Carter G. Woodson Elementary School

2015-16 School Improvement Plan

Carter G. Woodson Elementary School

2334 BUTLER AVE, Jacksonville, FL 32209

http://www.duvalschools.org/woodson

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	86%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	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 Duval County School Board on 12/7/2015.

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	

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Carter G. Woodson Elementary is to provide a safe and civil environment with an emphasis on rigorous standards-based curriculum and student inquiry, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence and become life-long learners.

Provide the school's vision statement

At Carter G. Woodson Elementary, the school, home, and community will work together to provide a safe and successful academic environment, which is committed to assisting in the social, scientific, and technological development of each student while preparing them to become productive and literate citizens of society.

School Environment

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

Teachers design activities for students to engage in during the first few weeks of school that give them opportunities to tell about themselves and their families. Teachers also invite parents in for conferences during which the parent(s) lead the conference by telling the teacher about the student: strengths, weaknesses, likes, achievements, aspirations, etc. At the end of every year, our entire faculty & staff attend a school-wide field trip together to build shared experiences with students. This allows all faculty & staff to be part of the work of providing meaningful educational experiences for all students.

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

All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration. If a student has not connected with his or her teacher, there is almost always another faculty or staff member who will mentor the student and help build a bridge between student and teacher. All of our students have someone at the school to whom they can go for support, advice or assistance. Our school uses a positive behavior plan which focuses on identifying and rewarding students who meet or exceed expectations. We have posted expectations for conduct in common areas and teachers have classroom expectations posted in their rooms.

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

Our best strategy for managing student behavior is ensuring daily engaging activities during core classes and resource classes. We strive to provide meaningful, student-driven lessons with a focus on hands-on lessons. This eliminates most behavior problems. As a school, we consider the unique needs of our students and tailor our overall behavior management according to students specifically. We focus on relationship building. Our teachers do not write referrals until after multiple occurrences and various degrees of communication between school, parents and students in order to solve the

problem, rather than simply doling out consequences. Additionally, we have created a Positive Behavior Incentives Support plan that is new this year. This plan focuses on positive incentives and rewards for desired behavior and puts focus on the behavior we want teachers and students to engage in rather than focusing on consequences.

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

We work very hard to build relationships with students and families. All faculty and staff at our school work to build relationships with students including teachers, front office staff, custodians, and administration. Some students have specific challenges and we mentor and counsel them and their families to help make strides in those areas. Because we teach a high needs population, students and families have many challenges that impact learning and behavior so it takes creative thinking to address the needs of our student population.We have a full-time therapist on staff who provides assistance with students who are struggling and their families.

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

-Attendance: The school counselor monitors student attendance. When students' attendance falls below 90%, the counselor begins the process of reviewing the records and investigating causes and possible solutions.
-Suspensions: Suspension data is reviewed by the PBIS team and faculty monthly. The PBIS Committee looks at trends and discusses possible causes/solutions and reports their findings to the faculty. The faculty discusses the data and teachers consider the information as they interact with their students to help determine causes and solutions.
-Course failure: Students with course failures are paired with the reading and/or math interventionists and a mentor.

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
	K	1	2	3	4	5	
Attendance below 90 percent	10	13	13	16	15	3	70
One or more suspensions	0	1	1	0	0	1	3
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	2	1	3

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

- Refer to school counselor for evaluation for additional needs/services
-Referral to therapist for evaluation for additional needs/services
-Pair up with mentor (Omega Psi Phi Fraternity)
-Refer to peer mediation training

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increased Parental Involvement from the stand point of consistency. We changed our delivery method by allowing parents the opportunity rotate around the school and participate in center activities that are run by teachers, instead of participating in the lecture style presentation of materials. We also linked student performances to Parent Nights as well. We use a text messaging system, a telephone messaging system, our school marquee and school website to post messages about school information, meetings, announcements and information about instruction. We do this to keep parents informed in a non-traditional way and persuade parents to view the school as a partner in education.

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

We hold a Community Day event each year before school begins. During this event, we invite community businesses and organizations to set up a table to educate parents on services that are available to them. Most of these organizations have partnerships with our school that continues throughout the school year. Some of the organizations fund the purchase of school supplies for students when school begins and others provide educational field trips and academic opportunities for students and families.

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
Quarles Gaston, Cheryl	Principal
Farrington, Leigh	Assistant Principal
Bruno, Angela	Instructional Coach
Palmer, LaChandra	Instructional Coach
Haynes, Jacqueline	Guidance Counselor
Sessoms, Lolita	Instructional Coach
Bernard, Kathy	Teacher, K-12
Thorne, Nyeika	Teacher, K-12
Malcolm, James	Instructional Technology
Noble, Lynet	Teacher, ESE

Duties

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

• Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

• Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

• School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

• Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

• Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

• Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff

regarding data management and display.

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

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

MTSS: Teachers meet with coaches during their Instructional Grade Level Meetings to discuss curriculum and students. They will determine which students are not responding to the core curriculum and other supplemental curriculum pieces could be used for Tier 2 interventions. They would allow that intervention to take place for a few weeks and provide updates to student progress by looking at data collected by the teacher. The group would then come up with addition curriculum materials to use for Tier 3 interventions in addition to the Core Curriculum and Tier 2 interventions already in use. Tier 3 interventions would be administered and data would be collected over time. The group would look at the data collected to determine if the Guidance Counselor and VE Teacher would need to start the MRT Process.

SIP- The School Improvement Planning Team divides the prior year's SIP into different sections based off of the team members experience and content area. The team member is responsible for analyzing the goals and strategies- did we achieve the goal? Did the strategy work? Do we need a new strategy based on achievement or failure of the goal? Once team member completes their section, it is brought to the School Improvement Team for analysis. They look at the implementation of the strategy, monitoring of the strategy, resources, and barriers. Once that has been done the rest of the plan (non-content areas) will be put together. Teachers are provided copies of the SIP and highlight the areas that they are implementing and compare their student assessment data to the SIP Goals. The current student assessment data is compared to the SIP goals during Instructional Grade Level meetings and additional strategies are included if they are being implemented in the classroom. Mid-year review of the SIP is done and presented to SAC and Community Partners.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D

District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs such as STAR.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Ribault Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

Nutrition Programs- Fresh Fruit and Vegetable Program- students receive fresh fruit and vegetables three times a week starting in September and ending in March. Students sample the product and teachers integrate it into the Science Curriculum. Very beneficial for our students since they may eat or receive healthy foods at home.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Monique Tookes	Parent
Cheryl Quarles-Gaston	Principal
Leigh Farrington	Teacher
Angela Bruno	Parent
Carla Reddick	Teacher
Tiffany Cheff	Teacher

Duties

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

Evaluation of last year's school improvement plan

Each year our SAC receives a copy of the school improvement plan to review. They discuss and reflect upon things that worked well during the previous year and changes they feel would improve the plan for the upcoming year. They submit recommendations for changes to the school improvement plan to the principal for review.

Development of this school improvement plan

A table was available during both Community Day and Open House for parents to sign up based off the content area they prefer. Stakeholders were selected based off of need and experience, then they will be assigned groups to work in. Meetings will be set in advance at the first initial meeting. Each group will be given a section of the Improvement Plan to discuss and revise. They will then bring it back to the group at the next meeting for an overall group discussion and suggestions. The School Improvement Plan will be communicated to all stakeholders during Faculty Meetings and SAC/PTA Meetings. At our monthly meetings, we will always discuss our progress relating to the SIP and what we need to do to continuously improve. We will also provide a copy of the Improvement Plan in the Parent Resource Room and the front office for stakeholders to view at anytime. We will distribute a State of the School Brochure that merges bother the School Improvement Plan and the Parent Involvement Plan into stakeholder friendly language. Updates will also be in the monthly Newsletter.

Preparation of the school's annual budget and plan

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

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

We are working to engage parents to get involved in SAC. We are investigating non-traditional ways to reaching parents so they can be more involved:
Earlier meeting times
Text messaging system as a means of communication

School Messenger System as a means of communication
Development of a small group of parents to help build more support

Literacy Leadership Team (LLT)

Membership:	

Name	Title
Palmer, LaChandra	Instructional Coach
Bruno, Angela	Instructional Coach
Farrington, Leigh	Assistant Principal
Kirton, Kim	Teacher, K-12
Bernard, Kathy	Teacher, K-12
Noble, Lynet	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

TheTeam's major initiative will develop and organize professional development for all of the Literacy Teachers. In addition, the LLT will perform weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.
We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students. The team uses the student work protocol to evaluate appropriateness and rigor in all literacy classrooms.
The LLT meets to plan literacy activities for the school including Reading Parent Night, Writing Parent Night, Quarterly Reading Campaign incentives and programs for students, Celebrate Literacy Week, Book of the Month activities and promotions, and student incentives for reading.

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

We begin preplanning each school year with a faculty day trip to build relationships and shared experiences. During the other days of preplanning, we engage in protocols around team building, looking at data, and problem solving.
All grade levels and content areas have common planning time daily to meet and collaborate on instruction, student work and data. They also meet with an instructional coach one day per week to receive professional development and discuss data.
As part of our professional development, teachers engage in lesson study with the instructional coaches. This provides them an opportunity to collaboratively plan lessons, observe each other teaching and debrief shared lessons. All of this is part of an effort to improve teachers' instructional practice.
All teachers engage in inquiry into their teaching practice each year. They develop a wondering related to their instructional practice and identify something new they will try in order to improve. During the inquiry process, teachers collect data and reflect upon what effect their new practice is having upon their practice. At the end of the process, teachers write up a summary of their inquiry and present to teachers at our school and those at other schools. This is part of an on-going effort to improve instructional

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practice.

We analyzed our TNTP survey data from last year to determine the needs of and suggestions made by teachers. We worked to provide the additional professional development they requested and to improve systems based upon the survey data.

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

Strategy Person Responsible Time
1. Monthly Beginning Teacher Meetings with Principal Principal Ongoing
2. Providing Mentors for New Teachers PDF/AP Ongoing
3. Providing Teacher Leadership Opportunities Principal Ongoing

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

Mentee Name: Octavia Sloan
Mentor Assigned: Carla Reddick
Rationale for Pairing: Ms. Reddick is a first grade teacher who has demonstrated an ability to reach students at all achievement levels.
Planned Mentoring Activities: She is on the same grade level as the mentor and will be able to help her with planning and instructional support. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Mentee Name: Shanika Sanchez
Mentor Assigned: Robin Williams-Bivins
Rationale for Pairing: Ms. Bivins is a fourth grade ELA teacher and has a proven track record of strong classroom management and strong classroom management.
Planned Mentoring Activities: The mentor and mentee meet together bi-weekly as needed to discuss classroom management strategies. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. The Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Mentee Name: Glen Oliver
Mentor Assigned: Ashlen Williams
Rationale for Pairing: Ms. Williams is a 2nd grade Math teacher and is co-teaching with the mentee. She has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.
Planned Mentoring Activities- The mentor and mentee teach together every day and meet on an on-going basis about their students as well as participate in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. The school math coach is modeling lessons and providing support to assist in learning the standards and delivering rigorous instruction.
Mentee Name: Maria Santolupo
Mentor Assigned: Lolita Koster
Rationale for Pairing: Mrs. Koster is currently the math/science coach. Previously she was the Curriculum Integration Specialist for our medical magnet program, which has an emphasis on Science. Ms. Santolupo is the Science Lab teacher who teaches all grade levels.
Planned Mentoring Activities: The mentor and mentee meet weekly to plan and participate in a professional learning community to discuss evidence-based strategies for each domain. The mentor will model lessons for the mentee and provide feedback, coaching and planning.

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

Our teachers meet together weekly with instructional coaches to unpack the standards, study item specifications and look at student work to ensure alignment to standards. Teachers plan collaboratively on a daily basis. All students are given common assessments provided by the district and aligned to the Florida Standards. The data is used to compare within schools, between schools and district-wide.
Our teachers have opportunities to meet as a grade level with an instructional coach to look at the standards, clarify the standards and look at student work using rubrics to determine alignment to the standards.
The curriculum we use has been selected by the District because of its alignment with the Florida Standards. Teachers and instructional coaches engage in conversations about curriculum and lesson planning on a weekly basis.

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

Our teachers use common assessments to monitor student achievement (district created, teacher created, formal and informal). Teachers use exit tickets to determine students' understanding of daily content through interactive journals. Students demonstrate understanding through the process of project-based learning activities.
Teachers use multiple forms of data to tier instruction and group students according to need.
Teachers use RtI as a means to provide intervention to students based on assessment data.

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: 2,880

At-risk students targeted for small group instruction after school by their classroom teacher and uses Research-based curriculum through the District and the School.

Strategy Rationale

By using data to provide intervention and enrichment, students will receive the tiered instruction they need to meet the standards and achieve academic success.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Quarles Gaston, Cheryl, quarlesc@duvalschools.org

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

Student work pieces and mini-assessments are used to analyze instruction effectiveness, student progress, and plan for future instructional decisions. We also use data from Achieve 3000, I-Ready, and DAR.

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

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. Therefore, the program has stringent guidelines and procedures to adhere to. Currently, the enrollment for Pre-K is 18 and both parents and students must adhere to Pre-K's policies as well. Students who attend and master the Pre-K objectives (academic and social) should have a successful transition into an elementary program.
Within the first 30 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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

We partner with the neighborhood middle school to provide a field trip for 5th grade students near the end of the school year. Students take a tour of the school, get a brief orientation to middle school and how it operates, meet the principal and have opportunities to ask questions. This "Transition to Middle

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School" field trip is annual and is the result of a collaboration between elementary and middle school faculty and administration.

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:

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.

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 we increase the rigor of student work and alignment to Florida standards, then student achievement will increase.

G2.   If we increase parent participation in parent related events by 10%, 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 we increase the rigor of student work and alignment to Florida standards, then student achievement will increase. 1a

Targets Supported 1b

🔍 G071724

Indicator	Annual Target
FSA Mathematics - Achievement	55.0
FSA English Language Arts - Achievement	60.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Planning and collaboration between district specialists and school instructional coaches and teachers.

- Daily instructional rounding by administration.

- Teacher meetings with instructional coaches to evaluate student work using rubric for alignment to standards and rigor

Targeted Barriers to Achieving the Goal 3

- Lack of efficiency during common planning time

Plan to Monitor Progress Toward G1. 8

Leadership team will collect work samples during instructional rounding to evaluate and discuss

Person Responsible
Cheryl Quarles Gaston

Schedule
Weekly, from 9/8/2014 to 5/4/2015

Evidence of Completion
Student works samples will be collected and evaluated using rubric.

Plan to Monitor Progress Toward G1. 8

Instructional coaches will meet with teachers to evaluate student work samples using rubric

Person Responsible
LaChandra Palmer

Schedule
Biweekly, from 9/26/2014 to 5/8/2015

Evidence of Completion
Student work samples will be evaluated using rubric to determine the level of rigor and alignment to standards.

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G2. If we increase parent participation in parent related events by 10%, then student achievement will increase. 1a

🔍 G071725

Targets Supported 1b

Indicator	Annual Target
Attendance rate	10.0

Resources Available to Support the Goal 2

- Title 1 funds/Parent Involvement Funds

- SAC and PTA involvement in planning parent events

Targeted Barriers to Achieving the Goal 3

- Consistency with parent participation

Plan to Monitor Progress Toward G2. 8

Attendance data between each event (increases and decreases, as well as factors to consider for each); implementation of parent learning and transferring from workshop to student success

Person Responsible

Leigh Farrington

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

survey responses and analyzed data; student achievement data over time

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 we increase the rigor of student work and alignment to Florida standards, then student achievement will increase. 1

🔑 G071724

G1.B1 Lack of efficiency during common planning time 2

🔑 B186995

G1.B1.S1 Provide more opportunities for job-embedded professional development to teachers 4

🔑 S198420

Strategy Rationale

Job-embedded PD is personal, relevant and meaningful to teachers and most likely to improve student achievement

Action Step 1 5

Use lesson study to assist teachers in gaining confidence in implementing the curriculum.

Person Responsible

LaChandra Palmer

Schedule

Quarterly, from 10/12/2015 to 12/18/2015

Evidence of Completion

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

Administration will conduct daily classroom walkthroughs.

Person Responsible

Cheryl Quarles Gaston

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Administrators will use data collection form for classroom walkthroughs aligned to the 4 pillars of instruction. The form also is one method of providing feedback to teachers. Administrators will also participate in instructional grade level meetings with teachers in order to participate in lesson planning, discussion of lessons and curriculum, and provide feedback to teachers.

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

Administrators will be present in instructional grade level meetings with teachers.

Person Responsible

Cheryl Quarles Gaston

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Notes regarding questions, discussion and successes will be taken during each meeting.

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G2. If we increase parent participation in parent related events by 10%, then student achievement will increase. [1]

G071725

G2.B1 Consistency with parent participation [2]

B186997

G2.B1.S1 Change delivery method to present parent information [4]

S198421

Strategy Rationale

Traditional methods of communicating and engaging parents have not been successful

Action Step 1 [5]

Alternate delivery methods for parent meetings/activities; Attach performances or a specific need to parent workshops

Person Responsible

Leigh Farrington

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

School calendar, meeting minutes, parent audit box

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

meeting agendas, information given to parents, ways to promote events, planning of event, tracking of parent attendance over time

Person Responsible

Leigh Farrington

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

feedback forms, attendance, changes implemented to the next parent event

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

attendance over time, implementation of parent learning transferring from school to home and home to school, parent feedback forms, teacher feedback forms

Person Responsible

Leigh Farrington

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

data over time (parent, student assessment); feedback forms

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	Use lesson study to assist teachers in gaining confidence in implementing the curriculum.	Palmer, LaChandra	10/12/2015		12/18/2015 quarterly
G2.B1.S1.A1	Alternate delivery methods for parent meetings/activities; Attach performances or a specific need to parent workshops	Farrington, Leigh	8/24/2015	School calendar, meeting minutes, parent audit box	6/3/2016 monthly
G1.MA1	Leadership team will collect work samples during instructional rounding to evaluate and discuss	Quarles Gaston, Cheryl	9/8/2014	Student works samples will be collected and evaluated using rubric.	5/4/2015 weekly
G1.MA2	Instructional coaches will meet with teachers to evaluate student work samples using rubric	Palmer, LaChandra	9/26/2014	Student work samples will be evaluated using rubric to determine the level of rigor and alignment to standards.	5/8/2015 biweekly
G1.B1.S1.MA1	Administrators will be present in instructional grade level meetings with teachers.	Quarles Gaston, Cheryl	9/1/2015	Notes regarding questions, discussion and successes will be taken during each meeting.	6/3/2016 weekly
G1.B1.S1.MA1	Administration will conduct daily classroom walkthroughs.	Quarles Gaston, Cheryl	9/1/2015	Administrators will use data collection form for classroom walkthroughs aligned to the 4 pillars of instruction. The form also is one method of providing feedback to teachers. Administrators will also participate in instructional grade level meetings with teachers in order to participate in lesson planning, discussion of lessons and curriculum, and provide feedback to teachers.	6/3/2016 daily
G2.MA1	Attendance data between each event (increases and decreases, as well as factors to consider for each); implementation of parent learning and transferring from workshop to student success	Farrington, Leigh	8/18/2014	survey responses and analyzed data; student achievement data over time	5/29/2015 daily
G2.B1.S1.MA1	attendance over time, implementation of parent learning transferring from school	Farrington, Leigh	8/24/2015	data over time (parent, student assessment); feedback forms	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to home and home to school, parent feedback forms, teacher feedback forms				
G2.B1.S1.MA1	meeting agendas, information given to parents, ways to promote events, planning of event, tracking of parent attendance over time	Farrington, Leigh	8/24/2015	feedback forms, attendance, changes implemented to the next parent event	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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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	Use lesson study to assist teachers in gaining confidence in implementing the curriculum.	$0.00
2	G2.B1.S1.A1	Alternate delivery methods for parent meetings/activities; Attach performances or a specific need to parent workshops	$0.00
		Total:	$0.00