

Woodlands Elementary School



2014-15 School Improvement Plan

Woodlands Elementary School

1420 EE WILLIAMSON RD, Longwood, FL 32750

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0591>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	32%

Alternative/ESE Center	Charter School	Minority
No	No	35%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
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 Seminole County Public Schools is to ensure that all Early Childhood Program and Pre K-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

The vision of Woodlands Elementary is to provide a safe environment where all students can develop positive self-concepts, a broad knowledge base, responsible behavior, and a life-long desire for learning. Through a variety of teaching methods, technologies, and open communication between home, school, and community, we will develop the individual maximum potential of every student.

School Environment

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

Through Grade Level PLCs and Professional Development Opportunities at the District and School Levels, teachers are taught strategies to incorporate culturally responsive education within their daily instruction. These strategies recognize and address the various student learning styles, the different modes of reflective learning, the role of group collaboration, and the function of non-verbal behavior. Our ESOL and ESE teachers provide support and information for the teachers as well. Families are invited in to Woodlands Elementary to teach about their culture and traditions.

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

Student safety is a priority at Woodlands Elementary. Students have set rules and procedures in their classrooms and in all common areas of the school. The teachers and staff at Woodlands Elementary emphasize positive student behaviors through the PAWS school-wide positive reinforcement program. Students are recognized for playing fair, always making someone's day, having a winning attitude, and staying in the moment. Students are encouraged to work together and help others. Many of the students participate in the Kids Care Club, which is a student group that serves others.

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

Woodlands Elementary uses team based planning and problem solving to implement positive behavior support within a multi-tiered system of support (MTSS) as the school-wide behavioral system. Three to five established rules are posted in the classrooms and common areas. The rules are stated in a positive manner and explicitly taught, along with the procedures, to every student. Behavior instruction is systematic and ongoing throughout the school year. The Positive Behavior Support Team has worked with faculty and staff to establish the PAWS award system to reward students for exhibiting the positive behaviors of playing fair, always making someone else's day, having a winning attitude, and staying in the moment. By exhibiting these behaviors, students and faculty can earn PAWS awards. They can redeem these awards for charms and use them to enter a

weekly drawing in which they can win lunch with the principal. There are consequences for not following the policies and procedures that are known and enforced consistently. All staff have a clear understanding of the behavioral expectations, rewards, and how to consistently enforce the school-wide system. They also have the opportunity to provide input to continuously improve the system. If a student repeatedly exhibits an undesired behavior, the problem solving team will meet to discuss possible antecedents and how to respond to the problem behavior.

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

Woodlands ensures that the social-emotional needs of all students are being met through collaboration and teamwork between the teacher, the parents, the guidance counselor, and the school social worker. Counseling is always available and provided on an as-needed basis. The guidance counselor and the social worker also provide support groups for students dealing with specific social or emotional issues. Woodlands has trained school mentors that meet with students weekly to support their positive social-emotional growth. Students and parents are also provided with information about outside seminars and trainings that address social-emotional issues of interest.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff, including, but not limited to Remind 101, EdModo, Class Dojo, Shutterfly, and/or daily/weekly regular written communication in the student planner or notebook.

Our parents are encouraged to participate as Dividend volunteers, support our teachers in the classrooms, chaperone field trips, provide services as Math Super Stars and Super Scientist facilitators, as well as participate in PTA and on SAC. We hold numerous parent academies over the course of the year to share information on important topics such as FSA reading, math, and writing, as well as events such as BYOD info night, the science fair, and strategies to support assist children in the classrooms for early grades. We encourage all parents to sign in on Skyward so they can regularly access their child's academic progress. Parents are asked to participate in two parent teacher conferences each year and more frequently if the child is experiencing a learning or behavior challenge. We also have a number of informational and family events sponsored by PTA. These

include our ice cream social, spaghetti dinner, health fair, family reading night, science fair, BYOD demonstration night, family movie night, and other family events.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Several Woodlands staff members attend an annual dinner at the local VFW to show support for the organization that provides food to our families in need during the holidays and throughout the school year. The City of Longwood was recognized at a SAC meeting for donating bicycles and providing fire safety presentations to all Woodlands students.

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
Phillips, Kathy	Principal
Williams, Tracey	Assistant Principal
Melillo, Stephanie	Teacher, K-12
Philbrick, Hillary	Teacher, K-12
Williams, Rosa	Teacher, K-12
Clark, Amanda	Teacher, K-12
Quint, Krista	Teacher, K-12
Bastian, Jill	Teacher, K-12
Moss, Diane	Paraprofessional
Humbarger, David	Instructional Technology
Stump, Lynn	Teacher, ESE
Dapore, Michelle	Teacher, K-12

Duties

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

The School Leadership Team at Woodlands Elementary is comprised of a representative from each grade level and ESE, a representative from the paraprofessionals, the Guidance Counselor, the Educational Technology Facilitator, the Assistant Principal and the Principal. The Woodlands School Leadership Team meets on a biweekly basis to analyze school data, problem solve, and practice shared decision making. Each representative ensures that the teachers on their team are provided clear information in a timely manner, facilitates their own group problem solving sessions (PLCs), and provides feedback to the School Leadership Team.

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

Woodlands Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure that the school is adequately staffed to meet student achievement needs. Funds are primarily used to support improved instruction and interventions. Woodlands Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This and any additional funding sources are coordinated to maximize the number of students served and the amount of services available for academic interventions and enrichment. The school leadership team ensures that school-based district professional learning opportunities are made available.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Valerie Woldman	Parent
Kiley Wagenschnur	Parent
Kristy Moist	Parent
Tracey Williams	Principal
Kathy Phillips	Principal
Nathaniel Johnson	Parent
Roger Baker	Parent
Diane Moss	Education Support Employee
Noah Garrett	Parent
Nicole Williams	Parent
Berna Munoz	Parent
Amanda Clark	Teacher
Amanda Torres	Teacher
Rosa Williams	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

SAC periodically reviews the School Improvement Plan to insure that the plan is being implemented and to track progress towards the goals. At the end of the school year, SAC determined that the Woodlands School Improvement Plan was implemented and progress was made toward each goal. Teachers became more knowledgeable about the Common Core State Standards, learned how to conduct productive PLCs and participated in a lesson study, which all contributed to increased student success.

Development of this school improvement plan

The SAC reviews the student test results (FCAT, DE, etc.) from the previous year and provides input on goals for the current school year. These school improvement goals are based on increasing student achievement in reading, mathematics, and writing during the 2014-15 school year. Local issues and topics that impact the students, school, and community are taken into consideration.

Preparation of the school's annual budget and plan

SAC has input on the overall school budget, specifically the SAC budget. SAC works collaboratively to determine how the allocated funds will be spent to best accomplish our school improvement goals.

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

School Improvement funds for 2014-15 were received in July in the amount of \$2,445. We also had a carryover from the 2013-14 school year of \$4,470 that allowed us to purchase the IXL math program for all students in grades 3-5. An additional \$90.29 was utilized to cover a teacher position so that the teacher could attend a training. The cost of IXL was \$2,400.00. Our current balance is \$4,425.5 and we will be deciding the focus for that money at our next SAC meeting in October.

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
Phillips, Kathy	Principal
Williams, Tracey	Assistant Principal
Dapore, Michelle	Teacher, K-12
Bastian, Jill	Teacher, K-12
Clark, Amanda	Teacher, K-12
Humbarger, David	Instructional Technology
Irwin, Cindy	Teacher, K-12
Melillo, Stephanie	Teacher, K-12
Moss, Diane	Paraprofessional
Philbrick, Hillary	Teacher, K-12
Quint, Krista	Teacher, K-12
Stump, Lynn	Teacher, ESE
Williams, Rosa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will help guide Professional Development initiatives that are focused on the Language Arts Florida Standards. We will focus on text complexity, close reading strategies, writing text-dependent responses and working with fiction and non-fiction text. These topics are heavy impact topics and strategies in the Language Arts Florida Standards. We will also spend time on increasing our students' stamina and ability to read and understand rigorous passages, as well as their ability to write information or an opinion about a topic utilizing evidence from multiple passages. The Literacy Leadership Team will also promote Reading Counts, our school-wide motivational reading program through purchasing the appropriate supplies and materials, providing teacher and student training, and offering incentives and awards. In addition, the Literacy Leadership Team will promote reading through school-wide initiatives and events.

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

Woodlands Elementary encourages positive working relationships between teachers. Grade level teams are provided structured time to work together on a weekly basis to plan collaboratively, analyze student data, and problem solve. Vertical articulation also takes place throughout the school year to build an understanding of the standards and curriculum across the grade levels. The Exceptional Student Education and instructional support teachers make time to meet with the classroom teachers to make collaborative decisions about students and instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for

visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

Woodlands has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. Woodlands utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

In addition, grade level teams meet regularly in Professional Learning Communities to analyze student data and problem-solve to best meet the needs and ensure success of all students.

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

Strategy: Before School Program

Minutes added to school year: 1,920

Woodlands Elementary offers a tutorial program for our MTSS, ESE and ESOL students in grades 3-5. These groups have no more than 12 students per class. They meet two hours per week to work on specific core skills in reading and math.

Strategy Rationale

Some students need additional time and interventions to be successful in mastering the grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Tracey, tracey_williams@scps.k12.fl.us

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

Reading data is collected through the Discovery Education Assessment, Oral Reading Fluency Assessment and Phonics Screener for Intervention. Math data is collected through the Discovery Education Assessment and Go Math Assessments.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will know and understand the Mathematics Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students.

- G2.** All teachers will teach students to write in response to reading using text-based evidence to effectively support their opinion or the information in their response.

Strategic Goals Detail

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

G1. All teachers will know and understand the Mathematics Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students. 1a

G053297

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	86.0

Resources Available to Support the Goal 2

- District Training
- Teachers are willing to learn
- 50 Minute Common Planning Time
- Teachers work in PLCs to analyze data and plan using the MAFS
- Students are ready to learn
- Administrative Support

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of the Mathematics Florida Standards
- Meeting individual student needs while keeping up with pacing of the math instructional plan

Plan to Monitor Progress Toward G1. 8

To monitor positive progress on this goal, the number of lessons that are aligned with the Florida Standards will increase in teacher lesson plans, student math scores will improve and more lessons that are aligned with the Florida Standards will be observed.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Lesson plans, student mathematics data and iObservation data will be used as evidence of completion when monitoring for progress toward meeting this goal.

G2. All teachers will teach students to write in response to reading using text-based evidence to effectively support their opinion or the information in their response. 1a

G053298

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- District Training
- Reading Street Writing Resources, including Scoring Rubrics
- 50 Minute Common Planning Time
- Inter-Rater Reliability
- Reading Teacher
- Administrative Support
- Students Ready to Learn
- Teachers Willing to Learn
- District Text-Based Writing Plan

Targeted Barriers to Achieving the Goal 3

- Teaching students to use text-based evidence when responding to a passage is a shift in thinking for teachers who have previously focused on teaching students to write narratives or informational passages using background knowledge.

Plan to Monitor Progress Toward G2. 8

Student data will be monitored for growth using Reading Street Assessments and District Text-Based Writing Progress Monitoring Assessments.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Student scores on Reading Street Assessments and District Text-Based Writing PMAs will be used as evidence of completion when monitoring for progress toward meeting this goal.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will know and understand the Mathematics Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students. **1**

 G053297

G1.B1 Teachers have limited knowledge of the Mathematics Florida Standards **2**

 B134401

G1.B1.S1 Design and deliver PD in understanding and teaching the Mathematics Florida Standards **4**

 S146252

Strategy Rationale

Teachers need to have a clear understanding of the standards so that they can plan effective, targeted lessons

Action Step 1 **5**

Administration and PD Committee will research Professional Development opportunities on the Florida Standards and Florida Standards Assessment and provide teachers opportunity to increase their knowledge in these areas.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Implementation of strategies evidenced in teacher observation data, including walk-throughs and look fors.

Action Step 2 5

Provide teachers with information on CPALMS, the Florida Standards Assessment portal and access to the Florida Standards Assessment Online Training Modules.

Person Responsible

Tracey Williams

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Agendas, Sign-in Sheets, lesson plans, teacher observations

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

Design and deliver PD in understanding and teaching the Mathematics Florida Standards.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

The PD plan, sign-in sheets, and lesson plans will be used as evidence of completion when monitoring for fidelity of implementation of this strategy.

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

Successful implementation of this strategy will build teacher knowledge in understanding and teaching the Florida Standards which will result in student learning gains in Mathematics.

Person Responsible

Kathy Phillips


Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

The evidence of completion of this strategy will be visible as lesson plans show alignment to the Florida Standards and students data shows increased proficiency on the Math DE.

G1.B1.S2 Provide time for collaborative planning and ongoing support for teachers through structured PLCs (weekly). 4

 S146253

Strategy Rationale

Working in grade level PLCs will allow teachers time to unpack the standards and get a true understanding of the expectations through discussion with colleagues.

Action Step 1 5

Establish guidelines and expectations for grade level PLC meetings.

Person Responsible

Kathy Phillips

Schedule

On 8/18/2014

Evidence of Completion

List of guidelines and expectations

Action Step 2 5

Ongoing collaboration to facilitate productive PLC meetings in which teachers analyze data, unpack the standards and plan together to create effective lessons aligned to the standards.

Person Responsible

Kathy Phillips

Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Agendas, Meeting Notes, Student Data, Lesson Plans

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

Design and implement ongoing support for teachers through structured weekly PLCs.

Person Responsible

Kathy Phillips

Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

PLC Meeting Notes, Lesson Plans, Student Data, iObservation Data

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

Successful implementation of this strategy will provide weekly support for teachers through weekly PLCs.

Person Responsible

Kathy Phillips


Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

The evidence of this strategy will be shown weekly through meeting notes and student data.

G1.B1.S3 Implement Lesson Studies to encourage teachers to work collaboratively to unpack the Florida Standards and create effective lessons using the Go Math Materials. 4

 S146254

Strategy Rationale

Collaboratively planning lessons allows teachers the opportunity to examine each piece of the lesson and how it impacts student learning.

Action Step 1 5

Grade level teams will work collaboratively to create effective lesson plans based on the Mathematics Florida Standards.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Action Step 2 5

Teacher will teach the lesson created by the team as the team members observe and take notes on the components of the lesson and the response of the students.

Person Responsible

Kathy Phillips

Schedule

Semiannually, from 9/26/2014 to 5/27/2015

Evidence of Completion

Schedule, Lesson Plans

Action Step 3 5

The Grade Level Teams will meet in their PLC to discuss the strengths and weaknesses of the lesson and how to improve it to most effectively teach the Mathematics Florida Standards with the depth and rigor required to prepare students to be college and career ready.

Person Responsible

Kathy Phillips

Schedule

Semiannually, from 9/26/2014 to 5/27/2015

Evidence of Completion

Lesson Plans, Meeting Notes

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

Implement Lesson Studies to encourage teachers to work collaboratively to unpack the Mathematics Florida Standards and create effective lessons using the Go Math Materials.

Person Responsible

Kathy Phillips

Schedule

Semiannually, from 9/26/2014 to 5/27/2015

Evidence of Completion

Lesson plans, meeting notes, lesson observation notes and student data will be used as evidence of completion when monitoring this strategy for fidelity of implementation.

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

Implement Lesson Studies to encourage teachers to work collaboratively to unpack the Mathematics Florida Standards and create effective lessons using the Go Math Materials.

Person Responsible

Kathy Phillips


Schedule

Semiannually, from 9/26/2014 to 5/27/2015


Evidence of Completion

More detailed lesson plans that are aligned with the Mathematics Florida Standards will be used as evidence of completion when monitoring this strategy for effectiveness.

G1.B2 Meeting individual student needs while keeping up with pacing of the math instructional plan 2

 B134402

G1.B2.S1 Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of the Mathematics Florida Standards. 4

 S146255

Strategy Rationale

Teachers who are prepared with strategies and resources to effectively teach the Florida Standards, will ultimately implement more effective lessons that maintain the focus of the standards.

Action Step 1 5

Research PD Opportunities that will increase teacher knowledge on resources and strategies to use to effectively teach the Mathematics Florida Standards.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Sign-in sheets to show attendance, observation data to show lessons implemented in the classroom

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

To monitor for the fidelity of implementation, teachers will be observed using resources and strategies to meet the needs of all of their students.

Person Responsible

Kathy Phillips

Schedule

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

Evidence of Completion

Teacher Observation Data

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

To monitor for the effectiveness of implementation, Student Discovery Education Math Assessment scores will be analyzed.

Person Responsible

Kathy Phillips

Schedule

Every 6 Weeks, from 9/26/2014 to 5/27/2015

Evidence of Completion

Student Data

G1.B2.S2 Teachers will be provided weekly PLC time to collaboratively to prepare lessons that align with the standards, analyze student data to determine which students need more support, and create and maintain a collaborative plan to provide the additional support to the students who need it. 4

 S146256

Strategy Rationale

Teachers need to work together to meet the needs of all of the students in their grade level to ensure that all students are successful.

Action Step 1 5

Teachers will meet in grade level PLCs to analyze student data and determine ways to meet the needs of all students.

Person Responsible

Kathy Phillips

Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Teacher Observations will show evidence of student grouping and strategies implemented.

Action Step 2 5

Students will participate in before-school tutorial to assist in providing more time and individualized instruction.

Person Responsible

Tracey Williams

Schedule

Weekly, from 10/20/2014 to 3/12/2015

Evidence of Completion

Tutorial Attendance Sheets, Lesson Plans and Teacher Observation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Student data will be analyzed and decisions will be made to meet the needs of all students.

Person Responsible

Kathy Phillips

Schedule

Biweekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Observation of teachers collaborating in PLCs and implementing strategies in tutorial

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Lesson Plans, strategies and interventions discussed in PLCs will be implemented in the classroom.

Person Responsible

Kathy Phillips

Schedule

Biweekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Lesson plans and data collected through teacher observations

G2. All teachers will teach students to write in response to reading using text-based evidence to effectively support their opinion or the information in their response. 1

G053298

G2.B1 Teaching students to use text-based evidence when responding to a passage is a shift in thinking for teachers who have previously focused on teaching students to write narratives or informational passages using background knowledge. 2

B134405

G2.B1.S1 Teachers will participate in Professional Development to build knowledge about writing using text-based evidence. 4

S146260

Strategy Rationale

Teachers have been previously focused on teaching students to write narratives and use background knowledge to write informational passages.

Action Step 1 5

Create a PD plan that includes components on writing responses using text-based evidence.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

PD plan

Action Step 2 5

Provide Professional Development opportunities to teachers on writing responses using text-based evidence

Person Responsible

Tracey Williams

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Implementation of strategies evidenced in teacher observation data, including walk-throughs and look fors.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will participate in Professional Development on writing responses using text-based evidence

Person Responsible

Tracey Williams

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Agendas, sign-in sheets and learning logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will participate in Professional Development on writing responses using text-based evidence.

Person Responsible

Kathy Phillips


Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

The effectiveness of this strategy will be monitored through teacher observations and student data.

G2.B1.S2 Teachers will meet in grade level PLCs to dig deeper into the district text-based instructional writing plan and collaboratively determine how to effectively implement this plan. 4

 S146261

Strategy Rationale

Teachers are not familiar with the district text-based writing instructional plan and need time to examine and discuss the plan and resources.

Action Step 1 5

Teachers will meet on Mondays and Fridays each week to collaboratively plan instruction, analyze student data and problem-solve.

Person Responsible

Kathy Phillips

Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Agendas, PLC Evidence

Action Step 2 5

Teachers will use PLC time to dig into the resources provided in the district text-based writing instructional plan and determine the most effective way to use these resources to meet the needs of their students.

Person Responsible

Kathy Phillips

Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Teacher observation of resources being implemented in the classroom.

Action Step 3 5

Teachers will analyze student data to determine effectiveness of instruction and make instructional changes based on results.

Person Responsible

Kathy Phillips

Schedule

Weekly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Student Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will instruct students how to write responses using text-based evidence.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Lesson plans, teacher observation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Successful implementation will show increased proficiency in the students' ability to write a response using text-based evidence.

Person Responsible

Kathy Phillips

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Evidence of Completion

Student Data on Reading Street Assessments and District Text-Based Writing Progress Monitoring Assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Administration and PD Committee will research Professional Development opportunities on the Florida Standards and Florida Standards Assessment and provide teachers opportunity to increase their knowledge in these areas.	Phillips, Kathy	9/26/2014	Implementation of strategies evidenced in teacher observation data, including walk-throughs and look fors.	5/27/2015 monthly
G1.B1.S2.A1	Establish guidelines and expectations for grade level PLC meetings.	Phillips, Kathy	8/18/2014	List of guidelines and expectations	8/18/2014 one-time
G1.B1.S3.A1	Grade level teams will work collaboratively to create effective lesson plans based on the Mathematics Florida Standards.	Phillips, Kathy	9/26/2014	Lesson Plans	5/27/2015 monthly
G1.B2.S1.A1	Research PD Opportunities that will increase teacher knowledge on resources and strategies to use to effectively teach the Mathematics Florida Standards.	Phillips, Kathy	9/26/2014	Sign-in sheets to show attendance, observation data to show lessons implemented in the classroom	5/27/2015 monthly
G1.B2.S2.A1	Teachers will meet in grade level PLCs to analyze student data and determine ways to meet the needs of all students.	Phillips, Kathy	9/26/2014	Teacher Observations will show evidence of student grouping and strategies implemented.	5/27/2015 weekly
G2.B1.S1.A1	Create a PD plan that includes components on writing responses using text-based evidence.	Phillips, Kathy	9/26/2014	PD plan	5/27/2015 monthly
G2.B1.S2.A1	Teachers will meet on Mondays and Fridays each week to collaboratively plan instruction, analyze student data and problem-solve.	Phillips, Kathy	9/26/2014	Agendas, PLC Evidence	5/27/2015 weekly
G1.B1.S1.A2	Provide teachers with information on CPALMS, the Florida Standards Assessment portal and access to the Florida Standards Assessment Online Training Modules.	Williams, Tracey	9/26/2014	Agendas, Sign-in Sheets, lesson plans, teacher observations	5/27/2015 monthly
G1.B1.S2.A2	Ongoing collaboration to facilitate productive PLC meetings in which teachers analyze data, unpack the standards and plan together to create effective lessons aligned to the standards.	Phillips, Kathy	9/26/2014	Agendas, Meeting Notes, Student Data, Lesson Plans	5/27/2015 weekly
G1.B1.S3.A2	Teacher will teach the lesson created by the team as the team members observe and take notes on the components of the lesson and the response of the students.	Phillips, Kathy	9/26/2014	Schedule, Lesson Plans	5/27/2015 semiannually
G1.B2.S2.A2	Students will participate in before-school tutorial to assist in providing more time and individualized instruction.	Williams, Tracey	10/20/2014	Tutorial Attendance Sheets, Lesson Plans and Teacher Observation	3/12/2015 weekly
G2.B1.S1.A2	Provide Professional Development opportunities to teachers on writing responses using text-based evidence	Williams, Tracey	9/26/2014	Implementation of strategies evidenced in teacher observation data, including walk-throughs and look fors.	5/27/2015 monthly
G2.B1.S2.A2	Teachers will use PLC time to dig into the resources provided in the district text-based writing instructional plan and determine the most effective way to use these resources to meet the needs of their students.	Phillips, Kathy	9/26/2014	Teacher observation of resources being implemented in the classroom.	5/27/2015 weekly
G1.B1.S3.A3	The Grade Level Teams will meet in their PLC to discuss the strengths and weaknesses of the lesson and how to	Phillips, Kathy	9/26/2014	Lesson Plans, Meeting Notes	5/27/2015 semiannually

Seminole - 0591 - Woodlands Elementary School - 2014-15 SIP
Woodlands Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	improve it to most effectively teach the Mathematics Florida Standards with the depth and rigor required to prepare students to be college and career ready.				
G2.B1.S2.A3	Teachers will analyze student data to determine effectiveness of instruction and make instructional changes based on results.	Phillips, Kathy	9/26/2014	Student Data, Lesson Plans	5/27/2015 weekly
G1.MA1	To monitor positive progress on this goal, the number of lessons that are aligned with the Florida Standards will increase in teacher lesson plans, student math scores will improve and more lessons that are aligned with the Florida Standards will be observed.	Phillips, Kathy	9/26/2014	Lesson plans, student mathematics data and iObservation data will be used as evidence of completion when monitoring for progress toward meeting this goal.	5/27/2015 monthly
G1.B1.S1.MA1	Successful implementation of this strategy will build teacher knowledge in understanding and teaching the Florida Standards which will result in student learning gains in Mathematics.	Phillips, Kathy	9/26/2014	The evidence of completion of this strategy will be visible as lesson plans show alignment to the Florida Standards and students data shows increased proficiency on the Math DE.	5/27/2015 weekly
G1.B1.S1.MA1	Design and deliver PD in understanding and teaching the Mathematics Florida Standards.	Phillips, Kathy	9/26/2014	The PD plan, sign-in sheets, and lesson plans will be used as evidence of completion when monitoring for fidelity of implementation of this strategy.	5/27/2015 monthly
G1.B2.S1.MA1	To monitor for the effectiveness of implementation, Student Discovery Education Math Assessment scores will be analyzed.	Phillips, Kathy	9/26/2014	Student Data	5/27/2015 every-6-weeks
G1.B2.S1.MA1	To monitor for the fidelity of implementation, teachers will be observed using resources and strategies to meet the needs of all of their students.	Phillips, Kathy	9/26/2014	Teacher Observation Data	9/26/2014 weekly
G1.B1.S2.MA1	Successful implementation of this strategy will provide weekly support for teachers through weekly PLCs.	Phillips, Kathy	9/26/2014	The evidence of this strategy will be shown weekly through meeting notes and student data.	5/27/2015 weekly
G1.B1.S2.MA1	Design and implement ongoing support for teachers through structured weekly PLCs.	Phillips, Kathy	9/26/2014	PLC Meeting Notes, Lesson Plans, Student Data, iObservation Data	5/27/2015 weekly
G1.B2.S2.MA1	Lesson Plans, strategies and interventions discussed in PLCs will be implemented in the classroom.	Phillips, Kathy	9/26/2014	Lesson plans and data collected through teacher observations	5/27/2015 biweekly
G1.B2.S2.MA1	Student data will be analyzed and decisions will be made to meet the needs of all students.	Phillips, Kathy	9/26/2014	Observation of teachers collaborating in PLCs and implementing strategies in tutorial	5/27/2015 biweekly
G1.B1.S3.MA1	Implement Lesson Studies to encourage teachers to work collaboratively to unpack the Mathematics Florida Standards and create effective lessons using the Go Math Materials.	Phillips, Kathy	9/26/2014	More detailed lesson plans that are aligned with the Mathematics Florida Standards will be used as evidence of completion when monitoring this strategy for effectiveness.	5/27/2015 semiannually
G1.B1.S3.MA1	Implement Lesson Studies to encourage teachers to work collaboratively to unpack the Mathematics Florida Standards and create effective lessons using the Go Math Materials.	Phillips, Kathy	9/26/2014	Lesson plans, meeting notes, lesson observation notes and student data will be used as evidence of completion when monitoring this strategy for fidelity of implementation.	5/27/2015 semiannually
G2.MA1	Student data will be monitored for growth using Reading Street Assessments and District Text-Based	Phillips, Kathy	9/26/2014	Student scores on Reading Street Assessments and District Text-Based Writing PMAs will be used as evidence	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Writing Progress Monitoring Assessments.			of completion when monitoring for progress toward meeting this goal.	
G2.B1.S1.MA1	Teachers will participate in Professional Development on writing responses using text-based evidence.	Phillips, Kathy	9/26/2014	The effectiveness of this strategy will be monitored through teacher observations and student data.	5/27/2015 monthly
G2.B1.S1.MA1	Teachers will participate in Professional Development on writing responses using text-based evidence	Williams, Tracey	9/26/2014	Agendas, sign-in sheets and learning logs	5/27/2015 monthly
G2.B1.S2.MA1	Successful implementation will show increased proficiency in the students' ability to write a response using text-based evidence.	Phillips, Kathy	9/26/2014	Student Data on Reading Street Assessments and District Text-Based Writing Progress Monitoring Assessments	5/27/2015 monthly
G2.B1.S2.MA1	Teachers will instruct students how to write responses using text-based evidence.	Phillips, Kathy	9/26/2014	Lesson plans, teacher observation data	5/27/2015 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. All teachers will know and understand the Mathematics Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students.

G1.B1 Teachers have limited knowledge of the Mathematics Florida Standards

G1.B1.S1 Design and deliver PD in understanding and teaching the Mathematics Florida Standards

PD Opportunity 1

Administration and PD Committee will research Professional Development opportunities on the Florida Standards and Florida Standards Assessment and provide teachers opportunity to increase their knowledge in these areas.

Facilitator

District Curriculum Support Teachers

Participants

Teachers in Grades K-5

Schedule

Monthly, from 9/26/2014 to 5/27/2015

G1.B2 Meeting individual student needs while keeping up with pacing of the math instructional plan

G1.B2.S1 Professional Development opportunities will be scheduled on early release Wednesdays throughout the school year to provide teachers time to build their knowledge of the Mathematics Florida Standards.

PD Opportunity 1

Research PD Opportunities that will increase teacher knowledge on resources and strategies to use to effectively teach the Mathematics Florida Standards.

Facilitator

District Support Teachers

Participants

Grade Level Teachers K-5

Schedule

Monthly, from 9/26/2014 to 5/27/2015

G2. All teachers will teach students to write in response to reading using text-based evidence to effectively support their opinion or the information in their response.

G2.B1 Teaching students to use text-based evidence when responding to a passage is a shift in thinking for teachers who have previously focused on teaching students to write narratives or informational passages using background knowledge.

G2.B1.S1 Teachers will participate in Professional Development to build knowledge about writing using text-based evidence.

PD Opportunity 1

Provide Professional Development opportunities to teachers on writing responses using text-based evidence

Facilitator

District Curriculum Support Team

Participants

Classroom Teachers K-5

Schedule

Monthly, from 9/26/2014 to 5/27/2015

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will know and understand the Mathematics Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students.	8,900
Goal 2: All teachers will teach students to write in response to reading using text-based evidence to effectively support their opinion or the information in their response.	3,900
Grand Total	12,800

Goal 1: All teachers will know and understand the Mathematics Florida Standards and effectively implement strategies aligned to these standards to meet the academic needs of all students.

Description	Source	Total
B1.S1.A1 - Notes	School Improvement Funds	3,900
B2.S2.A2 - Tutorial Funds	Other	5,000
Total Goal 1		8,900

Goal 2: All teachers will teach students to write in response to reading using text-based evidence to effectively support their opinion or the information in their response.

Description	Source	Total
B1.S1.A2 - Notes	School Improvement Funds	525
B1.S1.A2 - Professional Development	Other	3,375
Total Goal 2		3,900