

Woodland Elementary School
2017-18 SSUP Executive Summary

Woodland Elementary has the following goal(s) and targets

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

Desired Outcomes for Goal 1

- 1 The percentage of Woodland Students reading on grade level by the end of the school year will increase 10% to 55%, as measured by IRLA.
- 2 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.
- 3 100% 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 in Core Action 1.
- 4 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 in Core Actions 2 and 3.

Strategies

- 1 Teachers provide guaranteed and viable Tier 1 Standards-Based Instruction at each grade level.
- 2 PLCs design, administer, and reflect on Common Formative Assessments aligned to rigor of the Florida Standards.
- 3 Teachers plan and deliver instruction to the rigor of the standards and integrate strategies from the DQ 3 and DQ4 levels of Marzano's Framework

Professional Development Support

- 1 Eureka implemented at all grades, Science and ELA Area Unit Launches Core Connections at grades 4 & 5 with Ready Gen connection
- 2 Standards-based subject area (ELA, Math, Science) training through Deeper Connections

Monitoring

- 1 Rigor walkthroughs
- 2 Lesson plans
- 3 Quarterly Checks
- 4 IRLA Data and Accuracy Checks
- 5 Student Data Forms and Work Samples
- 6 PLC Walkthroughs

Goal 2: Data Driven Decisions: Increase systems to support students

Desired Outcomes for Goal 2

- 1 Tiers of support and interventions will be implemented to ensure that 60% of third grade students will be proficient as measured by the math district quarterly checks
- 2 Tiers of support and interventions will be implemented to ensure that 60% of third grade students will be proficient (On Target Growth) as measured by IRLA and monitored in School Pace
- 3 Maintain daily attendance rate 98% all year.

Strategies

- 1 PLCs will use the results from Common Formative Assessments to determine Tier II intervention/enrichment strategies
- 2 PLCs will use the results from Common Formative Assessments to problem-solve and elicit School-Based Intervention Team support for most at-risk students
- 3 School Leadership Team will use the results from IRLA, quarterly assessments, and EWS to monitor the effectiveness of Tier I and Tier II strategies
- 4 SIT will use the results from IRLA, quarterly assessments, and EWS to monitor the effectiveness of Tier III strategies.

Professional Development Support

- 1 ELA, STEM, and Math Content Area Coaches will provide PD coaching/modeling and support during PLCs/class time

- 2 Support Staff members will meet with the PLCs twice a month to provide intervention support
- 3 District Staff members will meet with the Standards-based subject area (ELA, Math, Science) to support standards-based intervention strategies

Monitoring

- 1 Monitoring the progress of the Lowest 30%
- 2 Rigor walkthroughs
- 3 Lesson plans
- 4 Quarterly Checks
- 5 IRLA
- 6 Student Data Forms and Work Samples
- 7 EWS

Goal 3: Collaborative Culture: Increase stakeholder engagement

Desired Outcomes for Goal 1

- 1 2017 Student Gallup Poll will increase 3% in both engagement, and hopeful when compared to 2016 Gallup Poll Survey Results (Goal: Engagement to 76% and Hopeful to 57%)
- 2 2017 Parent Satisfaction Survey results will increase 3% in overall engagement when compared to 2016 Parent Satisfaction Survey results
- 3 50% increase of of community/business partners (Goal 30)
- 4 Reduction in ODRS by 50%.

Strategies

- 1 Parent Involvement Coordinator will solicit sponsorships from local businesses and community organizations
- 2 Parent Involvement Coordinator will conduct a volunteer drive for parents and local community members
- 3 PLCs will implement team activities and a team newsletter to communicate with parents at least 2 times a quarter
- 4 PLCS will implement effective and efficient MTSS systems of support for behavior

Professional Development Support

- 1 Parent Involvement Coordinator will meet with district Title 1 Parent Involvement Coordinator for support and training
- 2 Office of Student Support training on positive behavior supports
- 3 Support Staff members will meet with the PLCs twice a month to provide intervention support

Monitoring

- 1 Monitoring the progress of the Lowest 30%
- 2 Tiers of Support Quick Screener by the School Leadership Team
- 3 Monitoring ODRs
- 4 Quarterly Checks of Business/Community Partnerships
- 5 Quarterly Checks of Volunteer Hours
- 6 Attendance of parents at team and school events