Volusia County Schools

Woodward Avenue Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Woodward Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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. The Parent Expo is a family event scheduled for the 2017-2018 school year. Here parents engage in make-and-take activities and build understanding of the necessary academic skills for their child's success. PTA Movie on the Lawn and Snow Day are other family events planned for this year.

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 to assist with Hurricanes' relief efforts. 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 Positive Behavioral Intervention & Supports Team develops rules and expectations 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. Expectations reinforce the theme of safety, responsibility, respect, and cooperation. Elements that are essential to our school's mission.

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 is part of the special area rotation schedule. Social emotional learning skills are embedded in her lessons. Additionally, the counselor conducts student small 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.

A Bullying Prevention Assembly for our primary and intermediate classes is planned for this year. The assembly will engage students in an 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 rules and expectations of the Positive Behavioral Intervention & Supports Team are based upon school behavioral data and implicitly taught and reinforced throughout the year. The membership of this 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. The rules and expectations were reinforced during Discipline Assemblies at the beginning of the school year. Posters with the theme, "It Starts with Me" are displayed in common areas to share the common understanding that every good change starts with me. A faculty training was provided during pre-service to ensure that our office referral system is fairly and consistently enforced. Students participate in the Starbucks Café, a monthly incentive program that reinforces student's compliance to our school-wide rules and expectations.

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:
*Implementation of RULER- a social emotional learning program in our EBD classrooms
*Responsive Classrooms-a social emotional learning program in our general education classrooms
*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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

* Unweight GPA (Below 2.0)
* YTD Discipline Referrals-Current School Year (2 or more)
* YTD Absences- Current School Year (Attendance Below 90%)
* YTD Suspensions - Current School Year (1 or more)
* Number of Prior School Year Retentions (1 or more)
* ELA Achievement Level from Prior School Year (Level 1) and/or Mathematics Achievement Level from Prior School Year (Level 1)

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	2	0	0	0	0	0	0	0	0	0	0	2
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	1	1	1	0	0	0	0	0	0	0	3
Number of Prior School Year Retention	0	0	0	2	1	1	0	0	0	0	0	0	0	4

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	1	1	1	0	0	0	0	0	0	0	3

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

Some strategies are attendance incentives, the support of a behavior specialist on campus, behavior interventions that are differentiated to each students' need, after school tutoring, and resources for homeless students.

B. Family and Community Engagement

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

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

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

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/442669.

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 has scheduled the following events: Grandparents Day, Snow Day, Science Night, Literacy Night, National Walk to School Day, National Ride Your Bike to School Day, and Vehicle Day. The following are community business partners that support our school and student achievement: Chick Fil-A, ABC Tutoring, Martial Arts, and an Insurance Company.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Godbee, Kathryn	Principal
Lucero, Lisa	Teacher, ESE
Murray, Julie	Teacher, K-12
Hargroves, Jennifer	Teacher, K-12
West, Adam	Teacher, ESE
Baker, Joselyn	Assistant Principal
Michaels, Mary Catherine	Teacher, K-12

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, Positive Behavioral Intervention & Supports, 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.

Members of the team met this summer and reviewed campus data and identified barriers and priorities for this school year. After the analysis of the 2016-2017 year, they created a common goal for our 2018 school year. Currently, the SLT meets monthly and monitors for effectiveness of all the activities under each strategy and will problem solve and make modifications when needed. The SLT is the point of accountability for this plan and ensures the attainment of the 2018 goal.

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
Joe Pica	Parent
Shirley Pica	Parent
Suzy Lylyk	Teacher
Kate Godbee (Administrative Representative)	Principal
Lisa Lucero	Teacher
Amy Orlando	Parent
Stetson University Representative	Business/Community
Dana Campbell	Parent
Dawn Gonzalez	Parent
Lisa Young	Parent
Julie Murray	Teacher
Jennifer Baker	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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 PBIS Team.

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
Michaels, Mary Catherine	Teacher, K-12
Vick, Kirsten	Teacher, K-12
Lucero, Lisa	Teacher, ESE
Murray, Julie	Instructional Coach
Hargroves, Jennifer	Instructional Coach

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

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

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 teacher 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:
Carly Fields
Kinsey Hutcherson
Allisyn Bernard

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

Floriana Antonine
Sara Fabben
Maeve McNew
Michael Moorman
Brian Hurst
Jacqueline Ochs

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, modules, 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, modules, and assessments.

Professional Learning Communities(PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous. Learning walks with Instructional Practice Coaching Guides (IPG) assess areas where support is needed. Administrators, Academic Coaches, and Regional Resource Teachers collaborate to strengthen instruction in each classroom.

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 address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

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

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If Woodward Elementary implements equity through standards-aligned instruction, 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 equity through standards-aligned instruction, student achievement will increase. 1a

🔍 G094588

Targets Supported 1b

Indicator	Annual Target
FSA ELA 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

- Social Factors: Attendance and Discipline

- Lack of differentiated instruction and interventions

- Weak Professional Learning and Collaborative Structures

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. PBIS 2. Attendance Incentives 3. Jeff Baumes Math Common Core Matrix 4. Book study of Growth Mindset 5. Data Analysis of District Assessments and District/School Liaison 6. Progression Documents for Foundational Skills in ELA 7. Progression Documents for Math Standards 8. IPG and teacher self-assessment survey 9. PLC Rubric

Plan to Monitor Progress Toward G1. 8

* decrease in number of office referrals in school's common areas
* decrease of accident reports
* increase participation in incentive programs: Starbuck Café and monthly program
* increase satisfaction level in school survey
* decrease Lowest Quartile List
* increase student achievement
* increase teacher participation in learning walks
* increase coaching walkthroughs

Person Responsible
Kathryn Godbee

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

Evidence of Completion
PBIS Minutes and SLT Agenda and Sign in Sheets, PBIS School Survey, PBIS Incentive Programs Calendar, PLC Schedule, District Assessments, Discipline Reports, Lowest Quartile List

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 equity through standards-aligned instruction, student achievement will increase. [1]

🔑 G094588

G1.B1 Social Factors: Attendance and Discipline [2]

🔑 B254240

G1.B1.S1 Create a safe learning environment where student and adults are excited to attend school. [4]

🔑 S268475

Strategy Rationale

School-wide rules and expectations were not being enforced. Discipline referrals doubled in amount from previous year.

Action Step 1 [5]

Implement PBIS to develop school wide language and procedural expectations.

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PBIS School Wide Rules and Expectations, Discipline Assembly, Discipline Reports

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

Incentives for classes and students that follow PBIS Rules and Expectations in common school areas.

Person Responsible

Kathryn Godbee

Schedule

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

Evidence of Completion

Monthly Starbuck Café and PBIS Incentive Activity Schedule

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

School Leadership Team will meet to monitor PBIS Incentive Schedule and Impact.

Person Responsible

Kathryn Godbee

Schedule

Every 2 Months, from 10/5/2017 to 5/30/2018

Evidence of Completion

SLT Minutes and Sign in Sheets

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

School Survey for students and faculty

Person Responsible

Kathryn Godbee

Schedule

Quarterly, from 10/5/2017 to 5/30/2018

Evidence of Completion

PBIS School Survey

G1.B1.S2 Provide incentives for students that attend on time. 4

S268476

Strategy Rationale

Increase of tardy and absent students over the last year.

Action Step 1 5

Classes spell out the phrase ON TIME and earn ice cream.

Person Responsible

Kathryn Godbee

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance Report, PBIS Team Minutes

Action Step 2 5

Encourage students and parents to attend on time.

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Connect Ed, Morning Announcements, Attendance Bulletin Board, Posters

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

PBIS will monitor Attendance Reports

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 8/28/2017 to 8/28/2017

Evidence of Completion

Attendance Reports, PBIS Minutes

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

School Leadership Team will meet to monitor the impact of Attendance Initiatives.

Person Responsible

Kathryn Godbee

Schedule

Every 2 Months, from 10/5/2017 to 5/30/2018

Evidence of Completion

Attendance Reports, SLT Minutes and Sign in Sheets

G1.B4 Lack of differentiated instruction and interventions 2

🔑 B254243

G1.B4.S1 Provide Interventions and Differentiated instruction in ELA. 4

🔑 S268477

Strategy Rationale

A decrease in FSA ELA achievement rate and gains.

Action Step 1 5

Differentiated ELA Block Schedule for 4th and 5th Grade

Person Responsible

Kathryn Godbee

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

ELA Schedule and Resource Guide

Action Step 2 5

Coach Walk-To SIPPs for grades K-3

Person Responsible

Julie Murray

Schedule

Daily, from 9/21/2017 to 5/30/2018

Evidence of Completion

Master Schedule, Walktroughs

Action Step 3 `5`

Intervention Resources that align to rigorous standards.

Person Responsible

Kathryn Godbee

Schedule

On 5/30/2018

Evidence of Completion

Ready Math and Making Meaning Resources

Action Step 4 `5`

Coaching Schedule for ELA and Math

Person Responsible

Julie Murray

Schedule

On 10/9/2017

Evidence of Completion

ELA and Math IPGs, Coaching Schedule

Action Step 5 `5`

Coach Math Intervention Schedule for K-3

Person Responsible

Jennifer Hargroves

Schedule

Daily, from 10/2/2017 to 10/2/2018

Evidence of Completion

Math IPG

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Schedule PLC Time for Data Analysis of District Assessments, Monitor Student Progress in ELFAS and SIPPs, and Lowest Quartile List, to adjust groups for differentiation and intervention.

Person Responsible

Joselyn Baker

Schedule

On 9/27/2017

Evidence of Completion

PLC Minutes, District Assessments, ELA & Math IPGs, Coaching Schedules, Walkthrough, Lowest Quartile List

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

School Leadership Team will meet to monitor for effectiveness and come up with solutions.

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 10/5/2017 to 5/30/2018

Evidence of Completion

SLT Minutes and Sign in Sheet, District Assessments

G1.B9 Weak Professional Learning and Collaborative Structures 2

🔑 B254248

G1.B9.S1 Develop knowledge and skills for equity through standard-aligned instruction. 4

🔑 S268478

Strategy Rationale

Research and new strategies indicate that equality is not the same as equity. Professional learning is needed to show how to plan for equity through standard-aligned instruction.

Action Step 1 5

Implementation of Professional Learning during PLC and Monday Faculty meetings

Person Responsible

Julie Murray

Schedule

Monthly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Schedule, Faculty Meeting Sign in/Agenda, PLC Minutes

Action Step 2 5

Professional Learning on SHIFTs, and Progression of Foundational Skills and Standards for ELA, Math, and Science.

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Agendas: Pre-service, PL Day, School Based ERPLs

Plan to Monitor Fidelity of Implementation of G1.B9.S1 `6`

Lead Collaborators Meetings will provide input on Schools Professional Learning Schedule

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 8/9/2017 to 5/30/2018

Evidence of Completion

Agendas-Lead Collaborators Meetings

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 `7`

School Leadership Team will meet to monitor the professional Learning Schedule (ERPLs)

Person Responsible

Kathryn Godbee

Schedule

On 10/5/2017

Evidence of Completion

SLT Meeting Sign in Sheet and Minutes

G1.B9.S2 Enhance Collaborative Learning Structures 4

🔑 S268479

Strategy Rationale

There is a need for hands-on practices that increases teacher efficacy.

Action Step 1 5

Teachers collaborate in learning walks and debrief on their findings from the pre/post survey of SHIFTs and IPGs.

Person Responsible

Joselyn Baker

Schedule

Every 2 Months, from 11/1/2017 to 5/18/2018

Evidence of Completion

IPGs, Teacher-Self Assessment

Action Step 2 5

Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. Based on feedback, analyze and prioritize the needs of each team and provide support as needed.

Person Responsible

Joselyn Baker

Schedule

Monthly, from 8/22/2017 to 5/22/2018

Evidence of Completion

PLC Minutes, DuFour Rubric or PLC Continuum

Plan to Monitor Fidelity of Implementation of G1.B9.S2 `6`

Schedule Learning Walks and PLC Continnum (Rubric) Days

Person Responsible

Julie Murray

Schedule

On 9/27/2017

Evidence of Completion

PLC Schedule

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 `7`

School Leadership Team will meet to monitor PLC impact in student achievement.

Person Responsible

Kathryn Godbee

Schedule

Monthly, from 10/5/2017 to 5/18/2018

Evidence of Completion

SLT Agenda and Sign in Sheet

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 🔍 M382270	* decrease in number of office referrals in school's common areas * decrease of accident reports...	Godbee, Kathryn	8/9/2016	PBIS Minutes and SLT Agenda and Sign in Sheets, PBIS School Survey, PBIS Incentive Programs Calendar, PLC Schedule, District Assessments, Discipline Reports, Lowest Quartile List	5/31/2017 biweekly
G1.B1.S2.MA1 🔍 M382263	PBIS will monitor Attendance Reports	Godbee, Kathryn	8/28/2017	Attendance Reports, PBIS Minutes	8/28/2017 monthly
G1.B4.S1.MA1 🔍 M382265	Schedule PLC Time for Data Analysis of District Assessments, Monitor Student Progress in ELFAS and...	Baker, Joselyn	9/27/2017	PLC Minutes, District Assessments, ELA & Math IPGs, Coaching Schedules, Walkthrough, Lowest Quartile List	9/27/2017 one-time
G1.B9.S2.MA1 🔍 M382269	Schedule Learning Walks and PLC Continnum (Rubric) Days	Murray, Julie	9/27/2017	PLC Schedule	9/27/2017 one-time
G1.B9.S1.MA1 🔍 M382266	School Leadership Team will meet to monitor the professional Learning Schedule (ERPLs)	Godbee, Kathryn	10/5/2017	SLT Meeting Sign in Sheet and Minutes	10/5/2017 one-time
G1.B4.S1.A4 🔍 A357821	Coaching Schedule for ELA and Math	Murray, Julie	10/9/2017	ELA and Math IPGs, Coaching Schedule	10/9/2017 one-time
G1.B9.S1.A1 🔍 A357823	Implementation of Professional Learning during PLC and Monday Faculty meetings	Murray, Julie	10/2/2017	Schedule, Faculty Meeting Sign in/ Agenda, PLC Minutes	5/18/2018 monthly
G1.B9.S1.A2 🔍 A357824	Professional Learning on SHIFTs, and Progression of Foundational Skills and Standards for ELA,...	Godbee, Kathryn	9/5/2017	Agendas: Pre-service, PL Day, School Based ERPLs	5/18/2018 monthly
G1.B9.S2.MA1 🔍 M382268	School Leadership Team will meet to monitor PLC impact in student achievement.	Godbee, Kathryn	10/5/2017	SLT Agenda and Sign in Sheet	5/18/2018 monthly
G1.B9.S2.A1 🔍 A357825	Teachers collaborate in learning walks and debrief on their findings from the pre/post survey of...	Baker, Joselyn	11/1/2017	IPGs, Teacher-Self Assessment	5/18/2018 every-2-months
G1.B9.S2.A2 🔍 A357826	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the...	Baker, Joselyn	8/22/2017	PLC Minutes, DuFour Rubric or PLC Continuum	5/22/2018 monthly
G1.B1.S1.MA1 🔍 M382259	School Leadership Team will meet to monitor PBIS Incentive Schedule and Impact.	Godbee, Kathryn	10/5/2017	SLT Minutes and Sign in Sheets	5/30/2018 every-2-months
G1.B1.S1.MA3 🔍 M382260	School Survey for students and faculty	Godbee, Kathryn	10/5/2017	PBIS School Survey	5/30/2018 quarterly
G1.B1.S1.A1 🔍 A357815	Implement PBIS to develop school wide language and procedural expectations.	Godbee, Kathryn	8/14/2017	PBIS School Wide Rules and Expectations, Discipline Assembly, Discipline Reports	5/30/2018 monthly
G1.B4.S1.MA1 🔍 M382264	School Leadership Team will meet to monitor for effectiveness and come up with solutions.	Godbee, Kathryn	10/5/2017	SLT Minutes and Sign in Sheet, District Assessments	5/30/2018 monthly
G1.B4.S1.A1 🔍 A357818	Differentiated ELA Block Schedule for 4th and 5th Grade	Godbee, Kathryn	8/14/2017	ELA Schedule and Resource Guide	5/30/2018 daily
G1.B4.S1.A2 🔍 A357819	Coach Walk-To SIPPs for grades K-3	Murray, Julie	9/21/2017	Master Schedule, Walktroughs	5/30/2018 daily
G1.B4.S1.A3 🔍 A357820	Intervention Resources that align to rigorous standards.	Godbee, Kathryn	9/25/2017	Ready Math and Making Meaning Resources	5/30/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B9.S1.MA1 🔑 M382267	Lead Collaborators Meetings will provide input on Schools Professional Learning Schedule	Godbee, Kathryn	8/9/2017	Agendas-Lead Collaborators Meetings	5/30/2018 monthly
G1.B1.S2.MA1 🔑 M382262	School Leadership Team will meet to monitor the impact of Attendance Initiatives.	Godbee, Kathryn	10/5/2017	Attendance Reports, SLT Minutes and Sign in Sheets	5/30/2018 every-2-months
G1.B1.S2.A1 🔑 A357816	Classes spell out the phrase ON TIME and earn ice cream.	Godbee, Kathryn	8/14/2017	Attendance Report, PBIS Team Minutes	5/30/2018 daily
G1.B1.S2.A2 🔑 A357817	Encourage students and parents to attend on time.	Godbee, Kathryn	8/14/2017	Connect Ed, Morning Announcements, Attendance Bulletin Board, Posters	5/30/2018 monthly
G1.B1.S1.MA1 🔑 M382261	Incentives for classes and students that follow PBIS Rules and Expectations in common school areas.	Godbee, Kathryn	8/14/2017	Monthly Starbuck Café and PBIS Incentive Activity Schedule	8/14/2018 monthly
G1.B4.S1.A5 🔑 A357822	Coach Math Intervention Schedule for K-3	Hargroves, Jennifer	10/2/2017	Math IPG	10/2/2018 daily

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 equity through standards-aligned instruction, student achievement will increase.

G1.B1 Social Factors: Attendance and Discipline

G1.B1.S1 Create a safe learning environment where student and adults are excited to attend school.

PD Opportunity 1

Implement PBIS to develop school wide language and procedural expectations.

Facilitator

PBIS Team, School Administration, District Liaison for PBIS

Participants

All instructional personnel

Schedule

Monthly, from 8/14/2017 to 5/30/2018

G1.B4 Lack of differentiated instruction and interventions

G1.B4.S1 Provide Interventions and Differentiated instruction in ELA.

PD Opportunity 1

Intervention Resources that align to rigorous standards.

Facilitator

Regional Resource Teacher, and Academic Coach

Participants

Teachers and students

Schedule

On 5/30/2018

G1.B9 Weak Professional Learning and Collaborative Structures

G1.B9.S1 Develop knowledge and skills for equity through standard-aligned instruction.

PD Opportunity 1

Implementation of Professional Learning during PLC and Monday Faculty meetings

Facilitator

Administrators, Coaches, Regional Resource Teacher, District Liaisons

Participants

Faculty

Schedule

Monthly, from 10/2/2017 to 5/18/2018

PD Opportunity 2

Professional Learning on SHIFTs, and Progression of Foundational Skills and Standards for ELA, Math, and Science.

Facilitator

Administrators, Coaches, Regional Resource Teacher, District Liaisons

Participants

K-5 Teachers

Schedule

Monthly, from 9/5/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Implement PBIS to develop school wide language and procedural expectations.	$0.00
2	G1.B1.S2.A1	Classes spell out the phrase ON TIME and earn ice cream.	$0.00
3	G1.B1.S2.A2	Encourage students and parents to attend on time.	$0.00
4	G1.B4.S1.A1	Differentiated ELA Block Schedule for 4th and 5th Grade	$0.00
5	G1.B4.S1.A2	Coach Walk-To SIPPs for grades K-3	$0.00
6	G1.B4.S1.A3	Intervention Resources that align to rigorous standards.	$0.00
7	G1.B4.S1.A4	Coaching Schedule for ELA and Math	$0.00
8	G1.B4.S1.A5	Coach Math Intervention Schedule for K-3	$0.00
9	G1.B9.S1.A1	Implementation of Professional Learning during PLC and Monday Faculty meetings	$0.00
10	G1.B9.S1.A2	Professional Learning on SHIFTs, and Progression of Foundational Skills and Standards for ELA, Math, and Science.	$0.00
11	G1.B9.S2.A1	Teachers collaborate in learning walks and debrief on their findings from the pre/post survey of SHIFTs and IPGs.	$0.00
12	G1.B9.S2.A2	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. Based on feedback, analyze and prioritize the needs of each team and provide support as needed.	$0.00
		Total:	$0.00