

# School Improvement Plan 2015-2016

Woodlawn Elementary

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Superintendent



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2015-2016

# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Woodlawn Elementary	Principal's First Name Tammy	Principal's Last Name Keiper
School Advisory Council Chair's First Name Patty	School Advisory Council Chair's Last Name Vanwhy	

## SCHOOL VISION - What is your school's vision statement?

100% Student Success

## SCHOOL MISSION - What is your school's mission statement?

The mission of Woodlawn Elementary is to establish a respectful learning environment that builds the foundation for students to have a successful future through relationships, relevance, and rigor.

## SCHOOL ENVIRONMENT

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

Daily, during the first ten minutes of the morning in all classrooms, there will be community building and social skills lessons. Woodlawn has an abundance of resources available for teachers that determine specific social skills needs based on their students. This will be an expected part of lesson plans.

Identified students based on prior OPM data will be part of a 2 by 10 in which the teacher will spend two minutes for ten days talking privately with the student about anything the student is interested in to establish a stronger relationship. Additional students will be identified for a 2 by 10 with administrators and counselors. Teachers will be encouraged to do this with all students.

AVID expectations will be in place to promote rigorous, relevant, and differentiated opportunities for all students based on their future goals. Short and long-term goal setting will be expected. At least 3 days per week, on the school news, a new person and career will be introduced to spark student interest.

Woodlawn's AVID Culture Team has established expectations for our college-going environment. From the displays in the hallways to the classrooms, we will make sure all students are aware of what their future can hold for them, stressing college and career readiness. Staff will display college pride memorabilia to increase student goals towards college.

Meet the teacher will provide an informal opportunity for students and parents to meet the teacher and visit the school. Teachers will elicit ideas from parents and students in regards to their likes, dislikes, strengths and areas for support.

An inviting spirit will be expected by all office staff- parents and visitors will be first priority. We will continuously elicit volunteers and encouraging parental involvement as one of our priorities. We are actively seeking mentors from the local Coast Guard and community businesses.

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

The appearance of the school sets the first tone of the environment. We have applied for a Spruce It Up grant to improve the appearance of the front of the school to "show" success and ensure safety.

Staff will be positioned throughout the campus before and after school with the expectation of welcoming each child in the morning and proving an encouraging word to them on their way home.

First impressions of teachers will set the tone for the school year for each student. A school-wide behavior plan utilizes CHAMPS processes and procedures. These will be in place day one, students will learn, practice and be held accountable.

During the first week, teachers and students will create class rules that align with the school-wide expectations.

We will increase the opportunity for student groups/clubs to include 5000 Role Models and Girlfriends.

Describe the school wide 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 CHAMPS processes and procedures will be in place day one, students will learn, practice and be held accountable. CHAMPS posters are located in all areas for a visible reminder to students.

School expectations: Woodlawn DIVES into Success! D- demonstrate respect, I- initiate cooperation, V- value honesty, E- exercise responsibility, S- show compassion. These expectations are visible and reviewed daily.

All teachers will utilize a point system that is grade level specific with consistency. Daily points are entered into ODS database and reviewed weekly. A weekly incentive is available to students that earn 5 days of 80% to wear jeans on Friday. A monthly incentive is in place for each class to select a CHAMPION that is recognized at monthly celebration. Grade levels may implement further incentives.

During pre-school training, behavior expectations and processes will be presented to the staff by the behavior team. On-going support will be provided by the behavior coach, behavior specialist, and administrators. One PLC a month is specific to behavior data review, discussion and development. There is opportunity for a monthly morning training based on data that can be focused on behavior.

The AVID Culture Team created a presentation that administrators will present to all students the first week of school to set the expectations throughout the campus. Students will review the "why" they are here- to learn language arts, math, science, and social skills I will need to become prepared for college and career.

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.

Daily, during the first ten minutes of the morning in all classrooms, there will be community building and social skills lessons. Woodlawn will use the abundance of resources available for teachers. Lesson plans will include specific social skills based on their students.

Based on ODS data, observation, or communication, students will be invited to join clubs or groups for additional support. Groups will be provided by the social worker, behavior specialist, or guidance counselor. Clubs will be 5000 Role Models, Girls on the Run, Girlfriends, Multicultural, and About Faces.

PART I	CURRENT SCHOOL STATUS
Section B	School Advisory Council (SAC)
<b>SAC MEMBERSHIP</b> - Identify the name and stakeholder group for each member of the SAC ?	

[Add Member](#)
[Delete Member](#)

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Patty	Vanwhy	parent
Ann	Vickstrom	teacher
Chris	Dalyander	parent
Jewel	Waitors	grandparent

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

Data is not available at this time to evaluate our goals

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

SIP funds were used to send two staff members to AVID Institute and become leaders in this initiative- 1400  
Grade levels were able to use money to take students on field trips that supported the curriculum- 200  
Book Study- Understanding Black Male Learning Styles- 510  
Headphones- 93  
Sunshine Reader books- 463

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

SAC members are given the opportunity to provide feedback and input on goals of the school. Their specific focus is to help increase parental involvement in academic programs.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

To help establish and monitor school goals and plans.  
To provide input into Parental Involvement Plan.  
To provide input on School Title I Compact.  
To help elicit volunteers and increase parental engagement.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Will be determined in September

**STATUTORY COMPLIANCE** -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? ☒ Yes ☐ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

We are currently advertising and personally inviting parents to be on SAC.

<b>PART I</b>	<b>CURRENT SCHOOL STATUS</b>
<b>Section C</b>	<b>Leadership Team</b>

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

<b>PRINCIPAL</b>			
First Name Tammy	Last Name Keiper	Email Address keipert@pcsb.org	
Highest Academic Degree Master of Science	Field of Study Elementary Education- Math & Science	# of Years as an Administrator 6	# of Years at Current School 1
Certifications (if applicable) Principal, Educational Leadership, Elementary Education, Reading Endorsed, ESOL Endorsed			

<b>ASSISTANT PRINCIPAL #1</b>			
First Name Vickie	Last Name Graham	Email Address grahamv@pcsb.org	
Highest Academic Degree Master of Arts	Field of Study Educational Leadership	# of Years as an Administrator 2	# of Years at Current School 2
Certifications (if applicable) Educational Leadership, Elementary Education, ESOL Endorsed			

<b>ASSISTANT PRINCIPAL #2</b>			
First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

<b>PART I</b>	<b>CURRENT SCHOOL STATUS</b>
<b>Section D</b>	<b>Public and Collaborative Teaching</b>
<b>INSTRUCTIONAL EMPLOYEES</b>	

# of instructional employees: 43

% receiving effective rating or higher:           

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 51

% reading endorsed: 23

% with advanced degrees: 35

% National Board Certified: 0

% first-year teachers: 9

% with 1-5 years of experience: 47

% with 6-14 years of experience: 32

% with 15 or more years of experience: 12

## PARAPROFESSIONALS

# of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

## TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

We have a two-year site-based mentor program for all new and new-to-the-school teachers. Meetings are held prior to the first curriculum training each month to provide a more intense preview of the content to be discussed. Teachers will also be provided two mentors, one grade level for curriculum support and one additional staff member that is selected based on personality match who is available for any additional that the teacher may need not curriculum based.

There is a set process for site-based training established to ensure new staff members are given support they need in curriculum, behavior management, and technology.

There is team planning time scheduled within the school day to provide 80 minutes for teams to support each other when planning the curriculum weekly.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Team building activities are part of pre-school days and staff meetings. Monthly activities will be set up through the Hospitality Committee to provide time for positive staff interactions and relationship building.

Collaboration is an expectation for all teachers. There is team planning time scheduled within the school day to provide 80 minutes for teams to support each other when planning the curriculum weekly. 50 minute PLCs are scheduled weekly for teams to meet to review data, student work, have meaningful discussions, and share best practices.

Team surveys will be taken twice a year to determine areas of support to maintain a positive working team.

## TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

We have a two-year site-based mentor program for all new and new-to-the-school teachers. Meetings are held prior to the first curriculum training each month to provide a more intense preview of the content to be discussed. Teachers will also be provided two mentors, one grade level for curriculum support and one additional staff member that is selected based on personality match who is available for any additional that the teacher may need not curriculum based.

There is a set process for site-based training established to ensure new staff members are given support they need in curriculum, behavior management, and technology.

We have a part-time mentor that will work with all new teachers every other week for the school year. She will support them in the classroom as an observer and coach focused on effective instructional practices.

## PART I

## CURRENT SCHOOL STATUS

### Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

**PROBLEM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Problem Solving Flow through Tier 3

SBLT reviews Tier 1

Behavior or Academic teams and teachers use data to create targeted student data cards

A data room is being created to increase data driven discussions and data driven instruction  
 As data is reviewed, a determination of level of support will be decided- possible core instruction level  
 If core instruction support is needed, content coaches will utilize the coaching cycle for maximizing instruction

Tier 2 interventions assigned and data collected  
 Behavior/Academic group reviews data and prepares for SBLT Tier 2 data review  
 Teams work with coaches to create groups and determine necessary interventions based on data (running records, previous FCAT, SAT 10, common assessments, formative and summative assessments)  
 Small group data is reviewed at PLCs and discussion occurs around if interventions are working or need changing

From Tier 2 data, SBLT determines students who may require change in interventions or needing more intensive Tier 3 services  
 \* If Tier 3 is recommended, SBLT assigns facilitator  
 \* If for behavior, completes Request for Service to facilitate FBA (get consent if ESE)  
 \* Date is selected for meeting and appointment is made in Tier 3 Book.  
 \* PSW or FBA/PBIP is implemented and updated periodically.  
 \* At PLCs, data is reviewed and discussion occurs to determine if interventions are working or need changing.  
 \* After several revisions, if no improvements are seen, the Tier 3 team involved with the student can consider evaluation.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#)
[Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Tammy	Keiper	Principal
Vickie	Graham	Assistant Principal
Alexandra	Owens	Curriculum Specialist
Patricia	Layton	Reading Coach
Erin	Macking	Math Coach
Lamar	Mills	Behavior Coach
Ann	Vickstrom	VE Teacher
Dale	Milne	Technology Specialist
Vicki	Brooks	Psychologist
Alisha	Ford	Social Worker

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Administrators actively participate on the SBLT, Behavior Team and SIP committees and monitor the established support systems that have been developed.

During walk thrus and through conversations with staff and students, administrators monitor that strategies indicated on the SIP are taking place with fidelity. Based on walk thrus and student data, strategies will be reviewed at SBLT and professional development- school-wide or grade level specific will be implemented as needed by content coaches, administration, behavior team, or LLC.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

The ODS database is used to monitor all Core and tier data behaviorally. Data Warehouse, Performance Matters, and EDS data is reviewed by the SBLT, Behavior Team, administration and teams. During weekly PLCs, data discussions occur to identify areas of strength and weaknesses. At each cycle of common assessment/FAIR, TDEs will be provided for further in depth data discussions with opportunities for core development or Tier changes.

Tier 1:  
 Behavior data- team specific 10 point system  
 Reading data- Running Records, module assessments, iStation  
 Math data- common assessments, cpalms, journals, pre/post tests per unit  
 Science data- common assessments, science probes, journals

Tier 2  
 Behavior data- daily checklists  
 Reading data- K: EasyCBM letter names, letter sounds, NWF 1: NWF, ORF 2: ORF, 3-5: Daze  
 Math data- to be determined, grade level specific  
 Science data- to be determine, grade level specific

Tier 3:  
 Behavior data- individualized and indicated in student FBA  
 Reading data- Aims Web

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

During pre-school SBLT and behavior team will share processes and procedures with staff. During month1, one morning meeting will be utilized to establish further understanding of the processes. At weekly PLCs as data is reviewed the teams will follow the flow established. PLCs will be attended by administrators to support understanding.

## PART I CURRENT SCHOOL STATUS

### Section F Ambitious Instruction and Learning

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

We follow District Curriculum, use State Adoption Textbooks, and use FS as planning is done to ensure we align all lessons to standards. Lesson plans are developed with content coach support. Teachers submit lesson plans weekly to administrators to be reviewed. Walk throughs are conducted while viewing the lesson plans to ensure fidelity of content and strategies.

**DIFFERENTIATED INSTRUCTION** - Describe how your 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.

During weekly PLCs, data and student work is reviewed followed by team discussions occur to ensure differentiated lessons are created to meet student needs. Lessons will incorporate AVID Elementary WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to meet the needs of diverse learners. Utilizing ST Math and Istation reports in order to track individual student progress and areas needed for support, skill groups will be formed.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

#### INSTRUCTIONAL STRATEGY #1

Strategy Type

Guided Reading and LLI

Minutes added to the school year: 5,400

What is/are the strategy's purpose(s) and rationale(s)?

To provide additional research-based small group guided reading instruction for students in language arts.

Provide a description of the strategy below.

For the first hour of the day, all classes will have an additional instructional staff member in their room to provide 30 minutes of intervention support utilizing guided reading or LLI. The teacher will work with two small guided reading groups during this time.

How is data collected and analyzed to determine the effectiveness of this strategy?

Running Record data is used to determine if growth of students is effective

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Reading Coach and Administrators

## INSTRUCTIONAL STRATEGY #2

Strategy Type

AVID Elementary

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Incorporating AVID elementary strategies to close the achievement gap by preparing all students for college readiness and success in a global society

Provide a description of the strategy below.

Students will be instructed in organization, note taking, WICOR, and goal setting.

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will create individual goals which will be monitored, reviewed, and revised as needed based on their individual data. Students will be assessed on organizational strategies through pre and post rubrics.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators

## INSTRUCTIONAL STRATEGY #3

Strategy Type

Inquiry-focused Saturday School

Minutes added to the school year: 5,760

What is/are the strategy's purpose(s) and rationale(s)?

Inquiry-based activities will be utilized with small groups of identified students needing additional academic support

Provide a description of the strategy below.

Math and/or Science activities will be project-based, experiments, discovery, and inquiry based  
Teams will work together to complete activities to increase academic discussion

How is data collected and analyzed to determine the effectiveness of this strategy?

Math and Science data for students attending Saturday School will be reviewed to determine if additional growth is evident

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Math Coach  
Administrators

#### INSTRUCTIONAL STRATEGY #4

Strategy Type

iReady- computer and small group after school tutoring program

Minutes added to the school year: 4,800

What is/are the strategy's purpose(s) and rationale(s)?

Extended Learning/Promise Time is scheduled to continue student learning beyond school time to increase student achievement in core curriculum areas.

Provide a description of the strategy below.

Identified students will have an hour of additional learning time up to four days a week. Students will have up to 60 minutes of reading tutoring, 60 minutes of math tutoring, and 60 minutes of computer-based learning based on individual need.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is tracked through the iReady system and will be used to create small groups to drive instructional focus during tutoring.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Promise Time Facilitator (Title I)  
Administrators

#### STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten transition workshops during the Spring are in place to prepare in-coming kindergarten students for the next school year, offering ways to get ready over the summer. Middle school AVID students will be invited to talk with our fifth grade students in late Spring to help them prepare for their transition to sixth grade. (Title I)

<b>PART I</b>	<b>CURRENT SCHOOL STATUS</b>
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<b>Section G</b>	<b>Literacy Leadership Team (LLT)</b>
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**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

[Add Member](#)
[Delete Member](#)

LLT Member First Name	LLT Member Last Name	Title	Email
Tammy	Keiper	Principal	keipert@pcsb.org
Patricia	Layton	Reading Coach	laytonp@pcsb.org
Alexandra	Owens	Curriculum Specialist	owensal@pcsb.org
Kara	McPherson	Teacher	mcpersonk@pcsb.org
Dale	Milne	Technology Specialist	milneda@pcsb.org
Vickie	Graham	Assistant Principal	grahamv@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

3 of the LLT members are also part of the LLC. We will have monthly meetings in which we discuss our learning from LLC meetings and Reading Coaches to determine the needs of the teachers. Curriculum meetings will be facilitated by this group. One PLC a month will be focused on reading data and discussions about instructional strategies and student needs will be incorporated.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

Ensuring lesson plans are being developed using the Florida Standards and the needs of the students. We will provide professional development on lesson planning, AVID instructional strategies, understanding standards, writing scales, and analyzing data. Data-driven instruction is a key focus of the LLC and will be part of all PLCs.

**PART II**
**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
**Section A**
**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

**8-Step Problem-Solving Process**
**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**
**Students Scoring at Achievement Level 3**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		40

**Students Scoring at or Above Achievement Level 4**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
12		35

**FLORIDA ALTERNATE ASSESSMENT (FAA)**
**Students Scoring at Levels 4, 5, and 6**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**Students Scoring at or Above Level 7**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**
**Students Making Learning Gains (FCAT 2.0 and FAA)**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59		100

**Students in Lowest 25% Making Learning Gains (FCAT 2.0)**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		100

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**
**Students Scoring Proficient in Listening/Speaking**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36		70

**Students Scoring Proficient in Reading**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
24		70

**Students Scoring Proficient in Writing**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22		70

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	53		70
Black/African American	17		70
Hispanic	46		70
Asian	69		89
American Indian			
English Language Learners (ELLs)	0		70
Students with Disabilities (SWDs)	15		70
Economically Disadvantaged			70

If you have a goal to support your reading targets, provide the following information for that goal.

### READING GOAL

What is your school's reading goal? Provide a description of the goal below.

We will increase the number of students proficient on the state assessment to meet or exceed the state average.

Provide possible data sources to measure your reading goal.

Our final goal will be measured based on the state assessment.

Throughout the year, we will monitor students using iStation, Running Records, Module Assessments, Progress Monitoring Dibels and AimsWeb.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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<p>Targeted data driven instruction</p>	<p>At each grade level, K-5, a lead teacher was trained as Data Champion to help facilitate teacher ability to access and use data to drive daily instruction.</p> <p>To ensure students' needs are being met as they are working towards proficiency, data needs to be the forefront of all instructional decisions. Having one person at each grade level district trained to support their team will increase the focus on data.</p> <p>Scales will be created to monitor class and individual data in relation to the standards and ensure focused instruction. Teachers will facilitate tracking of student progress on one or more learning goals and/or targets using a formative approach to assessment. The Curriculum Specialist will receive training and provide support to teachers in developing the scales. (Title I)</p> <p>Monthly iStation data will be reviewed to track student progress and classify students as T1, 2, or 3 in the program. Teachers/ additional support personal will provide small group lessons to T3 students based on the areas they are showing the need.</p> <p>Based on the data discussions at PLC, instructional practices will be modified as needed.</p> <p>Additional support will be offered through two extended learning programs and one in school program based on data and for identified black students that will include tutoring, mentoring, and character development.</p>
<p>Action 2</p>	<p>Plan to Implement Action 2</p>
<p>Increased fidelity of effective instructional strategies (including WICOR, note-taking, collaboration, scales/rubrics)</p>	<p>Teachers that attended AVID institute have worked with administrators to create the school-wide instructional expectations AVID presentations will be provided to staff, parents, and students Monthly trainings will focus on implementing instructional strategies and student engagement</p> <p>Teachers ensure that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced. Lesson plans will be reviewed for effective strategies and walk throughs will be done focusing on these strategies.</p> <p>Teachers receive training on Guided reading and ELA Modules from district staff. Reading Coaches support, coach, model and provide feedback. Administrators observe and provide feedback on strategies. Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data</p> <p>During the first hour of each data, students in grades k-5 will be part of a research-based instructional model of reading including LLI, Guided reading, Word Work, and/or fluency routine. Students will also be using iStation during this time to support their individualized areas of need.</p> <p>All staff attended district provided professional development to learn instructional routines.</p> <p>Teachers will receive support to embed technology through use of Smartboards (in every class) and Istation on student Ipad. (Title I)</p>
<p>Action 3</p>	<p>Plan to Implement Action 3</p>

Create a school-wide culture for success- Woodlawn Scholars	<p>AVID Culture team was created from representatives across the grade levels The team created Power point presentation to to introduce our culture implementation plan as well as bulletin boards, Updates for the school Website and information for school newsletters</p> <p>Student recognitions will be put in place- AVID Stickers, AVID Scholar Pics for café slide show, AVID Student of the Month</p> <p>Monthly Avid Culture Team Meetings will be held to monitor effectiveness, make changes as needed, and provide training for staff</p> <p>At each parent event, there will be an AVID presentation to help strengthen to parent/school partnership towards building a foundation for student success</p> <p>Within classrooms, teachers will use students' interests and backgrounds to produce a climate of acceptance and community</p>
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Use of scales to set the purpose for instruction	<p>A team of teachers attend district supported training to learn how to write scales for grade level standards</p> <p>All teachers will have site-based training on developing scales</p> <p>AVID team decided on school-wide display of scales that aligned to organization</p> <p>Team planning with coach will include creating scales for modules</p> <p>Scales will be displayed for reading- referred to through lesson-monitored by teacher and student</p> <p>Walk throughs will be done with a focus on use of scales and feedback will be provided</p>

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section B</b>	<b>Area 2: English Language Arts (Writing)</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		70

**FLORIDA ALTERNATE ASSESSMENT (FAA)**
**Students Scoring at or Above Level 4**

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

**WRITING GOAL**

What is your school's writing goal? Provide a description of the goal below.

Increase the percentage of students proficient on the state writing assessment to meet or exceed state average.

Provide possible data sources to measure your writing goal.

State assessment data will be the annual measurement. Throughout the year, data being monitored will be ELA Module Assessments.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Targeted data driven instruction	<p>At each grade level, K-5, a lead teacher was trained as Data Champion to help facilitate teacher ability to access and use data to drive daily instruction.</p> <p>Based on the data discussions at PLC, instructional practices will be modified as needed.</p> <p>To ensure students' needs are being met as they are working towards proficiency, data needs to be the forefront of all instructional decisions. Having one person at each grade level district trained to support their team will increase the focus on data.</p> <p>Scales will be created to monitor class and individual data in relation to the standards and ensure focused instruction. The Curriculum Specialist will receive training and provide support to teachers in developing the scales. (Title I)</p> <p>Additional support will be offered through two extended learning programs and one in school program based on data and for identified black students that will include tutoring, mentoring, and character development.</p>
Action 2	Plan to Implement Action 2

Increased fidelity of effective instructional strategies (including WICOR, note-taking, collaboration, scales/rubrics)	<p>Teachers that attended AVID institute have worked with administrators to create the school-wide instructional expectations AVID presentations will be provided to staff, parents, and students Monthly trainings will focus on implementing instructional strategies and student engagement</p> <p>Teachers ensure that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced. Lesson plans will be reviewed for effective strategies and walk throughs will be done focusing on these strategies.</p> <p>Teachers receive training on ELA Modules from district staff Reading Coach supports, coaches, models and provides feedback Administrators observe and provide feedback on strategies Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data</p> <p>Writing instruction will occur daily with fidelity. Students will be doing daily reflection and utilize two and three column notes in all content areas.</p> <p>Teachers will receive support to embed technology through use of Smartboards (in every class) and Istation on student I pads. (Title I)</p>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Create a school-wide culture for success- Woodlawn Scholars	<p>AVID Culture team was created from representatives across the grade levels</p> <p>The team created Power point presentation to to introduce our culture implementation plan as well as bulletin boards, Updates for the school Website and information for school newsletters</p> <p>Student recognitions will be put in place- AVID Stickers, AVID Scholar Pics for café slide show, AVID Student of the Month</p> <p>Monthly Avid Culture Team Meetings will be held to monitor effectiveness, make changes as needed, and provide training for staff</p> <p>Within classrooms, teachers will use students' interests and backgrounds to produce a climate of acceptance and community</p>
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Use of scales to set the purpose for instruction	<p>A team of teachers attend district supported training to learn how to write scales for grade level standards</p> <p>All teachers will have site-based training on developing scales</p> <p>AVID team decided on school-wide display of scales that aligned to organization</p> <p>Team planning with coach will include creating scales for modules</p> <p>Scales will be displayed for writing- referred to through lesson-monitored by teacher and student</p> <p>Walk throughs will be done with a focus on use of scales and feedback will be provided</p>

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section C</b>	<b>Area 3: Mathematics</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		35

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61		100

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		100

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	44		70
Black/African American	13		70
Hispanic	37		70
Asian	53		70
American Indian			
English Language Learners (ELLs)	0		70
Students with Disabilities (SWDs)	12		70
Economically Disadvantaged			70

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

We will increase the number of students proficient on the state assessment to meet or exceed state average.

Provide possible data sources to measure your mathematics goal.

Our final goal will be based on the state assessment.

Throughout the year, we will monitor students using Unit Pre/Post tests, Common Assessments, cpalms, and rubrics.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Targeted data driven instruction	<p>At each grade level, K-5, a lead teacher was trained as Data Champion to help facilitate teacher ability to access and use data to drive daily instruction.</p> <p>Pre/post tests for each unit will be tracked and used to make instructional decisions</p> <p>ST Math data will be tracked and monitored for student progress</p> <p>Based on the data discussions at PLC, instructional practices will be modified as needed.</p> <p>To ensure students' needs are being met as they are working towards proficiency, data needs to be the forefront of all instructional decisions. Having one person at each grade level district trained to support their team will increase the focus on data.</p> <p>Scales will be created to monitor class and individual data in relation to the standards and ensure focused instruction. The Curriculum Specialist will receive training and provide support to teachers in developing the scales. (Title I)</p> <p>Additional support will be offered through two extended learning programs and one in school program based on data and for identified black students that will include tutoring, mentoring, and character development.</p>
Action 2	Plan to Implement Action 2

Increased fidelity of effective instructional strategies (including WICOR, note-taking, collaboration, scales/rubrics)	<p>Teachers that attended AVID institute have worked with administrators to create the school-wide instructional expectations AVID presentations will be provided to staff, parents, and students Monthly trainings will focus on implementing instructional strategies and student engagement</p> <p>Teachers ensure that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced. Lesson plans will be reviewed for effective strategies and walk throughs will be done focusing on these strategies.</p> <p>Teachers receive training on Math Units from district staff Math Coach supports, coaches, models and provides feedback Administrators observe and provide feedback on strategies Additional training and support will be provided as need individually, by grade level, or whole school based on trend-data</p> <p>Math Journals will be used daily with fidelity- students will reflect, take notes, and explain their thinking</p> <p>Teachers will receive support to embed technology through use of Smartboards (in every class) and ST Math on student I pads. (Title I)</p>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Create a school-wide culture for success- Woodlawn Scholars	<p>AVID Culture team was created from representatives across the grade levels</p> <p>The team created Power point presentation to to introduce our culture implementation plan as well as bulletin boards, Updates for the school Website and information for school newsletters</p> <p>Student recognitions will be put in place- AVID Stickers, AVID Scholar Pics for café slide show, AVID Student of the Month</p> <p>Monthly Avid Culture Team Meetings will be held to monitor effectiveness, make changes as needed, and provide training for staff</p> <p>Within classrooms, teachers will use students' interests and backgrounds to produce a climate of acceptance and community</p>
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Use of scales to set the purpose for instruction	<p>A team of teachers attend district supported training to learn how to write scales for grade level standards</p> <p>All teachers will have site-based training on developing scales</p> <p>AVID team decided on school-wide display of scales that aligned to organization</p> <p>Team planning with coach will include creating scales for units</p> <p>Scales will be displayed for math- referred to through lesson-monitored by teacher and student</p> <p>Walk throughs will be done with a focus on use of scales and feedback will be provided</p>

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section D</b>	<b>Area 4: Science</b>
<b>FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)</b>	

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34	41	50

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
		20

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

**SCIENCE GOAL**

What is your school's science goal? Provide a description of the goal below.

65% of fifth grade students will be score a level 3 or above on the Science FCAT 2.0

Provide possible data sources to measure your science goal.

The end of the year measure will be the state assessment.

During the year we will monitor data from common assessments, success criteria, and analyzing science journal notes.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Targeted data driven instruction	<p>At each grade level, K-5, a lead teacher was trained as Data Champion to help facilitate teacher ability to access and use data to drive daily instruction.</p> <p>Based on the data discussions at PLC, instructional practices will be modified as needed.</p> <p>To ensure students' needs are being met as they are working towards proficiency, data needs to be the forefront of all instructional decisions. Having one person at each grade level district trained to support their team will increase the focus on data.</p> <p>Science lab pre-tests will be used to directly focus on areas that will support student need, post-tests will be tracked for growth and areas for further need of instruction</p> <p>Common assessment data will be used for instructional focus</p> <p>Additional support will be offered through two extended learning programs and one in school program based on data and for identified black students that will include tutoring, mentoring, and character development.</p>
<b>Action 2</b>	<b>Plan to Implement Action 2</b>
Increased fidelity of effective instructional strategies (including WICOR, note-taking, collaboration, scales/rubrics)	<p>Teachers that attended AVID institute have worked with administrators to create the school-wide instructional expectations AVID presentations will be provided to staff, parents, and students Monthly trainings will focus on implementing instructional strategies and student engagement</p> <p>Teachers ensure that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced. Lesson plans will be reviewed for effective strategies and walk throughs will be done focusing on these strategies.</p> <p>Science journals will be used with fidelity- students will reflect, take notes and explain their thinking</p> <p>Teachers will receive support to embed technology through use of Smartboards (in every class) and student I pads. (Title I)</p>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Create a school-wide culture for success- Woodlawn Scholars	<p>AVID Culture team was created from representatives across the grade levels</p> <p>The team created Power point presentation to to introduce our culture implementation plan as well as bulletin boards, Updates for the school Website and information for school newsletters</p> <p>Student recognitions will be put in place- AVID Stickers, AVID Scholar Pics for café slide show, AVID Student of the Month</p> <p>Monthly Avid Culture Team Meetings will be held to monitor effectiveness, make changes as needed, and provide training for staff</p> <p>Within classrooms, teachers will use students' interests and backgrounds to produce a climate of acceptance and community</p>

Action 4	Plan to Implement Action 4
All students will participate in School-wide Science showcase	<p>All students will be actively instructed in the science experiment process within each unit</p> <p>Students in K-2 will work as a class to present one experiment at the school showcase</p> <p>Students in grades 3-5 will present small group or individual science experiments at the showcase</p>

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section E</b>	<b>Area 5: Science, Technology, and Mathematics (STEM)</b>

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18		40

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13		30

If you have a goal to support your STEM targets, provide the following information for that goal.

#### STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

We will increase opportunities so that 100% of students have STEM opportunities.

\*\*\*Base-line data will be collected as to number of activities and time engaged in STEM activities to work to increase each year.

Provide possible data sources to measure your STEM goal.

\*\*\*Base-line data will be collected as to number of activities and time engaged in STEM activities to work to increase each year.

Common assessment data for students participating in STEM club will be analyzed to compare to students not involved in the club.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
20 fourth and fifth grade students will participate in weekly STEM program after school for 60 minutes.	<p>Parents and students are invited to information session</p> <p>Students apply and are chosen in mid-September</p> <p>High Level 2 students in math and reading are priority for club</p> <p>STEM club runs end-September through April</p>
Action 2	Plan to Implement Action 2

Science Lab for grades 3-5	<p>Students will participate in Science Labs in school lab every 6 weeks for a week at a time</p> <p>Teachers attend training by district staff</p> <p>Lab managers prepare materials and labs</p> <p>Students take pre and post assessments at each lab cycle</p> <p>Science Coach supports, models, and observes lab instruction</p> <p>Administrators observe and provide feedback</p> <p>Additional training is provided to individuals or teams based on trend data</p>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
School-PTA Vegetable Garden	<p>PTA will help support use of vegetable garden with student clubs</p> <p>Club facilitators will align use of garden to science curriculum</p> <p>Students will research, grow, collect data, present information and determine the use of vegetables planted</p>
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Presentations/field trips with science focus	<p>Teachers initiate science presentations to support current curriculum concepts</p> <p>Teachers will take students on field trips to support current curriculum concepts</p>

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		18.7	10
Grade 1		16.6	10
Grade 2		19	10
Grade 3		28	10
Grade 4		13.6	10
Grade 5		10.6	5

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	16	6.7	3
Grade 1	14	13.2	7
Grade 2	15	4.8	2
Grade 3	20	3.8	2
Grade 4	16	10	5
Grade 5	17	7.3	3

## SUSPENSIONS

### Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	11	8	5
Grade 1	16	16.6	5
Grade 2	25	26.4	10
Grade 3	21	20.7	10
Grade 4	24	18.1	5
Grade 5	30	21.2	10

### Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	0	0
Grade 1	2	5.5	1
Grade 2	6	4.4	1
Grade 3	4	5.6	1
Grade 4	8	4.5	1
Grade 5	3	10.6	5

### Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	2.0	0
Grade 1	3	2.7	.5
Grade 2	9	5.8	1
Grade 3	4	3.7	1
Grade 4	13	4.5	1
Grade 5	17	10.6	2

### Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 4	0	0	0
Grade 5	0	2.1	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	12	2.0	0
Grade 1	4	8.3	2
Grade 2	13	8.8	2
Grade 3	15	13.2	5
Grade 4	29	11.3	5
Grade 5	20	10.6	5

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	4.1	0
Grade 2	1	0	0
Grade 3	1	3.7	.5
Grade 4	1	2.2	.5
Grade 5	20	6.3	1

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

## RETENTIONS

### Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	10.4	1
Grade 1	3	12.5	1
Grade 2	0	4.4	1
Grade 3	13	9.4	5
Grade 4	0	4.5	0
Grade 5	0	0	0

### Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3	15		5
Grade 4	43		15
Grade 5	42		15

### Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		4.1	.5
Grade 2		4.4	.5
Grade 3		7.5	1
Grade 4		25	5
Grade 5		6.3	1

### Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13	7.5	2

## MULTIPLE EARLY WARNING INDICATORS

### Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	12	8.3	2
Grade 1	9	8.3	2
Grade 2	18	13	5
Grade 3	17	20.8	5
Grade 4	21	15.9	5
Grade 5	30	16.7	5

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Consistency in monitoring attendance- parent calls, school letters. Consistent message to all parents that learning time is 8:30-3:05 and we need students here.  
 Personal calls and letters for families of students identified with 2 or more early warning indicators in reference to attendance, conferences, academic support, and family events  
 Revised Behavior Plan- utilizing previous data and input, revisions were made. Data is reviewed by behavior Team twice a month and in PLCs once a month. School-wide 10 point system reviewed and consistent.  
 All EWS data is indicated on student data card to target for any needed interventions.

## PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

### Section I Area 9: Black Student Achievement

Identify goals, targets, and actions for Black student achievement.

			Add Target	Delete Target
Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)	
To close the achievement gap between Black and non-black students, our goal is to increase number of students proficient in reading to exceed our AMO targets	17		70	
Additional support will be offered through our extended learning programs and school programs based on data and for identified black students that will include tutoring, mentoring, and character development. (Title I)				
Instructional Staff will be part of a book study- Closing the Attitude Gap to expand their knowledge of effective instructional strategies. Administrators will monitor for the implementation of the strategies learned through walk throughs and monitoring lesson plans. (Title I)				

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
<p>To close the achievement gap between Black and non-black students, our goal is to increase the number of students proficient in math to exceed our AMO targets</p> <p>Additional support will be offered through our extended learning program and school programs based on data and for identified black students that will include tutoring, mentoring, and character development.</p> <p>Instructional Staff will be part of a book study- Closing the Attitude Gap to expand their knowledge of effective instructional strategies. Administrators will monitor for the implementation of the strategies learned through walk throughs and monitoring lesson plans.</p>	13		70

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

### Section J

### Area 10: Family and Community Involvement

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

This year we will collect base-line data of parents in attendance at all school functions with a goal of 50% of parents attending 50% of activities.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

PTA and school will collaborate on events, activities, and workshops for parents to elicit more participation if parents (PTA) is sponsoring events.

PTA will help elicit volunteers for events and school-based support

Front bulletin board will be used to provide community events and supports available for parents

Weekly School Messenger calls and emails will be sent to keep parents informed of events and school information

The marquee will be used to promote upcoming activities and events

Teachers will utilize a College Binder that includes an agenda and communication notebook (K-5) to keep parents informed (Title I)

Positive phone calls are expected and logged in Portal




Individual phone calls will be required by teachers to invite identified parents to events

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Part-time Title I Community Liaison is charged with increasing community involvement, partnership, and local support. (Title I) We will be collaborating with the Mayor's office to determine a St. Pete business partner to increase volunteers and mentors.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section K</b>	<b>Area 11: Additional Targets</b>

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

		<div>Add Target</div>	<div>Delete Target</div>
Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in 5 	Bronze in 83% of 	Bronze in 6 out of 6 

<b>PART III</b>	<b>PROFESSIONAL DEVELOPMENT</b>
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For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

	<a href="#" style="background-color: #90EE90; padding: 2px 5px;">Add PD</a> <a href="#" style="background-color: #F08080; padding: 2px 5px;">Delete PD</a>
Professional Development Identified	Marzano Appraisal
Related Goal(s)	Reading, Math, Writing, Science
Topic, Focus, and Content	Instructional Strategies
Facilitator or Leader	Administrators and AVID Curriculum Team
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All instructional staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once a month
Strategies for Follow-Up and Monitoring	Walk through data will be provided in regards to elements discussed at each monthly meeting
Person Responsible for Monitoring	Administrators
Professional Development Identified	AVID Elementary
Related Goal(s)	Reading, Math, Writing, Science
Topic, Focus, and Content	AVID Instructional and Cultural Components
Facilitator or Leader	Administrators and AVID Curriculum and Culture Teams
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Monthly
Strategies for Follow-Up and Monitoring	AVID components will be required in lesson plans which are reviewed by administrators, walk through feedback will relate to AVID components
Person Responsible for Monitoring	Administrators

Professional Development Identified	Book Study- Closing the Attitude Gap
Related Goal(s)	Reading and Math related to Black Student Achievement
Topic, Focus, and Content	Strategies for teachers to
Facilitator or Leader	Behavior Coach
Participants (e.g., Professional Learning Community, grade level, school wide)	All staff
Target Dates or Schedule (e.g., professional development day, once a month)	Monthly at PLC
Strategies for Follow-Up and Monitoring	Continuous discussions at PLCs, administrators attend PLCs
Person Responsible for Monitoring	Administrators

## PART IV

## COORDINATION AND INTEGRATION

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Title I funding supports all goals through personnel being used to support instruction, provide early interventions, monitor and analyze data and provide professional development to staff. JWB and Title I funding support Promise Time opportunities for students to extend the school day to receive tutoring, mentoring, character development, and enrichment. Title I funding supports Connect to Success to provide laptops for students to use at home to participate in Ticket to Read, ST Math, and other areas of technology use.

Our social worker works with families and the HEAT department as needed by our students.

We host a Community Resource parent event in November to put parents in contact with community resources that they may need.

**MEETING STUDENT NEEDS** - 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.

SBLT reviews Tier 1

Behavior or Academic teams and teachers use data to create targeted student data cards

Teachers will all have a data binder to bring to all PLCs, planning and meetings to have all up-to-date data for their students on hand and available for discussion and creating lessons

Our data room is being extended to increase data driven discussions and data driven instruction

As data is reviewed, a determination of level of support will be decided- possible core instruction level

If core instruction support is needed, content coaches will utilize the coaching cycle for maximizing instruction

Tier 2 interventions assigned and data collected

Behavior/Academic group reviews data and prepares for SBLT Tier 2 data review

Teams work with coaches to create groups and determine necessary interventions based on data (running records, iStation, previous FCAT, SAT 10, common assessments, formative and summative assessments)

Small group data is reviewed at PLCs and discussion occurs around if interventions are working or need changing

From Tier 2 data, SBLT determines students who may require change in interventions or needing more intensive Tier 3 services

\* If Tier 3 is recommended, SBLT assigns facilitator

\* If for behavior, completes Request for Service to facilitate FBA (get consent if ESE)

\* Date is selected for meeting and appointment is made in Tier 3 Book.

- \* PSW or FBA/PBIP is implemented and updated periodically.
- \* At PLCs, data is reviewed and discussion occurs to determine if interventions are working or need changing.
- \* After several revisions, if no improvements are seen, the Tier 3 team involved with the student can consider evaluation.

#### MTSS Behavior Flow

##### Tier 1:

- Behavior Team monitors student data in ODS
- Based on data, Tier 1 support is provided to teacher
- If single student exhibits problem behavior, implement Strategy #1 (at least 2 weeks); see Behavior Resource Map
- Teacher and team will determine effectiveness based on ODS data
- If needed, implement Strategy #2 (at least 2 weeks); see Behavior Resource Map
- If data does not indicate improvement, enter Support Request in ODS
- Behavior Team will review Support Request, weekly OPM data, any other pertinent data and, if needed, recommend Tier 2

##### Tier 2:

- Behavior Team recommends Intervention #1 (see Behavior Resource Map) and data collection tool
- Implement Intervention #1 (at least 3 weeks)
- Behavior Team will determine effectiveness
- Fade, continue, or change intervention
- If needed, Behavior Team recommends Intervention #2 (see Behavior Resource Map) and data collection tool
- Implement Intervention #2 (at least 3 weeks)
- Behavior Team will review weekly OPM data, Tier 2 intervention data, any other pertinent data and, if needed, recommend Tier 3

##### Tier 3:

- Behavior Team will give name of recommended student to the Psychologist to begin PBIP or FBA
- Tier 3 initial meeting will be scheduled

(Title I)

## PART V

## BUDGET

Create a budget for each school-funded activity.

[Add Item](#)
[Delete Item](#)

Budget Item Description	Spooky Literacy Night
Related Goal(s)	Reading and Writing
Actions/Plans	Literacy SIP Team will put together activities for students and parents to participate in with "spooky" focus
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Materials for students and parents to use at home
Description of Resources	Books, index cards
Funding Source	Title I
Amount Needed	\$500.00
Budget Item Description	I "heart" Math Night
Related Goal(s)	Math
Actions/Plans	The Math SIP team will create a parent/student math event to provide parents an opportunity to interact with math expectations
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Take home materials for those in attendance

Description of Resources	
Funding Source	Title I
Amount Needed	\$500.00
Budget Item Description	Community Resources Night
Related Goal(s)	EWS
Actions/Plans	Behavior Team will elicit community support resources to provide families with opportunities to learn about potential resources available
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	
Description of Resources	
Funding Source	Title I
Amount Needed	\$500.00
Budget Item Description	Science & AVID Celebration
Related Goal(s)	Science
Actions/Plans	<p>The Science SIP Team and AVID teams will develop a science showcase scavenger hunt for families to view and interact with student science presentations</p> <p>The AVID team will create a successful scholar presentation for families to interact with academic success from the year</p>
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	Science materials
Description of Resources	Materials needed for presentations, awards, celebration materials
Funding Source	Title I
Amount Needed	\$500.00

## PART VI MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

[Add Goal](#)
[Delete Goal](#)

Goal Area	
Has the goal been achieved?	<input type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	

If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

# 8-Step Planning and Problem-Solving Process

