

Pasco County Schools

Woodland Elementary School



2017-18 School Improvement Plan

Woodland Elementary School

38203 HENRY DR, Zephyrhills, FL 33542

www.pasco.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Pasco County School Board on 9/4/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Woodland Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Woodland Elementary School is a Positive Learning Community which Inspires, Challenges, and Empowers toward Excellence.

b. Provide the school's vision statement

To prepare all students to be college or career ready by "Planning Ahead, Aiming High, and Being College Bound!"

2. School Environment

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

Woodland Elementary is an AVID school. This initiative is based on the students have a "growth-mindset". Teachers teach students skills needed to be successful in college and career in the 21st Century.

For the 2017-2018 school year, teachers, students, and parents will participate in Student Led Conferences where students will share personal and academic goals as well as progress tracking tools. Student's strengths will be highlighted as they take on leadership roles across the school as well as in class. Relationships be built between the classroom teacher and students, but they will be strengthened as students in grades 3-5 participate in college field trips.

Parent Communication

Parent Connect Meetings will occur monthly to improve the communication between teachers, students, and parents about what is happening at WES to strengthen the Home-School Connection. During these meetings, teams will offer curriculum support, parent information, or other items based on data and determined needs. Grade level teams will send home team newsletters twice each quarter. The school website will also be updated weekly. This allows parents to have access to student recognition, school events, and information. It provides a window for parents to see what is happening at our school. The open lines

of communication allows for parents, students, and teachers to communicate and work together to create a cohesive environment for students.

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

Systems are in place to ensure the safety of WES students throughout the day. Arrival and dismissal, lunch, hallway, and classroom procedures are detailed and shared with stakeholders. Emergency responses are identified in the Crisis Plan and drills are scheduled to provide practice for students, teachers, and staff. 5th grade students take part in Safety Patrol and are stationed around the campus during arrival and dismissal to act as role models and assist with the compliance of the Codes of Cooperation. Duty personnel are stationed throughout the campus to ensure the safety of students.

Guidance Lessons/Character Education

The school counselors conduct daily character lessons on the school announcement to promote student independence, success, problem-solving, and synergy. The leadership skills carry over into the community and empower students to incorporate their strengths into various parts of the school

experience.

Student Feedback

Suggestions and ideas for school improvement are taken into consideration through the use of student surveys. Teachers use student feedback to engage the 21st Century Learner by providing digital technology, cooperative learning structures, and critical thinking/problem-solving/inquiry opportunities.

School-Wide Recognition

WES offers a wide range of recognition opportunities for students. We feel that students should be recognized for accomplishments, both academic and social. Wrangler Bucks are given to students who go above and beyond expectations. One student from each class is chosen to be highlighted monthly as Student of the Month for that character trait and the school news. Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn Around Students.

c. 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

The Behavioral Team created a Behavior Matrix outlining expected behaviors across campus and on the bus. The behaviors are directly linked to the Character Counts and AVID. Teachers were provided explanation of how to determine if student behavior is classroom managed or office managed based on the Behavior Flow Chart. Tiered systems of support were also defined and resources were provided for each tier. As a Tier 1 expectation, teachers are expected to use the Wrangler Bucks and AVID Behavior colors. Students will also attend Guidance Lessons/ Presentations and

daily through the morning announcements. Guidance counselors will conduct monthly guidance lessons in the classrooms with the students. Before a child receives a referral for a classroom managed behavior, teachers should document chronic behaviors or incidents on the WES Incident Form. This document will assist with problem-solving and determining interventions. Tier II/III supports include BEP, individual counseling, small-group counseling, and FBA.

d. 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

The instructional design at WES allows for cooperative learning. At WES, we support our tiered systems of behavior/emotional interventions with counseling services, mentoring programs, Hospice grief counseling, and anger management programs. Through the AVID implementation students are given tools to be successful with social interactions, and personal management. The implementation of AVID strategies in the classroom, provides teachers with strategies to engage impoverished students in the growth mindset.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Each team will meet and plan based around state standards. Teachers will come together and problem-solve around formative assessments. Teams will structure their daily schedules with common intervention/enrichment times so that they can support students and organize appropriate groupings. MTSS tiered support will be provided to students based upon results from common formatives and quarterly benchmark assessments. The Problem Solving PLC will meet weekly to talk

and to plan for individual and tier 1/2/3 data. Data chats will take place monthly this year to talk about Tier 1 Data and to action plan per grade level. PLCs will discuss Tier 2 and Tier 3 data each week.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	20	25	27	12	13	0	0	0	0	0	0	0	97
One or more suspensions	0	2	3	11	7	6	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	0	0	13	7	5	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	55	33	42	0	0	0	0	0	0	0	130

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	3	13	23	22	0	0	0	0	0	0	0	63

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

At WES, we will plan for Tier I instruction in Reading/Writing, Math, and Science using resources from adopted core programs. Teachers will also utilize the units on the district canvas site focusing on best practices and resources that have been planned out for the 21st Century Learner. Teachers will design their instructional day that entails many opportunities for students to apply skills that have been delivered in a precise and cohesive manner.

For the Integrated Humanities Block, our goal this year is to work on an instructional framework that allows multiple opportunities for students to apply reading skills to authentic texts/tasks. Using the Evidence Guide for the Integrated Humanities Block provided by the district, teachers will incorporate the following components in their Humanities Block: Setting the Stage, Foundational Skill Mini-Lesson, Comprehension Skill Mini-Lesson, Independent Reading & Conferencing, Practice Through Rigorous Tasks, and Writing Process. Teachers will plan around standards and ensure that students are assessed on these standards in a timely manner. Formative and Summative Assessments will be used to plan for Tier II and Tier III supports. W.I.N. (What I Need) was scheduled into the master schedule time to allow for intervention and enrichment for all students.

For the Math/STEM block, we have planned for students to receive many opportunities to use accountable talk through problem-based learning opportunities and to practice math skills that. Our Math block will consist of the following components: Four Corners, which allows for students to practice one review item, one preview item, and two current math items, Number Talks/Number of the Day Routines, Unlocking the Problem, Mini-Lesson, Math Centers, and guided Math groups. Teachers will also plan around standards and ensure that students are assessed in a timely manner.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/433335>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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

Collaborating with community organizations, students are selected for the Super Kiwanis Club, Chamber of Commerce Student of the Month, and the Elks Turn-Around Students. Student Goal Folders are organized to recognize quarterly academic accomplishments as well as personal achievements. Students are also recognized for their participation in community service projects.

Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and student achievement. With Title 1 dollars, WES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and students.

At WES, we have a Parent Involvement Coordinator that seeks to secure funding from community partners to

assist with our initiatives. In return, we provide advertisement in our newsletter, on our website, and around campus to show our appreciation to businesses. Funds generated from partners are used to provide student materials and motivators.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Butcher, Shauntte	Principal
Deloretto, Michelle	Instructional Coach
Drury, Amy	Instructional Coach
Griffone, Jennifer	Instructional Coach
Johnson , Danielle	Instructional Technology
	Assistant Principal

b. Duties

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

Administrators ensure PLCs meet and use the DuFour Model to plan instruction. They are responsible for scheduling and providing training and turning theory into practice by conducting

walkthroughs

and providing feedback. Walk-throughs are also conducted by admin to monitor the Absolutes. With PLC Facilitators, administrators collaboratively make school-wide decisions. Input from business partners is gathered to ensure that the community is aware of school-wide initiatives and to solicit support with our efforts. Administrators provide tiered support as part of the school based problem solving team and work closely with the Guiding Coalition to monitor school-wide goals and initiatives.

PLC Facilitators work closely with admin and teachers to build common knowledge and make data driven decisions at the team level to support school-wide goals and initiatives. They also facilitate conversations around DuFour's 5 questions and guide the team in planning for effective instruction and student engagement.

The Primary Resource Intervention Teacher provides tiered levels of support for IRLA, MTSS, and PLCs by working collaboratively with teams and teachers. The PRIT gathers resources based on teacher need, gathers data, assists teachers with disaggregating data, assists with action planning, and progress monitoring.

The ICT is responsible for contributing to the integration of technology in the instructional program and students' development of ICT literacy skills through modeling, coaching, and collaboration. This includes collaborating with teachers, curriculum leaders, and administrators to implement defined strategies of the ICT literacy program and monitor efforts to ensure effective implementation to best support the District and school vision, mission, and goals.

2. 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

Data Driven Decisions-Academic

Person(s) Responsible: All instructional staff, PLC Facilitators, Administration

Progress Monitoring: Formatives: every 5-7 days, Summatives: every 4-6 weeks, Discovery

Education: BOY/EOY, IRLA-Ongoing

*At weekly PLCs and TBIT, teachers will problem solve around data and action plan at a Tier I level. At WES, all decisions are based upon a variety of data sources. In regards to academics, we look at formatives and summatives based on standards contained in units that are planned for during PLCs. We also look closely at FSA data and analyze the big ideas/strands that are tested. Common Formative assessments and IRLA results were also closely monitored and Tier 1 data was discussed and action plans based around team problem solving were developed to ensure that student needs were being met. From all of this data, our Leadership Team, staff, and members of the SAC felt that we needed to acquire and primary intervention teacher to provide coaching and modeling in the primary grades to assist teachers with core instruction and to assist with tiered support. Monies were set aside to purchase our primary intervention teacher. At WES, professional development opportunities were developed and book study resources were purchased based around data concerns. Also, a plan for Eastside regional support has been developed to maximize the support at WES for teachers, staff, and students. Another decision made from looking at academic data was iReady. Our teachers and students needed a sound intervention and enrichment program to assist with providing practice with CCSS skills. This program individualizes a scope and sequence per intermediate student to ensure differentiation for all.

*Each week, problem solving/action planning meeting will take place by the School Intervention Team to analyze data, to identify students who are at risk or off track in behavior and attendance, and to make a plan for improving performance.

A priority identified from looking closely at attendance and behavioral data was the need for support in the area of ensuring student engagement. If students are not at school or if they are unfocused due to behavioral issues, then learning is not taking place. We needed someone to support students in

this area. This guidance counselors will support our students with the Character Counts initiative which focuses on building character leaders. They will also provide individual and group support to students based upon needs. Administration will monitor discipline and attendance data monthly to monitor the progress.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Katy Chois	Education Support Employee
Christina Gratz	Parent
Tracie Hicks	Parent
Charmaine Long	Business/Community
Pam Hill	Education Support Employee
Hailey Peat	Parent
Lisa Ponce	Parent
Shannon Desrosiers	Education Support Employee
Amanda Weaver	Parent
Peggy Kile	Business/Community
Shauntte Butcher	Principal
Ana Hinrichss	Teacher
Kimberly Smith	Teacher
Donna Myer	Business/Community
Stacey Stambaugh	Parent
Adam Greenville	Parent
Britney Akers	Parent
Katy Boyd	Parent
Lisa Lopez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

As a SAC Committee, we analyzed and discussed beginning, middle and end of the year data. We gathered input from stakeholders on SAC regarding our progress thus far. We also look at team action plans and discussed formative and summative data. We discussed our progress toward our 2015-2016 SIP goals. We talked about our Title 1 expenditures and discussed whether they aligned to the progress made. If progress wasn't made, then we problem solved ways to possibly increase student achievement.

b. Development of this school improvement plan

During the 2015-2016 school year, the SAC members participated in data analysis, brainstorming, and problem solving connected to the 2016-2017 plan. This year, we plan to share goals, action planning, and gather input on the that has been completed so far by our Leadership Team.

c. Preparation of the school's annual budget and plan

This year, we will discuss our projected Title 1 Funds, Business/Community donations and general student fee funds. The SAC will brainstorm a list of ways that we could use the monies to enhance school-wide motivators, resources, and/or personnel hours.

SAC members were given the opportunity to make suggestions regarding how Title I dollars could be allocated, based upon data, to increase student achievement. Suggestions were considered when making Title I purchases at the Title 1 Planning Meeting.

Fee money collections will be shared with SAC members and we will also share how much each teacher receives for classroom resources.

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

Budget approx. \$3,000

Student Positive Behavior Incentives \$1,000

Employee Recognition and Summer Pay \$1,000

SAC Breakfast \$500

Total: \$2,500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Butcher, Shauntte	Principal
Drury, Amy	Instructional Coach
Johnson , Danielle	Instructional Technology
Lenox, Mary Ann	Teacher, K-12
	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team plans reading celebrations throughout the year to recognize students who have made progress toward meeting Reading Goals. IRLA logs (K-5) will be used to monitor progress and determine celebrations. Students that improve on IRLA/District Benchmark/Classroom Assessments will be celebrated as well. This team is also responsible for setting and tracking the

school-wide Reading Goals (number of books read, IRLA level, District Benchmark gains, etc.). This year, with the curriculum resources provided through Pearson ReadyGEN, IRLA, and Canvas materials, the Literacy Leadership Team will plan quarterly teacher sharing sessions to discuss what's working and areas of need. Based on the information gained from these meetings, professional development will be planned and

Reading events

Various reading events will be planned to get students excited about reading. WES will have quarterly Accelerated Reading celebrations, reading spirit sticks, and goal setting and meeting events. Other literacy events may include author's visits, pajama reading days, caps off to reading, and Read Across America.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The School District of Pasco County has developed a multi-tiered system of supports integrated framework and included in that framework is Professional Learning Communities (PLC). The elements of a PLC are a focus on learning, collaborative culture, and results driven. At WES, members of the instructional staff are a part of a PLC. Grade levels/teams meet weekly to lesson plan/problem-solve around DuFour's four questions-

What is it we expect our students to learn?

How will we know when they have learned it?

How will we respond when some students do not learn?

How will we respond when some students already know it?

To ensure that teams have the time to meet, we have created a master schedule conducive to teachers coming together to collaboratively plan for instruction.

Also at WES, each team is scheduled to participate in at least one parent event during the school year to build rapport with families and to strengthen partnerships amongst team members. The topic for each of these events will relate to grade level initiatives and focus areas. Parents will acquire key skills to help their children at home which in turn will increase their success at school.

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

At WES, we assign mentors to brand new teachers in order to support them with various procedural items and with specific content needs. We also recommend that new instructional staff seek out school based and district offered professional development. We allow time for new teachers to visit model classrooms and to participate in coaching opportunities. WES also host new teacher trainings on our campus to encourage our new teachers to participate in the trainings.

We have created a Master Schedule where teams of teachers have time to meet and to support one another with planning and with analyzing data to make instructional decisions. This alone is the greatest support for new and seasoned teachers.

A system is in place for dealing with discipline issues. Also, we have documented on a visual the steps of how to provide tiered-supports and how to document/progress monitor both behavior and academic issues. Each team has been given this resource to assist with planning for learning and with supporting all learners. We have provided a liaison for each team to assist with the MTSS process to ensure that students are provided tiered supports that are relevant to individual needs.

All teachers have the opportunity to participate in professional development that is relevant to growth needs. On the second Friday of each month, new and veteran teachers are able to meet in subject areas to analyze data and strategies for vertical growth. Coaching cycles are available to all with our Learning

Design Coach and Math Coach. Moreover, the Eastside Regional team is available to support school/individual needs.

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

Mentors are assigned to new teachers and to teachers who are struggling with pedagogical issues or other job related activities/assignments. When pairing up staff members, we try to pair like content areas or grade level assignments. We also assign mentors that have had positive/successful mentoring experiences. At WES, we have allotted time in the meeting schedule for Mentor/Mentee pairings to work together and have always provided the time needed to ensure a successful mentoring experience. New teacher meetings are held the third Monday of each month with additional training being offered each month at WES for the East region schools.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers at WES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by The School District of Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment based on those assessments. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

Administration will monitor the delivery of standards and student application of standards through observing lesson plans and conducting walk-throughs. Also, administration will be a part of data chats and Tier I problem solving efforts. At these data chats, teams will analyze formative and summative data that will also include research and inquiry projects.

b. Instructional Strategies

1. 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

Teachers at WES work in PLCs to plan collaboratively for instruction. During these PLC sessions, teams use the curriculum maps/unit pacing guides developed by The School District Pasco County teachers to plan for lessons and to create formatives/summatives to gauge student learning and to make plans for intervention/enrichment. The KUDs and resources to support the KUDs are all based on the state standards. Our adopted core curriculum is connected to the unit planning and is correlated to state standards.

During PLC planning, teachers plan for formative and summative assessments. As they begin to discuss results from these assessments, they plan for Tier II and Tier III support. Interventions and enrichment are intentionally planned for learners and WIN (What I Need) time has been set aside in the Master Schedule to allow for teachers to meet the needs of each student. WIN time is for ALL students and Tier II and Tier III groups are flexible in order to meet the ever changing needs of our students.

This year, the work of PLC Facilitators entails taking a close look at various subgroups and action planning/problem solving around their data and implementing an intensive plan to increase

performance. For example, students with disabilities will have a specific plan to support their needs. We will meet twice a month to talk about their progress and to discuss the plan created to ensure their success. We will do this for the lowest quartile of students on FSA and we will gather IRLA and Common Formative Assessment Data and make a plan for students who made minimal growth during the 2015-2016 school year. Before school tutoring opportunities and Extended School Day will also be available for these students to continue working on individual goals and growth.

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

Strategy: Extended School Year

Minutes added to school year: 3,600

We will support core instruction during Extended School Year (ESY) by having primary students working on IRLA goals and teachers monitoring progress by conferencing with students. Teachers will group primary students in the ESY program by goals and teachers can provide intensive small groups instruction around reading goals/skills. For grades 1,3, and ELL students will work on IRLA goals and teachers will provide intensive instruction around reading goals/skills. Also, students will apply skills from core instruction to iReady work in the areas of Reading and Math. iReady is an individualized program that allow students to work on skills at their current level. Teachers can also assign skills that are currently being taught during the day for Tier I instruction.

Strategy Rationale

The IRLA is a formative assessment framework that supports students, teachers, parents, and administrators as they make the Common Core the academic road map for their everyday work. The IRLA maps the reading process from a pre-reading stage to college and career readiness as each student works in a variety of meaningful contexts, the IRLA helps teachers use the lens of Common Core to give immediate, appropriate, and targeted feedback to each student, and to determine and suggest the next learning goal and learning actions which should provide clear direction for that student's literacy direction.

iReady is a technology based intervention program. iReady is a diagnostic tool that we will use to screen all intermediate students and pinpoint their needs down to the sub-skill level. This aids instruction for students by finding where their specific needs are and how we can provide a plan of action of our instruction. The next component of iReady is instructional delivering an automated individualized instructional plan for each student. The final component of the program is a computerized tool that monitors progress for each student, class, grade, school, and district. This computerized tool that monitors progress because it will be used to make instructional decisions to ensure that students are making adequate growth toward mandated benchmarks. Student in ESD will spend equal time on Math and Reading using the iReady program and teachers will use the PDFs from iReady for small group intervention/instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Butcher, Shaunte, sbutcher@pasco.k12.fl.us

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

IRLA reports/School Pace will be used to monitor teacher conferencing and student progress. ESD teachers will meet with Admin weekly to discuss data and to make plans for continued support with instruction and with student goal setting.

iReady reports will be used to monitor iReady goals per child and to assist with small group intensive intervention and with student goal setting. ESD teachers will meet weekly with Admin to analyze reports, to discuss student progress, and to problem solve/action plan to ensure student growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each year, we schedule times throughout the year to allow Pre-K students to go and visit Kindergarten classes.

Teachers work together to plan for activities to assist with preparing Pre-K for the transition in to Kindergarten.

One day of the year is scheduled for families to register Kindergarten students and to participate in a school tour.

At this round-up, parents can ask questions and visit classrooms and students can blend with other Kindergarteners to see what their day will entail as a new K student at WES.

Each year, the middle schools in the our feeder pattern allow for 5th graders to visit their middle school campuses. At these visits, students get to tour the campus and sit through a presentation of various groups and/or clubs on campus. The Assistant Principal and School Counselor also comes over to provide information about becoming a 6th grader and scheduling. They also provide tips for a successful transition and discuss the the Infinity Program. The middle schools also host parent night curriculum nights, which WES communicates and promotes to the parents of 5th grade students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

School Advisory Council/Parent Involvement/GATI

Members of our School Advisory Council (SAC) consist of parents, staff members, and business partners. These groups help to make school-based decisions related to resources to support the school and to support student achievement. They also make decisions regarding how we are preparing our students for college, career, and life readiness. With Title 1 dollars, WES purchased a Parent Involvement Coordinator to collaborate with community organizations/business partners to secure resources to support the school and the students. Also our Parent Involvement Coordinator works closely with our Great American Teach-In (GATI) liaison to ensure that we are allowing presentations from our diverse stakeholders and various community businesses to take place during our GATI week activities.

Our school is an AVID. The goal of this initiative is to build leaders and to infuse the AVID Strategies into our daily lessons and activities. The training that is offered to all staff members is relevant to the lives of all stakeholders and the application of these habits into day to day routines will increase one's effectiveness. As a part of this initiative, we are going to have students start thinking about their future. We are going to conduct a "When I Grow Up" survey and chart the career choices of our students. Our plan is to ensure that we have representation at our GATI presentations that reflect our students' interests.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Collaborative Culture: Increase stakeholder engagement: 2017 Student and Parent Gallup Polls will increase 3% in both when compared to 2016 Gallup Poll Survey Results
- G2.** Data Driven Decisions: Increase systems to support students.
- G3.** High Impact Instruction: All student learning experiences match the rigor of the standards.

Strategic Goals Detail

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

G1. Collaborative Culture: Increase stakeholder engagement: 2017 Student and Parent Gallup Polls will increase 3% in both when compared to 2016 Gallup Poll Survey Results 1a

G091741

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	3.0
School Climate Survey - Parent	3.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of Marzano's research-based engagement strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Office of Student Support training on positive behavior supports Support Staff members will meet with the PLCs twice a month to provide intervention support

Plan to Monitor Progress Toward G1. 8

District Assessment BOY and EOY data
IRLA ongoing level checks and School Pace class level documentation/data
Math Fluency Checks (December and May)
Walk through tool developed/shared ongoing throughout year to collect data on the progress of goals.
Formatives
Summative
Gallup data student/teachers
Parent feedback
Students surveys/conversations

Person Responsible

Shauntte Butcher

Schedule

Monthly, from 8/14/2017 to 5/15/2018

Evidence of Completion

Data Chat Problem Solving/Action Plans (Tier I) Gallup data student/teachers Parent feedback
Students surveys/conversations

G2. Data Driven Decisions: Increase systems to support students. 1a

G091742

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of clear and decisive MTSS systems of support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expertise of psychologist and interventionists • Support of regional MTSS personnel • Protocols for data-driven decisions • Triage support • District formative tools and benchmark assessments

Plan to Monitor Progress Toward G2. 8

Common formative assessments Common summative assessments TBIT/SBIT notes
Intervention documentation District assessments
Early Warning System PLC data protocols

Person Responsible

Shalonda Brooks

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation

G3. High Impact Instruction: All student learning experiences match the rigor of the standards. 1a

G091743

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack training on the development and use of Common Formative Assessments to determine Tier II intervention/enrichment strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA, STEM, and Math Content Area Coaches will provide PD coaching/modeling and support during PLCs/class time Support Staff members will meet with the PLCs twice a month to provide intervention support Regional Staff members will meet with the Standards-based subject area (ELA, Math, Science) on 3rd Fridays to support standards-based intervention strategies

Plan to Monitor Progress Toward G3. 8

Rigor walkthroughs
Lesson plans
Quarterly Checks
IRLA Data and Accuracy Checks
Student Data Forms and Work Samples
PLC Walkthroughs

Person Responsible

Shauntte Butcher

Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion

The percentage of Woodland Students reading on grade level by the end of the school year will increase by 10%, as measured by IRLA. The percentage of Woodland Students performing on grade level by the end of the school year increase by 10%, as measured by the district quarterly checks. 60% of instructional staff to demonstrate that they are planning, delivering, assessing and monitoring standards based instruction matched to the rigor of the standards, as measured by the district rigor walks.

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. Collaborative Culture: Increase stakeholder engagement: 2017 Student and Parent Gallup Polls will increase 3% in both when compared to 2016 Gallup Poll Survey Results **1**

 G091741

G1.B1 Lack of understanding of Marzano's research-based engagement strategies **2**

 B245534

G1.B1.S1 PLCs will continue team activities and a team newsletter to communicate with parents at least 2 times a quarter PLCs will implement effective and efficient MTSS systems of support for behavior **4**

 S258818

Strategy Rationale

If we increase staff and student engagement, then student achievement will increase.

Action Step 1 **5**

It is essential that teachers plan effective interventions for Tier 2 and Tier 3 students. Those students need to be progress-monitored based on their progress toward strategic academic goals in order to close the learning gap

Person Responsible

Shauntte Butcher

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data

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

Strategy 1: Training protocols, respond to learning tools, triage data, WIN calendar, Data chat data, progress monitoring tools, PascoStar data.

Person Responsible

Shauntte Butcher

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Formative/Summative data, TBIT notes

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

Individual student progress monitoring will be looked at using common formative/summative assessments, Early Warning System, IRLA. Tiered support action plans will be monitored.

Person Responsible

Shauntte Butcher

Schedule

Monthly, from 9/14/2017 to 5/15/2018

Evidence of Completion

SBIT/TBIT notes, tier 1-3 action plans, decision protocols, PLC notes

G2. Data Driven Decisions: Increase systems to support students. 1

G091742

G2.B1 Lack of clear and decisive MTSS systems of support 2

B245535

G2.B1.S1 PLCs will use results from Common Formative Assessments to determine intervention/enrichment strategies PLCs will use results from Common Formative Assessments to problem-solve and elicit School-Based Intervention Team support for at-risk students Leadership Team will use the results from IRLA, quarterly assessments, and EWS to monitor the effectiveness of strategies 4

S258819

Strategy Rationale

If we increase systems to support students, then student achievement will increase.

Action Step 1 5

A professional development schedule was created to plan strategically for the needs of the school.

Person Responsible

Shaunte Butcher

Schedule

On 8/31/2017

Evidence of Completion

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

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

We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.

Person Responsible

Shaunte Butcher

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

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

We will conduct walk-throughs, monitor growth based on fluency and IRLA checks

Person Responsible

Shauntte Butcher

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

walk-through documentation, IRLA check data, and math fluency data

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

We will conduct walk-throughs, monitor growth based on fluency and IRLA checks

Person Responsible

Shauntte Butcher

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

walk-through documentation, IRLA check data, and math fluency data

G3. High Impact Instruction: All student learning experiences match the rigor of the standards. 1

 G091743

G3.B1 Teachers lack training on the development and use of Common Formative Assessments to determine Tier II intervention/enrichment strategies. 2

 B245536

G3.B1.S1 ELA, STEM, and Math Content Area Coaches will provide PD coaching/modeling and support during PLCs/class time Support Staff will meet with the PLCs twice a month to provide intervention support Regional Staff will meet with the Standards-based subject area (ELA, Math, Science) on 3rd Thursdays to support standards-based intervention strategies 4

 S258820

Strategy Rationale

This PD will help teachers use the results from Common Formative Assessments to problem-solve and elicit School-Based Intervention Team support for most at-risk students.

Action Step 1 5

Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.

Person Responsible

Shauntte Butcher

Schedule

On 5/25/2018

Evidence of Completion

Rigor walkthroughs Lesson plans Quarterly Checks IRLA Student Data Forms and Work Samples

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track the progress of individual students within the tiered support.

Person Responsible

Shauntte Butcher

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

We will conduct walk-throughs, monitor growth based on fluency and IRLA checks

Person Responsible

Shauntte Butcher

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

walk-through documentation, IRLA check data, and math fluency data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.A1 A340374	A professional development schedule was created to plan strategically for the needs of the school.	Butcher, Shauntte	8/8/2017	walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans	8/31/2017 one-time
G1.MA1 M360154	District Assessment BOY and EOY data IRLA ongoing level checks and School Pace class level...	Butcher, Shauntte	8/14/2017	Data Chat Problem Solving/Action Plans (Tier I) Gallup data student/teachers Parent feedback Students surveys/conversations	5/15/2018 monthly
G1.B1.S1.MA1 M360152	Individual student progress monitoring will be looked at using common formative/summative...	Butcher, Shauntte	9/14/2017	SBIT/TBIT notes, tier 1-3 action plans, decision protocols, PLC notes	5/15/2018 monthly
G2.B1.S1.MA1 M360155	We will conduct walk-throughs, monitor growth based on fluency and IRLA checks	Butcher, Shauntte	8/14/2017	walk-through documentation, IRLA check data, and math fluency data	5/25/2018 monthly
G1.B1.S1.MA1 M360153	Strategy 1: Training protocols, respond to learning tools, triage data, WIN calendar, Data chat...	Butcher, Shauntte	8/14/2017	Formative/Summative data, TBIT notes	5/25/2018 monthly
G1.B1.S1.A1 A340373	It is essential that teachers plan effective interventions for Tier 2 and Tier 3 students. Those...	Butcher, Shauntte	8/14/2017	Sign-in sheets from PD Lesson Plans Student data (IRLA, math fluency, common formative assessments) SBIT/TBIT notes PLC tool assessment calendar by grade level Teacher survey data	5/25/2018 weekly
G3.MA1 M360161	Rigor walkthroughs Lesson plans Quarterly Checks IRLA Data and Accuracy Checks Student Data...	Butcher, Shauntte	9/15/2017	The percentage of Woodland Students reading on grade level by the end of the school year will increase by 10%, as measured by IRLA. The percentage of Woodland Students performing on grade level by the end of the school year increase by 10%, as measured by the district quarterly checks. 60% of instructional staff to demonstrate that they are planning, delivering, assessing and monitoring standards based instruction matched to the rigor of the standards, as measured by the district rigor walks.	5/25/2018 monthly
G2.B1.S1.MA1 M360156	We will conduct walk-throughs, monitor growth based on fluency and IRLA checks	Butcher, Shauntte	8/14/2017	walk-through documentation, IRLA check data, and math fluency data	5/25/2018 monthly
G2.B1.S1.MA1 M360157	We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track...	Butcher, Shauntte	9/5/2017	walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans	5/25/2018 weekly
G2.MA1 M360158	Common formative assessments Common summative assessments TBIT/SBIT notes Intervention...	Brooks, Shalonda	8/14/2017	Data Chat Problem Solving/Action Plans (Tier 1 and Tier 2), Tier 2 and Tier 3 intervention documentation	5/25/2018 monthly
G3.B1.S1.MA1 M360159	We will conduct walk-throughs, monitor growth based on fluency and IRLA checks	Butcher, Shauntte	9/5/2017	walk-through documentation, IRLA check data, and math fluency data	5/25/2018 weekly
G3.B1.S1.MA1 M360160	We will conduct walk-through observations, monitor IRLA checks, monitor fluency checks, and track...	Butcher, Shauntte	9/5/2017	walk-through documentation, assessment results (CFA & CSA), IRLA data, fluency check data, and lesson plans	5/25/2018 weekly
G3.B1.S1.A1 A340375	Teachers will be provided with professional development on making sure that activities align with...	Butcher, Shauntte	8/8/2017	Rigor walkthroughs Lesson plans Quarterly Checks IRLA Student Data Forms and Work Samples	5/25/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	It is essential that teachers plan effective interventions for Tier 2 and Tier 3 students. Those students need to be progress-monitored based on their progress toward strategic academic goals in order to close the learning gap	\$0.00
2	G2.B1.S1.A1	A professional development schedule was created to plan strategically for the needs of the school.	\$0.00
3	G3.B1.S1.A1	Teachers will be provided with professional development on making sure that activities align with the expected rigor put forth by Florida State Standards as well as moving students to Marzano's DQ3 and DQ4 within those activities.	\$0.00
Total:			\$0.00