Woodward Avenue Elementary School

2015-16 School Improvement Plan

Woodward Avenue Elementary School

1201 S WOODWARD AVE, Deland, FL 32720

http://myvolusiaschools.org/school/woodward/pages/default.aspx

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	A	A

*Preliminary 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 Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We believe each child is special. We guide our students to love learning, cooperate with each other, and respect themselves and others.

Provide the school's vision statement

We believe each child is special. We guide our students to love learning, cooperate with each other, and respect themselves and others.

School Environment

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

We begin the year with Meet the teacher, Open House, Grand-parents Day,and BooHoo breakfast as critical components in establishing and maintaining positive relationships between teachers and students to begin the year in a positive manner. Family events scheduled for the 2015-2016 school year include but are not limited to Science Night presented by the Museum of Arts and Sciences, Movie Night, Book Buffet, and PTA Skate Night.
We continue to build relationships with families by offering volunteer training, business partner training, and Fathers Reading Every Day (FRED). Our community involvement extends to activities such as collecting pop-tops to Ronald McDonald house, toilet paper for the Jewish Federation, and collecting food for our annual food drive. We support families in need with collections of shoes, clothes, school supplies, and food.

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

The school based Behavioral Leadership Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and build a school community based upon safety and responsibility.
School leadership and select teachers, provide effective monitoring of campus throughout the school day. Through this visibility, the students have access to adults to express any concerns.
Our school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate intervention. The counselor also involves district student services personnel to assist with student groups.

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 processes and procedures of the school based Behavior Leadership Team are based upon school behavioral data and implicitly taught and reinforced throughout the year. The membership of the Behavioral Leadership Team in inclusive of all areas (i.e. core instruction, special areas, ESE and administration) and is supported by Student Services Personnel who help to design targeted supports when need is indicated by school data.
Instructional time is a priority and protected by the principal, which is evidenced by the school

infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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 school offers the following non violence and anti drug program:
*Adult Mentoring Programs
*Crisis Training Program
*Suicide Prevention Program
*Bullying Program
*After school programs to promote healthy lifestyles and social well being: Girls on the Run
The Early Warning Signs (EWS) Report lists all students with indicators which might cause them to be at risk. The EWS is monitored quarterly by school staff to note behavioral or social-emotional needs. Student Services personnel (i.e. school psychologist, school counselors, school social workers) provide direct and indirect evidenced-based supports to students identified through the EWS Report.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Refer to Title I PIP.

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

Woodward continues to build and sustain partnerships with the local community by holding such events as: Grandparents Day, Snow Day, Science Night, Book Buffet, Literacy Week, Vehicle Day, and State Assessment Information Night.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Godbee, Kathryn	Principal
Lucero, Lisa	Teacher, ESE
Korkus, Casey	Assistant Principal
Ricciardelli, Margaret	Instructional Coach
Murray, Julie	Teacher, K-12
Vick, Kirsten	Teacher, K-12
Hargroves, Jennifer	Teacher, K-12

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Woodward Avenue Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of student data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant
The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D
The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II
The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III
The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment that ensure the appropriate pathway toward graduation.

Title X- Homeless
The school works closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs...

Woodward Avenue Elementary offers the following non-violence and anti-drug programs: Red Ribbon Week

Nutrition Programs

Woodward Avenue Elementary offers a variety of nutrition programs including feeding approximately 125 students dinner daily.

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.

• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

• Coordinating the services being provided by Head Start with services in elementary schools.

• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Woodward Avenue Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Farran Hamilton	Education Support Employee
Bridget Vaughn	Parent
Jennifer McGregor	Parent
Joe Pica	Parent
Maree Headly	Parent
Margaret Ricciardelli	Parent
Shirley Pica	Parent
Susan Arreseigor	Parent
Suzy Lylyk	Teacher
Kate Godbee	Principal
Chris Cowell	Business/Community
Lisa Lucero	Teacher
Nicole Neira	Education Support Employee
Julie Murray	Teacher
Lisa Shifflet	Education Support Employee
Traci Tapp	Parent
Amy Orlando	Parent
Franklin Financial Planning	Business/Community
Kelly Dupuis	Parent

Duties

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

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input. We used data that was available at the time of the meetings and will share additional information when it becomes available from the state.

Development of this school improvement plan

SAC reviews the previous plan, current data, and discuss how we want to move forward. Using the data we determine the barriers we might encounter and brainstorm strategies to overcome these barriers. This information is shared with the SBLT.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Godbee, Kathryn	Principal
Senez, Elizabeth	Instructional Media
Galbreath, Alyane	Teacher, K-12
Bull, Lauren	Teacher, K-12
Gill, Laura	Teacher, ESE
McKee, Sara	Teacher, K-12
Michaels, Mary Catherine	Teacher, K-12
Miranda, Sarah	Teacher, ESE
Sapp, Lynn	Teacher, K-12
Vick, Kirsten	Teacher, K-12
Walker, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school based Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once a month. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented at PLC, assist with development of classroom implementation strategies, and supervise and support the school- wide initiative and implementation of Florida Standards.
The School-wide Literacy initiatives main focus is to support reading and writing in every classroom. Literacy Council members will be responsible for introducing strategies to their departments through work in PLCs.
The LLt has always been dedicated to providing a variety of literacy - building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. The LLt sponsors a Literacy Family Night in January. This activity helps support our school-wide initiative.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Common planning, Professional Learning Communities (PLC), Subject Area Leadership Teams (SALT), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly, When necessary, PLCs will make recommendations for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their instructional practice.

Additionally, Subject Area Leadership Teams (SALT) meetings are held monthly to allow interdisciplinary collaboration in addressing specific and academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of academic coaches and intervention teachers to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches/intervention teachers) meets regularly to talk about what trends are being seen in the classrooms. The coaches work side-by-side with teachers to enhance instruction.

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

1. New Teacher Programs (District E3, Individualized PD, mentors, peer classroom visits, other site visits, coaching support) - Administration, PAR
2. Leadership Opportunities - Administration
3. Professional Development - Administration, Instructional Coaches
4. PLC Activities - (PLCs)
5. Participation in District Job Fair and Recruitment Activities - Administration
6. Teacher recognition programs (Administration)

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

Each first year teacher is assigned a PAR, a PAR Evaluator, and a teacher on their grade level. They meet at various times throughout the year. The following teachers have all been assigned to the PAR Bryan Cummings:
Penny Woodward
Kayla Bell
Tracey McKeown
Shala Simmons
Ereca Smith
The following teachers have all been assigned to E3Y2 mentor Julie Murray:
Laura Bastow
Lisa Stanley
Jacklyn Youell

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

At the elementary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, grade level teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of curriculum maps, resources, and assessments.
Professional Learning Communities(PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

Instructional Strategies

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

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Additionally, grade level meetings are held to review student data and address specific academic and behavioral concerns across the content area. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.
The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets weekly to talk about what trends are being seen in the classroom. Instructional coaches work side-by-side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support. The modeling of lessons is common practice on campus.

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: After School Program

Minutes added to school year: 2,400

Volusia County STAR tutoring program - this program is provided for students scoring below level on district assessments. It is taught by certified teachers and uses research-based materials and/or strategies.
Weekly Data Meetings - teams meet to review data, plan curriculum - including intervention and enrichment activities and lessons, and problem solve for the PST process.
After school tutoring - Through Title I funds, teachers lead small-group tutoring sessions using research-based materials and/or strategies.
Parent to Kid Program - offered mid-year inviting families of primary students to learn reading strategies to help their child or children in the reading process at home.
EDEP - offers homework assistance, promotes literacy, mathematics, and technology skills through tutoring programs.

Strategy Rationale

Tutoring and academic support can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Godbee, Kathryn, klgodbee@volusia.k12.fl.us

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

Data is collected through classroom assessments, county based testing, and state testing. Information gathered is used to create tutoring groups, differentiate instruction, and determine the skill or content being taught.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:
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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.

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.

Volusia - 1491 - Woodward Avenue Elem. School - 2015-16 SIP

Woodward Avenue Elementary School

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers collaboratively unravel, implement, and monitor grade level standards then student achievement will increase.

Strategic Goals Detail

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

G1. If all teachers collaboratively unravel, implement, and monitor grade level standards then student achievement will increase. 1a

🔑 G069080

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	80.0
Math Achievement District Assessment	70.0
FCAT 2.0 Science Proficiency	63.0

Resources Available to Support the Goal 2

- *Refine PLC practices *Professional Development *Technology programs for math, reading, science, and writing *Academic Coach *Weekly - PLC *Leveled Readers, eBooks *Title I Funds *AIMS Materials and Lakeshore Manipulatives *Volunteers & Community Mentors *Intervention Teacher *Reading A-Z *Waterford *Collaboration *IXL

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity of standards

Plan to Monitor Progress Toward G1. 8

* increase in student achievement in all groups
* weekly assessment
* district assessments
* summative and formative assessments
* State assessment data
*collaborative planning documentation
*lesson plans

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Through data tracking, the team will decide to continue, intensify, or terminate strategies. At that time we will revisit barriers, or modify the goal as needed. PLC teams will also monitor and track data for progress toward our goal.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If all teachers collaboratively unravel, implement, and monitor grade level standards then student achievement will increase. [1]

G069080

G1.B1 Unfamiliarity of standards [2]

B179521

G1.B1.S1 Provide Professional learning/coaching aligned to standards *monitor for consistent implementation *refine PLC practices *provide professional learning/coaching/time aligned to needs of teachers *review data to determine students in need *train teachers in differentiated instruction *review data, lesson, activities, and plans during PLCs *brainstorm ways to differentiate instruction [4]

S190839

Strategy Rationale

By unraveling the standards, teachers will be able to focus on the needs of the students as they relate to the standards teachers will be able to structure their instruction based on the standards and learner needs.

By tracking student data, the focus will be on student needs. Teachers will be able to structure their instruction based on those needs by creating groups and developing lessons that correspond to learner needs.

Action Step 1 [5]

Professional Development delivered during pre-planning, early release professional development days, PLC's teacher duty days, and faculty meetings with follow-up coaching and opportunities to visit model classrooms. Topics will include: Ready Writing Training, Unpacking Math Standards, Unpacking Reading Standards, SIPPS Training, Waterford Training, Module Implementation, SIP, VSET, and DPP training, Volusia System for Evaluating Teachers, Formative and Summative Assessment Training, Autism Awareness Training, ESE Accommodations/Modification Review, and more PD as needs arise.

Person Responsible

Kathryn Godbee

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

sign-in sheets, PD Plan, agendas, interactive teacher notebooks, observations

Action Step 2 `5`

* create PLC schedule and agenda
* create chart for tracking student data to be used in PLC

> ### Person Responsible
>
> Margaret Ricciardelli
>
> ### Schedule
>
> Weekly, from 8/24/2015 to 6/7/2016
>
> ### *Evidence of Completion*
>
> * summative assessments * teacher observations * district/state testing * PLC mintues

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

Through PLCs and grade level planning, teachers will monitor their understanding of the standards. Administration and the academic coach will monitor implementation and need. Professional development will be created from the needs of the teachers based in part on the information derived from PLCs and current data.

Based on the feedback from District Curriculum Specialists, teacher input, and administrative walk-throughs additional professional development and follow up coaching will be provided in the areas of ELA and math.

* walk - throughs
* coaching
* VSET evaluations

> ### Person Responsible
>
> Kathryn Godbee
>
> ### Schedule
>
> Monthly, from 8/24/2015 to 6/7/2016
>
> ### *Evidence of Completion*
>
> lesson plans, PLC minutes and agenda, and interactive teacher notebook, student data * walk - through data * coaching data * VSET evaluations * student data

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

* PLC minutes and agendas
* ongoing monitoring of district and school based student data
* collaboration

Person Responsible

Kathryn Godbee

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

* complete data charts * PLC minutes and agendas

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development delivered during pre-planning, early release professional development days, PLC's teacher duty days, and faculty meetings with follow-up coaching and opportunities to visit model classrooms. Topics will include: Ready Writing Training, Unpacking Math Standards, Unpacking Reading Standards, SIPPS Training, Waterford Training, Module Implementation, SIP, VSET, and DPP training, Volusia System for Evaluating Teachers, Formative and Summative Assessment Training, Autism Awareness Training, ESE Accommodations/Modification Review, and more PD as needs arise.	Godbee, Kathryn	8/24/2015	sign-in sheets, PD Plan, agendas, interactive teacher notebooks, observations	6/7/2016 weekly
G1.B1.S1.A2	* create PLC schedule and agenda * create chart for tracking student data to be used in PLC	Ricciardelli, Margaret	8/24/2015	* summative assessments * teacher observations * district/state testing * PLC mintues	6/7/2016 weekly
G1.MA1	* increase in student achievement in all groups * weekly assessment * district assessments * summative and formative assessments * State assessment data *collaborative planning documentation *lesson plans	Godbee, Kathryn	8/24/2015	Through data tracking, the team will decide to continue, intensify, or terminate strategies. At that time we will revisit barriers, or modify the goal as needed. PLC teams will also monitor and track data for progress toward our goal.	6/7/2016 monthly
G1.B1.S1.MA1	* PLC minutes and agendas * ongoing monitoring of district and school based student data * collaboration	Godbee, Kathryn	8/24/2015	* complete data charts * PLC minutes and agendas	6/7/2016 weekly
G1.B1.S1.MA1	Through PLCs and grade level planning, teachers will monitor their understanding of the standards. Administration and the academic coach will monitor implementation and need. Professional development will be	Godbee, Kathryn	8/24/2015	lesson plans, PLC minutes and agenda, and interactive teacher notebook, student data * walk - through data * coaching data * VSET evaluations * student data	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	created from the needs of the teachers based in part on the information derived from PLCs and current data. Based on the feedback from District Curriculum Specialists, teacher input, and administrative walk-throughs additional professional development and follow up coaching will be provided in the areas of ELA and math. * walk - throughs * coaching * VSET evaluations				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If all teachers collaboratively unravel, implement, and monitor grade level standards then student achievement will increase.

G1.B1 Unfamiliarity of standards

G1.B1.S1 Provide Professional learning/coaching aligned to standards *monitor for consistent implementation *refine PLC practices *provide professional learning/coaching/time aligned to needs of teachers *review data to determine students in need *train teachers in differentiated instruction *review data, lesson, activities, and plans during PLCs *brainstorm ways to differentiate instruction

PD Opportunity 1

Professional Development delivered during pre-planning, early release professional development days, PLC's teacher duty days, and faculty meetings with follow-up coaching and opportunities to visit model classrooms. Topics will include: Ready Writing Training, Unpacking Math Standards, Unpacking Reading Standards, SIPPS Training, Waterford Training, Module Implementation, SIP, VSET, and DPP training, Volusia System for Evaluating Teachers, Formative and Summative Assessment Training, Autism Awareness Training, ESE Accommodations/Modification Review, and more PD as needs arise.

Facilitator

Kathryn Godbee Casey Korkus Maggie Ricciardelli

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Professional Development delivered during pre-planning, early release professional development days, PLC's teacher duty days, and faculty meetings with follow-up coaching and opportunities to visit model classrooms. Topics will include: Ready Writing Training, Unpacking Math Standards, Unpacking Reading Standards, SIPPS Training, Waterford Training, Module Implementation, SIP, VSET, and DPP training, Volusia System for Evaluating Teachers, Formative and Summative Assessment Training, Autism Awareness Training, ESE Accommodations/Modification Review, and more PD as needs arise.**	$0.00
2	G1.B1.S1.A2	*** create PLC schedule and agenda * create chart for tracking student data to be used in PLC**	$0.00
		Total:	$0.00