

Woodward Avenue Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	A	A

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Woodward Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

2. School Environment

a. 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 2016-2017 school year include but are not limited to Science Night presented by the Museum of Arts and Sciences, PTA Movie on the Lawn and other Family night get-together's, the 50th Anniversary Community Celebration and Literacy Night events.

We continue to build relationships with families by offering volunteer training, business partner training, and reading incentive programs. Our community involvement extends to activities such as collecting pop-tops for 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.

b. 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.

Michele Puppets provided 4 Bullying Prevention Puppet and Interactive shows for our primary and intermediate classes. These shows presented anti-bullying curriculum specifically to empower children in becoming Up-standers instead of By-standers.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The 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 is 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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The 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.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319351>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

This year Woodward Elementary is proud to celebrate 50 successful years in the community. We continue to build and sustain partnerships with the local community by holding such events as: 50th Anniversary Community Celebration, Grandparents Day, Snow Day, Science Night, Literacy Night, National Walk to School Day, National Ride Your Bike to School Day, and Vehicle Day.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Godbee, Kathryn	Principal
Lucero, Lisa	Teacher, ESE
Murray, Julie	Teacher, K-12
Hargroves, Jennifer	Teacher, K-12
Korkus, Casey	Assistant Principal

b. Duties

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

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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Farran Hamilton	Education Support Employee
Bridget Vaughn	Parent
Joe Pica	Parent
Maree Headly	Parent
Shirley Pica	Parent
Susan Arreseigor	Parent
Suzy Lylyk	Teacher
Kate Godbee (Administrative Representative)	Principal
Lisa Lucero	Teacher
Nicole Neira	Education Support Employee
Julie Murray	Teacher
Amy Orlando	Parent
Kelly Dupuis	Parent
Adam West	Education Support Employee
Stetson University Representative	Business/Community

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
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
Youell, Jacklyn	Teacher, K-12

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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)

3. 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:

Floriana Antonine
Sara Fabben
Maeve McNew
Michael Moorman
Brian Hurst

The following teachers have all been assigned to E3Y2 mentor Jennifer Hargroves and Julie Murray:

Penny Woodward
Kayla Bell
Tracey McKeown
Shala Simmons
Ereca Smith

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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 bi-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.

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

Strategy: 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Woodward Elementary implements differentiated, rigorous standards aligned instruction based on the Florida Standards and instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Woodward Elementary implements differentiated, rigorous standards aligned instruction based on the Florida Standards and instructional shifts, then student achievement will increase. 1a

G083553

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	60.0
ELA Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	65.0
Math Gains	65.0
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Standards are understood and being taught but activities may not be aligned with the rigorous expectations.
- Social and Emotional learning and communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- *Professional Development *Technology programs for math, reading, science, and writing
- *Academic Coaches *Intervention Teacher *IReady Tutoring Program *Responsive Classroom Training *Bullying Prevention Program *Supportive PTA and SAC *Manipulative Kits *Weekly - PLC *Leveled Readers *eBooks *Title I Funds *AIMS Materials *Lakeshore Manipulatives
- *Volunteers & Community Mentors *Reading A-Z *Waterford *SuccessMaker *Collaboration *IXL
- *BrainPop & BrainPop Jr.

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

Biweekly, from 8/9/2016 to 5/31/2017

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 during the mid-year monitoring meeting in February.

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 Woodward Elementary implements differentiated, rigorous standards aligned instruction based on the Florida Standards and instructional shifts, then student achievement will increase. **1**

 G083553

G1.B1 Standards are understood and being taught but activities may not be aligned with the rigorous expectations. **2**

 B221695

G1.B1.S1 Professional Development planned for SHIFT Training for instructional shifts in ELA and Math.

4

 S233914

Strategy Rationale

If teachers are lead through the process of selecting rigorous activities and assignments then student achievement will increase.

Action Step 1 **5**

Teachers will participate in ongoing Professional Development in the alignment of student activities to the Florida Standards.

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Lesson plans, walk-through data, and student achievement data.

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

Professional Learning opportunities were added to the master calendar and PLC Schedules.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Master calendar, sign in sheets

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

Whether or not activities meet the rigor will be determined in walk-throughs and in collaboration/ planning in PLCs and with student data.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

student data, VXTs

G1.B1.S2 After each SHIFT training, provide time for teachers to facilitate the SHIFT in activities. 4

 S233915

Strategy Rationale

If instructional activities match the rigor of the Florida Standards, then student achievement will increase.

Action Step 1 5

Teachers will have time to collaborate during PLCs immediate following professional learning.

Person Responsible

Kathryn Godbee

Schedule

On 5/31/2017

Evidence of Completion

master calendar, PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Master calendar, PLC minutes, sign-in sheets

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

master calendar, minutes, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student data.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Student data, VXTs

G1.B2 Social and Emotional learning and communication 2

 B221696

G1.B2.S1 Provide opportunities for collaboration between all stakeholders to increase social and emotional learning. 4

 S233916

Strategy Rationale

If students have a voice in their learning and teachers increase positive communication then student achievement will increase.

Action Step 1 5

Responsive Classroom Professional Development and implementation to enable students to increase positive social and emotional learning and communication.

Person Responsible

Kathryn Godbee

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets, PLC minutes, walk-through data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk-throughs and PLC communication, and lesson plans.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

PLC minutes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Collaboration within teams and across grade-levels

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Minutes

G1.B2.S2 Collaboration days scheduled monthly between classroom teachers and ESE, ESOL, Intervention, and Speech/Language teachers to monitor student progress. 4

S233917

Strategy Rationale

If all teachers are working collaboratively on individual student needs then student achievement will increase.

Action Step 1 5

Collaboration between ESE and Support teachers and General Education teachers.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

master calendar, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Collaboration meetings added to the master calendar.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

student data, VXTs, and referral data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Collaboration meetings attended by support and general education teachers.

Person Responsible

Kathryn Godbee

Schedule

Biweekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

monitor school and district assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M304889	* increase in student achievement in all groups * weekly assessment * district assessments *...	Godbee, Kathryn	8/9/2016	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 during the mid-year monitoring meeting in February.	5/31/2017 biweekly
G1.B1.S1.MA1 M304881	Whether or not activities meet the rigor will be determined in walk-throughs and in...	Godbee, Kathryn	8/9/2016	student data, VXTs	5/31/2017 biweekly
G1.B1.S1.MA1 M304882	Professional Learning opportunities were added to the master calendar and PLC Schedules.	Godbee, Kathryn	8/9/2016	Master calendar, sign in sheets	5/31/2017 biweekly
G1.B1.S1.A1 A300432	Teachers will participate in ongoing Professional Development in the alignment of student...	Godbee, Kathryn	8/9/2016	Lesson plans, walk-through data, and student achievement data.	5/31/2017 monthly
G1.B2.S1.MA1 M304885	Collaboration within teams and across grade-levels	Godbee, Kathryn	8/9/2016	Minutes	5/31/2017 biweekly
G1.B2.S1.MA1 M304886	Walk-throughs and PLC communication, and lesson plans.	Godbee, Kathryn	8/9/2016	PLC minutes, lesson plans	5/31/2017 biweekly
G1.B2.S1.A1 A300434	Responsive Classroom Professional Development and implementation to enable students to increase...	Godbee, Kathryn	8/9/2016	Sign-in sheets, PLC minutes, walk-through data	5/31/2017 quarterly
G1.B1.S2.MA1 M304883	Student data.	Godbee, Kathryn	8/9/2016	Student data, VXTs	5/31/2017 biweekly
G1.B1.S2.MA1 M304884	Master calendar, PLC minutes, sign-in sheets	Godbee, Kathryn	8/9/2016	master calendar, minutes, sign-in sheets	5/31/2017 biweekly
G1.B1.S2.A1 A300433	Teachers will have time to collaborate during PLCs immediate following professional learning.	Godbee, Kathryn	8/9/2016	master calendar, PLC minutes	5/31/2017 one-time
G1.B2.S2.MA1 M304887	Collaboration meetings attended by support and general education teachers.	Godbee, Kathryn	8/9/2016	monitor school and district assessments	5/31/2017 biweekly
G1.B2.S2.MA1 M304888	Collaboration meetings added to the master calendar.	Godbee, Kathryn	8/9/2016	student data, VXTs, and referral data	5/31/2017 biweekly
G1.B2.S2.A1 A300435	Collaboration between ESE and Support teachers and General Education teachers.	Godbee, Kathryn	8/9/2016	master calendar, sign-in sheets	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. If Woodward Elementary implements differentiated, rigorous standards aligned instruction based on the Florida Standards and instructional shifts, then student achievement will increase.

G1.B1 Standards are understood and being taught but activities may not be aligned with the rigorous expectations.

G1.B1.S1 Professional Development planned for SHIFT Training for instructional shifts in ELA and Math.

PD Opportunity 1

Teachers will participate in ongoing Professional Development in the alignment of student activities to the Florida Standards.

Facilitator

Academic Coaches, District Curriculum Specialist, School Administration

Participants

All instructional personnel

Schedule

Monthly, from 8/9/2016 to 5/31/2017

G1.B1.S2 After each SHIFT training, provide time for teachers to facilitate the SHIFT in activities.

PD Opportunity 1

Teachers will have time to collaborate during PLCs immediate following professional learning.

Facilitator

Administration, Coaches, Lead Collaborators

Participants

All faculty

Schedule

On 5/31/2017

G1.B2 Social and Emotional learning and communication

G1.B2.S1 Provide opportunities for collaboration between all stakeholders to increase social and emotional learning.

PD Opportunity 1

Responsive Classroom Professional Development and implementation to enable students to increase positive social and emotional learning and communication.

Facilitator

Julie Murray, Kate Godbee

Participants

All faculty

Schedule

Quarterly, from 8/9/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in ongoing Professional Development in the alignment of student activities to the Florida Standards.	\$0.00
2	G1.B1.S2.A1	Teachers will have time to collaborate during PLCs immediate following professional learning.	\$0.00
3	G1.B2.S1.A1	Responsive Classroom Professional Development and implementation to enable students to increase positive social and emotional learning and communication.	\$0.00
4	G1.B2.S2.A1	Collaboration between ESE and Support teachers and General Education teachers.	\$0.00
Total:			\$0.00