Agendas,

**G2.** Increase student performance through the implementation of differentiated instruction throughout the 2014-15 school year. **1a**

G043222

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** **2**

- Literacy Leadership Team
- Achieve 3000
- Innovations for Learning
- Barton Reading and Spelling
- 100 Easy Lessons
- Accelerated Reader
- i-Ready
- Curriculum Guide Assessments
- Comprehension Toolkit
- TTS
- Small group instruction
- Center rotation block
- i-Ready resource math books
- i-Ready teacher toolbox
- Math manipulatives
- ESE teachers (push-in)
- Number Worlds
- Gradual Release Model
- Interventionists
- School-based coaches
- Lakeshore Games
- iPads and Laptop Carts

**Targeted Barriers to Achieving the Goal** **3**

- Lack of knowledge on how to differentiate and implement with fidelity
- Lack of teacher technology knowledge

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

Classroom Walkthroughs will be used by administrators and teachers through instructional rounds. Teachers will participate in data chats with administrators and students to ensure that appropriate instruction and pedagogical approaches are used.

**Person Responsible**

Timothy Feagins

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Walkthrough feedback forms, Classroom Walkthrough Forms, Data Chat Forms

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

Lessons and lesson plans will be collaboratively developed with coaches and teachers on a weekly basis to help teacher understand how to use data to differentiate instruction.

**Person Responsible**

Timothy Feagins

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, Differentiated Instruction Plans, Collaborative Planning Notes

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

Instructional technology programs will be monitored bi-weekly to track student usage and proficiency using technology tools. Differentiated instruction through technology tools and programs will be monitored.

**Person Responsible**

Michael Maxey

**Schedule**

Biweekly, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

iReady data, Achieve 3000 data, Innovations for Learning data

**G3.** Students will be adequately prepared for the Florida Standards Assessment through the improvement of the level of rigor throughout the 2014-15 school year. **1a**

G043213

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** **2**

- The following resources will be used in reading, math, science, and technology to enhance the level of rigor in each planned lesson:
- Unpacked New Florida Standards
- Reading Coach
- Literature Circles
- Literacy Leadership Team
- Write to Learn
- Interactive Journals
- Lexile Leveled Library
- Text Complexity Resources
- Authentic Literature
- FSA Item Specifications
- Collaborative Planning
- Math Coach
- Peer Observations
- C-Palms
- FOCUS Florida Lessons
- FCAT Explorer
- District Science Specialist
- Medical Arts Lab
- FCAT Item Specifications
- Lakeshore Games
- i-Ready
- Achieve 3000
- Innovations for Learning
- iPads and Laptop Carts
- Interactive Whiteboards



- Novel Studies

### Targeted Barriers to Achieving the Goal 3

- Using correct resources based on data
- Identifying rigorous materials to use
- Knowledge of Technology Resources/How to Use

### Plan to Monitor Progress Toward G3. 8

Creating a literacy resource guide for teachers based on data and available resources.

#### Person Responsible

Tiffany Fullwood

#### Schedule

Monthly, from 9/22/2014 to 12/19/2014

#### Evidence of Completion

A completed literacy resource guide that is specific to Woodland Acres Elementary.

### Plan to Monitor Progress Toward G3. 8

Instructional Observations (formal and informal data)

#### Person Responsible

Tiffany Fullwood

#### Schedule

Biweekly, from 9/22/2014 to 12/19/2014

#### Evidence of Completion

CAST

### Plan to Monitor Progress Toward G3. 8

Informal walkthrough data

#### Person Responsible

Tiffany Fullwood

#### Schedule

Biweekly, from 9/22/2014 to 12/19/2014

#### Evidence of Completion

Walkthrough observation feedback forms

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

WOW Wednesday Agendas that will reflect the level of complexity and rigor needed in order to meet mastery of the New Florida Standards.

**Person Responsible**

Deborah Appelman

**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

WOW Wednesday Agendas, Item Specifications usage in lesson plans

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

Charts will be developed to monitor the usage of technology with fidelity by teachers and students. Incentives will be provided for grade levels that use the technology with fidelity and show positive results.

**Person Responsible**

Kendall Parris

**Schedule**

Monthly, from 10/15/2014 to 5/27/2015

**Evidence of Completion**

Data charts and graphs, technology logs

## 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.** Improve instruction by unpacking the New Florida Standards throughout the 2014-15 school year. **1**

 G043223

**G1.B1** Time to unpack standards **2**

 B105764

**G1.B1.S1** Professional development on the New Florida Standards and the process of unpacking standards **4**

 S117052

#### Strategy Rationale

Building teacher capacity

#### Action Step 1 **5**

Providing professional development for teachers on unpacking standards

#### Person Responsible

Faith Roberts

#### Schedule

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

#### Evidence of Completion

Unpacked standards protocol sheets

**Action Step 2** 5

Provide opportunities for grade levels to collaborate and participate in vertical articulation.

**Person Responsible**

Kendall Parris

**Schedule**

Weekly, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

Collaborative planning minutes

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

Unpacking standards and WOW Wednesday meetings

**Person Responsible**

Tiffany Fullwood

**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

***Evidence of Completion***

Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans

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

Early Release Day training

**Person Responsible**

Deborah Appelman

**Schedule**

Monthly, from 10/1/2014 to 5/20/2015

***Evidence of Completion***

Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans

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

WOW Wednesday minutes, Unpacked Standards Form

**Person Responsible**

Timothy Feagins

**Schedule**

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

***Evidence of Completion***

Emailed minutes to all participants after WOW Wednesday sessions

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

Unpacked Standards Form attached with Lesson Plans

**Person Responsible**

Timothy Feagins


**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015


***Evidence of Completion***

Unpacked Standards Form completed by teacher for each grade level (K-5) and attached with lesson plans

**G1.B4** Understanding the correlation between the Common Core State Standards and LAFS/MAFS **2**

 B105767

**G1.B4.S3** Schedule to support unpacking standards during the school day **4**

 S117058

**Strategy Rationale**

No after-work hours without support

**Action Step 1** **5**

Develop and implement WOW Wednesday schedule/protocol.

**Person Responsible**

Faith Roberts

**Schedule**

Biweekly, from 9/3/2014 to 5/13/2015

**Evidence of Completion**

WOW Wednesday minutes, unpacked standards, teacher reflections

**Action Step 2** **5**

Develop and implement Early Release Day vertical planning/unpacking standards.

**Person Responsible**

Kendall Parris

**Schedule**

Monthly, from 10/1/2014 to 5/20/2015

**Evidence of Completion**

Unpacked standards, reflection journals

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** 6

WOW Wednesday reflections will be completed by teachers in journals on unpacking standards.

**Person Responsible**

Faith Roberts

**Schedule**

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

**Evidence of Completion**

Bank of unpacked standards for each grade level (K-5)

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** 6

Early Release Day protocol sheets for unpacking standards.

**Person Responsible**

Kendall Parris

**Schedule**

Monthly, from 10/1/2014 to 5/20/2015

**Evidence of Completion**

Bank of unpacked standards for each grade level (K-5)

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** 7

WOW Wednesday minutes used to reflect time spent unpacking standards.

**Person Responsible**

Faith Roberts

**Schedule**

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

**Evidence of Completion**

email minutes to all participants after each WOW Wednesday session

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7**

Unpack two standards per grade level per week.

**Person Responsible**

Kendall Parris

**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Bank of unpacked standards for each grade level (K-5)


**G2.** Increase student performance through the implementation of differentiated instruction throughout the 2014-15 school year. 1

 G043222

**G2.B5** Lack of knowledge on how to differentiate and implement with fidelity 2

 B105751

**G2.B5.S2** Professional development on differentiation. 4

 S117043

**Strategy Rationale**

Discuss differentiation activities and resources available to help plan effective instruction and build teacher capacity.

**Action Step 1 5**

Professional development on differentiated instruction.

**Person Responsible**

Faith Roberts

**Schedule**

Annually, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Lesson debriefs, reflections, and implementation plans.



## Action Step 2 5

Training the trainer

### **Person Responsible**

Faith Roberts

### **Schedule**

Monthly, from 9/22/2014 to 6/5/2015

### **Evidence of Completion**

Professional development minutes, implementation plans, informal observations

## Action Step 3 5

Data Chats

### **Person Responsible**

Kendall Parris

### **Schedule**

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

### **Evidence of Completion**

Data Chat forms, item analysis, student groupings

## Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

After each professional development session, sign-in sheets, minutes, and participant feedback forms will be collected.

### **Person Responsible**

Faith Roberts

### **Schedule**

Annually, from 9/29/2014 to 6/5/2015

### **Evidence of Completion**

copy of sign-in sheets/minutes, copy of participant feedback forms

**Plan to Monitor Fidelity of Implementation of G2.B5.S2 6**

Classroom walkthrough forms will be used to monitor implementation of professional development.

**Person Responsible**

Timothy Feagins

**Schedule**

Annually, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

Copies of classroom walkthrough forms after classroom visits and instructional rounds.

**Plan to Monitor Fidelity of Implementation of G2.B5.S2 6**

Teachers will be given reflection forms to fill out after data chats to formulate a plan to differentiate instruction and develop student groups. Data will also be expected to be written into lesson plans to validate student groups and differentiated activities.

**Person Responsible**

Kendall Parris

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

copy of teacher reflections from data chats and lesson plans with data included.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7**

Teacher reflection of professional development on best practices observed in classrooms.

**Person Responsible**

Faith Roberts

**Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Teacher reflection sheets

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** 7

Classroom walkthrough to look for evidence of implementation of professional development.

**Person Responsible**

Timothy Feagins

**Schedule**

Weekly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

Classroom walkthrough forms

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2** 7

Minutes and reflections from Literacy Leadership Team (LLT) and Collaborative Planning.

**Person Responsible**

Faith Roberts

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Copy of minutes, reflections and lesson plans with data

**G2.B5.S5 Model lessons in classrooms (Instructional Rounds)** 4

 S117046

**Strategy Rationale**

Develop ideas on how to teach a specific instructional area with differentiated activities.

**Action Step 1** 5

Develop a protocol for observing peer teachers (schedule, observation forms, debrief forms)

**Person Responsible**

Timothy Feagins

**Schedule**

**Evidence of Completion**

Peer observation protocol form

## Action Step 2 5

Schedule observations of model classrooms

### **Person Responsible**

Faith Roberts

### **Schedule**

Monthly, from 9/22/2014 to 6/5/2015

### **Evidence of Completion**

Observation debriefs, Observation reflections, implementation of lessons after observations

## Action Step 3 5

Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.

### **Person Responsible**

Faith Roberts

### **Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

### **Evidence of Completion**

Lesson plans, differentiated instruction plans

## Plan to Monitor Fidelity of Implementation of G2.B5.S5 6

Discuss model observation plan with administration.

### **Person Responsible**

Timothy Feagins

### **Schedule**

### **Evidence of Completion**

Administration approval of observation plan.

**Plan to Monitor Fidelity of Implementation of G2.B5.S5** 6

Debrief administration and teachers about current classroom observation schedule

**Person Responsible**

Timothy Feagins

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Log of observations

**Plan to Monitor Fidelity of Implementation of G2.B5.S5** 6

Classroom teacher observations

**Person Responsible**

Timothy Feagins

**Schedule**

Quarterly, from 9/29/2014 to 4/3/2015

**Evidence of Completion**

CAST observations

**Plan to Monitor Effectiveness of Implementation of G2.B5.S5** 7

Observer taking notes during model lesson and debriefing with teachers.

**Person Responsible**

Timothy Feagins

**Schedule**

Monthly, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

Quality note taking, debrief minutes with teacher including reflective conversation and plans for implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S5 7**

Observer lesson plans

**Person Responsible**

Timothy Feagins

**Schedule**

Monthly, from 9/29/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans that reflect differentiation embedded within instruction and center rotations.

**Plan to Monitor Effectiveness of Implementation of G2.B5.S5 7**

Differentiation implemented within classrooms.

**Person Responsible**

Faith Roberts


**Schedule**

Daily, from 9/8/2014 to 6/5/2015


***Evidence of Completion***

Differentiation represented within small group instruction and centers.

**G2.B14** Lack of teacher technology knowledge **2**

 B105760

**G2.B14.S2** Provide professional development on how each technology program and/or device can be used in the classroom. **4**

 S117051

**Strategy Rationale**

Teachers will have knowledge of how to advance student learning through the use of technology.

**Action Step 1** **5**

Provide professional development on each technology program and provide suggestions through collaborative meetings and WOW Wednesdays. Focus will be on how to effectively use the technology programs and devices in the classroom to differentiate instruction (iReady/Achieve 3000).

**Person Responsible**

Michael Maxey

**Schedule**

Monthly, from 9/29/2014 to 5/1/2015

**Evidence of Completion**

Minutes from collaborative grade level meetings and WOW Wednesday

**Plan to Monitor Fidelity of Implementation of G2.B14.S2** **6**

Teachers will attend weekly collaborative planning meetings and WOW Wednesday sessions to acquire information on the different technology programs available.

**Person Responsible**

Michael Maxey

**Schedule**

Quarterly, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

Collaborative planning and WOW Wednesday minutes.

**Plan to Monitor Effectiveness of Implementation of G2.B14.S2** 7

Monitor usage of technology program throughout the school year.

**Person Responsible**

Michael Maxey

**Schedule**

Quarterly, from 10/6/2014 to 6/5/2015


**Evidence of Completion**

Technology Integration Team meeting minutes

**G3.** Students will be adequately prepared for the Florida Standards Assessment through the improvement of the level of rigor throughout the 2014-15 school year. 1

 G043213

**G3.B3** Using correct resources based on data 2

 B105705

**G3.B3.S1** Provide professional development on how to use data to develop a resource guide for teachers. 4

 S117010

**Strategy Rationale**

This professional development will build teacher capacity in the school and help teachers with planned lessons for their students.

**Action Step 1** 5

Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.

**Person Responsible**

Faith Roberts

**Schedule**

Monthly, from 9/22/2014 to 9/22/2014

**Evidence of Completion**

A completed resource guide of materials/programs/curriculum will be available at the school. The guide will align common reading deficits that can be identified with data to the materials/programs/curriculum that is readily available onsite or online.



**Action Step 2** 5

Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.

**Person Responsible**

Faith Roberts

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Reading Coach will collect meeting sign-in sheets, teacher reflections on professional development, classroom observation sheets as all pieces of evidence of implementation.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Create a literacy resource guide for teachers based on data and available resources.

**Person Responsible**

Tiffany Fullwood

**Schedule**

Monthly, from 9/22/2014 to 9/22/2014

**Evidence of Completion**

A completed literacy resource guide that is specific to Woodland Acres Elementary.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Professional development for differentiation within the reading block.

**Person Responsible**

Tiffany Fullwood

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Creating a literacy resource guide for teachers based on data and available resources.

**Person Responsible**

Tiffany Fullwood

**Schedule**

Monthly, from 9/22/2014 to 12/19/2014

***Evidence of Completion***

A completed literacy resource guide that is specific to our school.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Professional development for differentiation within the reading block.

**Person Responsible**

Tiffany Fullwood

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015


***Evidence of Completion***

Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.

**G3.B5** Identifying rigorous materials to use **2**

 B105707

**G3.B5.S1** Teachers will have the option to participate in "Working on the Work" (WOW) Wednesdays. The focus will be on unpacking the New Florida Standards, C-Palms website, sharing best practices, and reviewing test item specifications. **4**

 S117012

**Strategy Rationale**

WOW Wednesday will provide time for teachers to unpack standards collaboratively and discuss complexity. Discussions will also revolve around higher order questioning and resources for rigorous instruction. Center ideas and instructional strategies will cover the expectations for proficient performance.

**Action Step 1** **5**

Develop WOW Wednesday schedule, protocols, and mission.

**Person Responsible**

Deborah Appelman

**Schedule**

***Evidence of Completion***

WOW Wednesday schedule for all grade levels K-5.

**Action Step 2** **5**

Discuss with teachers the goals and advantages of WOW Wednesday (due to opt out clause)

**Person Responsible**

Deborah Appelman

**Schedule**

Biweekly, from 9/10/2014 to 6/3/2015

***Evidence of Completion***

WOW Wednesday minutes

**Action Step 3** 5

Gather resources to use during WOW Wednesday.

**Person Responsible**

Kendall Parris

**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Grade level WOW Wednesday notebook containing all resources and products (unpacked standards).

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

Each WOW Wednesday session will have typed minutes of professional development delivered and discussions around instruction and student work.

**Person Responsible**

Deborah Appelman

**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Bank of unpacked standards for each grade level K-5.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Grade level notebook which includes resources to help improve rigorous instruction and unpacking standards.

**Person Responsible**

Deborah Appelman

**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Unpacked standards per grade level

**G3.B15 Knowledge of Technology Resources/How to Use** 2

 B105717

**G3.B15.S1 Provide professional development on technology resources available at the school.** 4

 S117015

**Strategy Rationale**

Many teachers are unaware of the technology programs and resources available. These professional development sessions will allow teachers to have the ability to use the resource that will help most with the skills they are teaching.

**Action Step 1** 5

Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).

**Person Responsible**

Michael Maxey

**Schedule**

On 6/5/2015

***Evidence of Completion***

Technology resources and handouts from each training.

**Plan to Monitor Fidelity of Implementation of G3.B15.S1** 6

Professional development will be given based on the needs of the faculty. Leadership will assess the professional development and monitor faculty to determine fidelity.

**Person Responsible**

Kendall Parris

**Schedule**

***Evidence of Completion***

Professional development meetings, Leadership Team Meeting Agendas.

**Plan to Monitor Fidelity of Implementation of G3.B15.S1 6**

Professional development will be given based on the needs of the faculty. Leadership will assess the professional development and monitory faculty to determine fidelity.

**Person Responsible**

Kendall Parris

**Schedule**

**Evidence of Completion**

Professional development meetings, Leadership Team Meeting Agendas.

**Plan to Monitor Effectiveness of Implementation of G3.B15.S1 7**

Leadership team will compare usage from beginning of the year to different times throughout the year.

**Person Responsible**

Kendall Parris

**Schedule**

**Evidence of Completion**

Technology tracking charts for all classrooms.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A1	Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.	Roberts, Faith	9/22/2014	A completed resource guide of materials/programs/curriculum will be available at the school. The guide will align common reading deficits that can be identified with data to the materials/ programs/curriculum that is readily available onsite or online.	9/22/2014 monthly
G3.B5.S1.A1	Develop WOW Wednesday schedule, protocols, and mission.	Appelman, Deborah	9/17/2014	WOW Wednesday schedule for all grade levels K-5.	one-time
G3.B15.S1.A1	Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).	Maxey, Michael	9/22/2014	Technology resources and handouts from each training.	6/5/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S2.A1	Professional development on differentiated instruction.	Roberts, Faith	9/22/2014	Lesson debriefs, reflections, and implementation plans.	6/5/2015 annually
G2.B5.S5.A1	Develop a protocol for observing peer teachers (schedule, observation forms, debrief forms)	Feagins, Timothy	9/22/2014	Peer observation protocol form	one-time
G2.B14.S2.A1	Provide professional development on each technology program and provide suggestions through collaborative meetings and WOW Wednesdays. Focus will be on how to effectively use the technology programs and devices in the classroom to differentiate instruction (iReady/Achieve 3000).	Maxey, Michael	9/29/2014	Minutes from collaborative grade level meetings and WOW Wednesday	5/1/2015 monthly
G1.B1.S1.A1	Providing professional development for teachers on unpacking standards	Roberts, Faith	9/3/2014	Unpacked standards protocol sheets	2/6/2015 biweekly
G1.B4.S3.A1	Develop and implement WOW Wednesday schedule/protocol.	Roberts, Faith	9/3/2014	WOW Wednesday minutes, unpacked standards, teacher reflections	5/13/2015 biweekly
G3.B3.S1.A2	Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.	Roberts, Faith	9/22/2014	Reading Coach will collect meeting sign-in sheets, teacher reflections on professional development, classroom observation sheets as all pieces of evidence of implementation.	6/5/2015 monthly
G3.B5.S1.A2	Discuss with teachers the goals and advantages of WOW Wednesday (due to opt out clause)	Appelman, Deborah	9/10/2014	WOW Wednesday minutes	6/3/2015 biweekly
G2.B5.S2.A2	Training the trainer	Roberts, Faith	9/22/2014	Professional development minutes, implementation plans, informal observations	6/5/2015 monthly
G2.B5.S5.A2	Schedule observations of model classrooms	Roberts, Faith	9/22/2014	Observation debriefs, Observation reflections, implementation of lessons after observations	6/5/2015 monthly
G1.B1.S1.A2	Provide opportunities for grade levels to collaborate and participate in vertical articulation.	Parris, Kendall	9/3/2014	Collaborative planning minutes	6/5/2015 weekly
G1.B4.S3.A2	Develop and implement Early Release Day vertical planning/unpacking standards.	Parris, Kendall	10/1/2014	Unpacked standards, reflection journals	5/20/2015 monthly
G3.B5.S1.A3	Gather resources to use during WOW Wednesday.	Parris, Kendall	9/3/2014	Grade level WOW Wednesday notebook containing all resources and products (unpacked standards).	6/3/2015 biweekly
G2.B5.S2.A3	Data Chats	Parris, Kendall	9/29/2014	Data Chat forms, item analysis, student groupings	5/29/2015 monthly
G2.B5.S5.A3	Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.	Roberts, Faith	9/22/2014	Lesson plans, differentiated instruction plans	6/5/2015 quarterly
G1.MA1	Lesson plans be monitored and reviewed on a weekly basis and will reflect the level of rigor that is required in order to meet the demands of the New Florida Standards.	Feagins, Timothy	8/18/2014	Lesson plans, differentiated instruction, data driven instruction, item complexity,	6/5/2015 weekly
G1.MA2	All New Florida Standards will be unpacked and monitored for implementation in lesson plans based on the activities provided by the teachers.	Feagins, Timothy	8/20/2014	Unpacking Standards Template, WOW Wednesday Agendas,	6/3/2015 biweekly
G1.B1.S1.MA1	WOW Wednesday minutes, Unpacked Standards Form	Feagins, Timothy	9/3/2014	Emailed minutes to all participants after WOW Wednesday sessions	6/3/2015 monthly
G1.B1.S1.MA4	Unpacked Standards Form attached with Lesson Plans	Feagins, Timothy	9/3/2014	Unpacked Standards Form completed by teacher for each grade level (K-5) and attached with lesson plans	6/3/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Unpacking standards and WOW Wednesday meetings	Fullwood, Tiffany	9/3/2014	Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans	6/3/2015 biweekly
G1.B1.S1.MA2	Early Release Day training	Appelman, Deborah	10/1/2014	Unpacked standards form completed by teacher for each grade level (K-5) and attached to lesson plans	5/20/2015 monthly
G1.B4.S3.MA1	WOW Wednesday minutes used to reflect time spent unpacking standards.	Roberts, Faith	9/3/2014	email minutes to all participants after each WOW Wednesday session	6/3/2015 monthly
G1.B4.S3.MA4	Unpack two standards per grade level per week.	Parris, Kendall	9/3/2014	Bank of unpacked standards for each grade level (K-5)	6/3/2015 weekly
G1.B4.S3.MA1	WOW Wednesday reflections will be completed by teachers in journals on unpacking standards.	Roberts, Faith	9/3/2014	Bank of unpacked standards for each grade level (K-5)	6/3/2015 monthly
G1.B4.S3.MA2	Early Release Day protocol sheets for unpacking standards.	Parris, Kendall	10/1/2014	Bank of unpacked standards for each grade level (K-5)	5/20/2015 monthly
G2.MA1	Classroom Walkthroughs will be used by administrators and teachers through instructional rounds. Teachers will participate in data chats with administrators and students to ensure that appropriate instruction and pedagogical approaches are used.	Feagins, Timothy	9/22/2014	Walkthrough feedback forms, Classroom Walkthrough Forms, Data Chat Forms	6/5/2015 weekly
G2.MA2	Lessons and lesson plans will be collaboratively developed with coaches and teachers on a weekly basis to help teacher understand how to use data to differentiate instruction.	Feagins, Timothy	8/18/2014	Lesson plans, Differentiated Instruction Plans, Collaborative Planning Notes	6/5/2015 weekly
G2.MA3	Instructional technology programs will be monitored bi-weekly to track student usage and proficiency using technology tools. Differentiated instruction through technology tools and programs will be monitored.	Maxey, Michael	9/29/2014	iReady data, Achieve 3000 data, Innovations for Learning data	6/5/2015 biweekly
G2.B5.S2.MA1	Teacher reflection of professional development on best practices observed in classrooms.	Roberts, Faith	9/22/2014	Teacher reflection sheets	6/5/2015 quarterly
G2.B5.S2.MA5	Classroom walkthrough to look for evidence of implementation of professional development.	Feagins, Timothy	9/5/2014	Classroom walkthrough forms	6/5/2015 weekly
G2.B5.S2.MA6	Minutes and reflections from Literacy Leadership Team (LLT) and Collaborative Planning.	Roberts, Faith	9/22/2014	Copy of minutes, reflections and lesson plans with data	6/5/2015 weekly
G2.B5.S2.MA1	After each professional development session, sign-in sheets, minutes, and participant feedback forms will be collected.	Roberts, Faith	9/29/2014	copy of sign-in sheets/minutes, copy of participant feedback forms	6/5/2015 annually
G2.B5.S2.MA2	Classroom walkthrough forms will be used to monitor implementation of professional development.	Feagins, Timothy	9/5/2014	Copies of classroom walkthrough forms after classroom visits and instructional rounds.	6/5/2015 annually
G2.B5.S2.MA3	Teachers will be given reflection forms to fill out after data chats to formulate a plan to differentiate instruction and develop student groups. Data will also be expected to be written into lesson plans to validate student groups and differentiated activities.	Parris, Kendall	9/8/2014	copy of teacher reflections from data chats and lesson plans with data included.	6/5/2015 weekly
G2.B14.S2.MA1	Monitor usage of technology program throughout the school year.	Maxey, Michael	10/6/2014	Technology Integration Team meeting minutes	6/5/2015 quarterly
G2.B14.S2.MA1	Teachers will attend weekly collaborative planning meetings and WOW Wednesday sessions to acquire	Maxey, Michael	9/29/2014	Collaborative planning and WOW Wednesday minutes.	6/5/2015 quarterly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	information on the different technology programs available.				
G2.B5.S5.MA1	Observer taking notes during model lesson and debriefing with teachers.	Feagins, Timothy	9/29/2014	Quality note taking, debrief minutes with teacher including reflective conversation and plans for implementation.	6/5/2015 monthly
G2.B5.S5.MA5	Observer lesson plans	Feagins, Timothy	9/29/2014	Lesson plans that reflect differentiation embedded within instruction and center rotations.	6/5/2015 monthly
G2.B5.S5.MA6	Differentiation implemented within classrooms.	Roberts, Faith	9/8/2014	Differentiation represented within small group instruction and centers.	6/5/2015 daily
G2.B5.S5.MA1	Discuss model observation plan with administration.	Feagins, Timothy	9/22/2014	Administration approval of observation plan.	one-time
G2.B5.S5.MA2	Debrief administration and teachers about current classroom observation schedule	Feagins, Timothy	9/8/2014	Log of observations	6/5/2015 weekly
G2.B5.S5.MA3	Classroom teacher observations	Feagins, Timothy	9/29/2014	CAST observations	4/3/2015 quarterly
G3.MA1	Creating a literacy resource guide for teachers based on data and available resources.	Fullwood, Tiffany	9/22/2014	A completed literacy resource guide that is specific to Woodland Acres Elementary.	12/19/2014 monthly
G3.MA1	Instructional Observations (formal and informal data)	Fullwood, Tiffany	9/22/2014	CAST	12/19/2014 biweekly
G3.MA1	Informal walkthrough data	Fullwood, Tiffany	9/22/2014	Walkthrough observation feedback forms	12/19/2014 biweekly
G3.MA4	WOW Wednesday Agendas that will reflect the level of complexity and rigor needed in order to meet mastery of the New Florida Standards.	Appelman, Deborah	9/3/2014	WOW Wednesday Agendas, Item Specifications usage in lesson plans	6/3/2015 biweekly
G3.MA5	Charts will be developed to monitor the usage of technology with fidelity by teachers and students. Incentives will be provided for grade levels that use the technology with fidelity and show positive results.	Parris, Kendall	10/15/2014	Data charts and graphs, technology logs	5/27/2015 monthly
G3.B3.S1.MA1	Creating a literacy resource guide for teachers based on data and available resources.	Fullwood, Tiffany	9/22/2014	A completed literacy resource guide that is specific to our school.	12/19/2014 monthly
G3.B3.S1.MA4	Professional development for differentiation within the reading block.	Fullwood, Tiffany	9/22/2014	Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.	6/5/2015 monthly
G3.B3.S1.MA1	Create a literacy resource guide for teachers based on data and available resources.	Fullwood, Tiffany	9/22/2014	A completed literacy resource guide that is specific to Woodland Acres Elementary.	9/22/2014 monthly
G3.B3.S1.MA2	Professional development for differentiation within the reading block.	Fullwood, Tiffany	9/22/2014	Professional development documentation, such as, PD sign-in sheets, PD reflection forms, and classroom walkthrough forms.	6/5/2015 monthly
G3.B5.S1.MA1	Grade level notebook which includes resources to help improve rigorous instruction and unpacking standards.	Appelman, Deborah	9/3/2014	Unpacked standards per grade level	6/3/2015 biweekly
G3.B5.S1.MA1	Each WOW Wednesday session will have typed minutes of professional development delivered and discussions around instruction and student work.	Appelman, Deborah	9/3/2014	Bank of unpacked standards for each grade level K-5.	6/3/2015 biweekly
G3.B15.S1.MA1	Leadership team will compare usage from beginning of the year to different times throughout the year.	Parris, Kendall	9/22/2014	Technology tracking charts for all classrooms.	annually
G3.B15.S1.MA1	Professional development will be given based on the needs of the faculty.	Parris, Kendall	9/22/2014	Professional development meetings, Leadership Team Meeting Agendas.	annually

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
	Leadership will assess the professional development and monitory faculty to determine fidelity.				
G3.B15.S1.MA1	Professional development will be given based on the needs of the faculty. Leadership will assess the professional development and monitory faculty to determine fidelity.	Parris, Kendall	9/22/2014	Professional development meetings, Leadership Team Meeting Agendas.	annually

## 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.** Improve instruction by unpacking the New Florida Standards throughout the 2014-15 school year.

**G1.B1** Time to unpack standards

**G1.B1.S1** Professional development on the New Florida Standards and the process of unpacking standards

### PD Opportunity 1

Providing professional development for teachers on unpacking standards

#### Facilitator

Administration and coaches

#### Participants

Classroom Teachers

#### Schedule

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

### PD Opportunity 2

Provide opportunities for grade levels to collaborate and participate in vertical articulation.

#### Facilitator

Administration, coaches

#### Participants

Classroom Teachers

#### Schedule

Weekly, from 9/3/2014 to 6/5/2015

**G1.B4** Understanding the correlation between the Common Core State Standards and LAFS/MAFS

**G1.B4.S3** Schedule to support unpacking standards during the school day

**PD Opportunity 1**

Develop and implement WOW Wednesday schedule/protocol.

**Facilitator**

Coaches, Teachers

**Participants**

Classroom Teachers

**Schedule**

Biweekly, from 9/3/2014 to 5/13/2015

**PD Opportunity 2**

Develop and implement Early Release Day vertical planning/unpacking standards.

**Facilitator**

Administration, coaches

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 10/1/2014 to 5/20/2015

**G2.** Increase student performance through the implementation of differentiated instruction throughout the 2014-15 school year.

**G2.B5** Lack of knowledge on how to differentiate and implement with fidelity

**G2.B5.S2** Professional development on differentiation.

**PD Opportunity 1**

Professional development on differentiated instruction.

**Facilitator**

Reading and Math coaches

**Participants**

Classroom teachers

**Schedule**

Annually, from 9/22/2014 to 6/5/2015

**PD Opportunity 2**

Training the trainer

**Facilitator**

Reading and Math Coaches

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**PD Opportunity 3**

Data Chats

**Facilitator**

Administration, coaches

**Participants**

Classroom Teachers

**Schedule**

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

**G2.B5.S5** Model lessons in classrooms (Instructional Rounds)

**PD Opportunity 1**

Schedule observations of model classrooms

**Facilitator**

School coaches

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**PD Opportunity 2**

Correlate observation debriefs and reflections to lesson planning and level of differentiation within classrooms.

**Facilitator**

Administration, coaches

**Participants**

Classroom Teachers

**Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

## **G2.B14** Lack of teacher technology knowledge

**G2.B14.S2** Provide professional development on how each technology program and/or device can be used in the classroom.

### **PD Opportunity 1**

Provide professional development on each technology program and provide suggestions through collaborative meetings and WOW Wednesdays. Focus will be on how to effectively use the technology programs and devices in the classroom to differentiate instruction (iReady/Achieve 3000).

#### **Facilitator**

School Technology Coordinator

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 9/29/2014 to 5/1/2015

**G3.** Students will be adequately prepared for the Florida Standards Assessment through the improvement of the level of rigor throughout the 2014-15 school year.

## **G3.B3** Using correct resources based on data

**G3.B3.S1** Provide professional development on how to use data to develop a resource guide for teachers.

### **PD Opportunity 1**

Utilize the Literacy Leadership Team to develop a resource guide for teachers on rigorous tasks and centers.

#### **Facilitator**

Reading Coach

#### **Participants**

Literacy Leadership Team

#### **Schedule**

Monthly, from 9/22/2014 to 9/22/2014

## PD Opportunity 2

Provide professional development with emphasis on differentiating within the reading block that includes literacy centers, small groups, and whole group instruction.

### Facilitator

Reading Coach

### Participants

Literacy Teachers K-5

### Schedule

Monthly, from 9/22/2014 to 6/5/2015

## G3.B15 Knowledge of Technology Resources/How to Use

**G3.B15.S1** Provide professional development on technology resources available at the school.

## PD Opportunity 1

Provide training on technology resources available through weekly collaborative meetings, WOW Wednesdays and PLCs (iReady, Achieve3000, SmartBoard, iPad apps).

### Facilitator

School Technology Contact

### Participants

All faculty

### Schedule

On 6/5/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0