# Woodward Avenue Elementary School



## 2018-19 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) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 73% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 44% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | C | C | C | C* |

*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

Volusia - 1491 - Woodward Avenue Elem. School - 2018-19 SIP

*Woodward Avenue Elementary School*

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](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:](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.

### 2018-19 DA Category and Statuses for Woodward Avenue Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - [LaShawn Russ-Porterfield](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.

Woodward Avenue Elementary provides a number of instrumental programs to promote positive student-teacher relationships. Meet the Teacher and other extracurricular activities during the school year allow teachers and students to develop rapport that extends beyond the classroom. Teachers are encouraged to administer surveys to learn background information about their students including strengths, weakness, likes, and dislikes. Teachers sponsor student clubs and help coordinate school events such as the 5th Grade Dance, Faculty vs Students Kickball Game, FSA Pep Rally, guidance/academic meetings, and mentoring sessions.

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

School-based administrators and leadership team members collaborate often to develop policies and procedures for all students and staff members to follow in all settings throughout the campus. Outlined policies and procedures promote positive interactions between all stakeholders and are designed to encourage positive behavior to build a school community based upon safety and responsibility.

Administrators, select teachers, and campus security personnel monitor the campus throughout the school day. Administrators are assigned campus supervision areas to stay visible while interacting with both teachers and students. Campus security personnel supervises campus entry and exit points before, during and after school hours. By being visible, students have access to a caring adult to express concerns.

All campus entry points except the main entrance/exit gates are closed and locked daily at 8:15 AM to 1:15 PM. Parents and other campus visitors must sign in using the Rapture System to allow for background checks/screenings.

School guidance counselors conduct student groups on topics determined by data analysis including incidences requiring immediate intervention or response. Guidance counselors also involve district student services personnel to assist with student groups and to sponsor family events.

**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 school year. Team Membership includes 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 introduced 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.

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.

**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.**

Woodward Avenue Elementary offers the following non-violent and anti-drug programs to ensure the social-emotional needs of all students are met:

Red Ribbon Week Activities and Competitions
Student/Adult Mentoring
Unity Day Activities
Suicide Prevention Programs
Bullying-Free School Programs
School Guardian (on-site)
Cyber-Bullying Awareness
A-B Rule Behavior Contracts

RULER- Social-Emotional Learning Program
Crisis Training Program
*After school programs to promote healthy lifestyles and social well being: Girls on the Run

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, or grade levels would benefit from targeted interventions to address specific behavioral and social-emotional areas.

Students expressing a concern are encouraged to see the guidance counselor, teachers, or administration
immediately for support. The school counselors are required to document conference notes to be used to
determine if the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel (i.e., school psychologist, school counselors, and school social workers) provide direct and indirect evidence-based supports to students throughout the school year. The school psychologist and social worker engage individual and groups of students in CARS lessons to help improve their social-emotional behaviors. Woodward's faculty and administration were recently attended RULER training and will soon be trained to implement Sanford Harmony, a social-emotional learning program focused on cultivating strong relationships between elementary students and Social Emotional Learning.

### 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.**

The Early Warning Systems (EWS) report lists all students with indicators which might cause them to be at risk. The Early Warnings Systems report 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.

* Unweighted 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 | 4 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| One or more suspensions | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| 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 |

***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 | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

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

The data above (b1) reflects the baseline number of students exhibiting two or more indicators as of September 2018 and will be updated quarterly at the end of each nine weeks.

The above data (b2) reflects the number of students exhibiting two or more indicators as of September 2018.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (eg., attendance below 90%, patterns of discipline referrals resulting in suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings, grade level articulations, and during Professional Learning Communities (PLCs) in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g., discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school to learn to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

## 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/649425.

*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.**

Woodward Avenue Elementary strives to maintain positive relationships with families to increase involvement by hosting a number of academic and community events. Parents and families are encouraged to be actively involved by joining the School Advisory Council and/or joining the Parent Teacher Association. Many parents assist with Parent Teacher Association functions and in most cases, parents serve as sponsors. Extracurricular events are held at the school to promote parent involvement.

School Advisory Council meetings are hosted on the third Monday of each month during the school year. Woodward's School Advisory Council consists of parents, teachers, staff members, and community members,
Administration, coaches, and classroom teachers host a variety of events for parents and community members to participate in including school Spirit Nights at local businesses, Open House, Meet the Teacher, Grandparents's Day, Math Nights, Literacy Nights, Sonny's School Spirit Night, Snow Day, Parent Expo, Breakfast Bytes with the Principal, Boo Hoo Breakfast, Grade Level Award Ceremonies, and Kindergarten Orientation.

Communication with parents and families occur through the use of our school's website (http://myvolusiaschools.org/school/Woodward/Pages/default.aspx), ConnectEd and text messages by the principal, daily flyers, on-site presentations, and other handouts sent home with students throughout the
school year.

## 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 |
| --- | --- |
| Scott, Carlos | Principal |
| Lucero, Lisa | Teacher, ESE |
| Hargroves, Jennifer | Teacher, K-12 |
| Bull, Lauren | Teacher, K-12 |
| Youell, Jacklyn | Teacher, K-12 |
| Baker, Joselyn | Assistant Principal |
| Hayden, Cicely | Administrative Support |
| Michaels, Mary Catherine | Teacher, K-12 |
| Hall, Darnell | Teacher, K-12 |
| Duwel, Nicole | Teacher, K-12 |
| Bernard, Allisyn | Teacher, K-12 |
| Diedrichs, Aaron | Teacher, K-12 |
| Patterson, William | Teacher, K-12 |
| Plavchan, Joan | Teacher, K-12 |
| Vick, Kirsten | 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.*

Woodward Avenue Elementary's Lead Collaborators help to identify school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the school. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Early Warning Systems, Professional Learning Communities, and Literacy Leadership Team). As the school's primary leader, Principal Carlos Scott, creates a vision for student achievement and guides the Lead Collaborators' work. All Lead Collaborators are representatives of other teams including the Early Warning Systems, Literacy Leadership Team, Professional Learning Communities, and the Problem Solving Team. Lead Collaborators serve as a liaison between school leadership and their respective grade levels. For example, both Instructional Coaches work with different Professional Learning Communities to provide teacher instructional support, professional development, and guides response to data results, including coordination of tiered academic interventions. 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.

Another team that plays a valuable role in the decision-making process of our school is the School Leadership Team. The primary focus of the School Leadership Team is to help to analyze and interpret school data results for the purpose of identifying priority areas of focus for school improvement. The School Leadership Team plays an instrumental role in the creation of the School Improvement Plan.

Members of the School Leadership Team met over the summer to review school data and identify barriers and priorities for the current school year. After analyzing 2017-2018 school data, the School Leadership Team created a School Improvement Plan goal for 2018-2019. Currently, the School Leadership Team meets monthly to review actions steps listed in Woodward's School Improvement Plan, plan and organize Professional Development training for our faculty, and to monitor the effectiveness of all the activities identified for each strategy. Problem-solving discussions occur to determine if modifications are needed. The School Leadership Team is the point of accountability for Woodward's School Improvement Plan and will help ensure the achievement of our 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.*

Personnel: Woodward's Lead Collaborators and School Leadership Team includes the Principal, Assistant Principal, Teacher on Assignment, and teacher leaders from each grade level. Both the Lead Collaborators and School Leadership Team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, celebrates student success, and collaborates with teachers and other stakeholders to ensure student growth.

Administration and school leadership groups are key in identifying instructional resources to support student growth. Some instructional resources include professional development provided by our district and other school-wide trainings targeted by the team. Grade level teams meet weekly in Professional Learning Community groups to collaborate about curriculum planning, shared instructional strategies, student assessment data, and action steps for improvement. Leadership team members and teachers are both committed to meeting our students' needs and maximizing student achievement.

Curricular: Classroom teachers are responsible for teaching the Florida Standards. Each grade level has been advised to adhere to the district curriculum maps which have been aligned with the Florida Standards and to use the Modules provided as a resource to support instruction. This approach gives our students the best opportunity for academic success and success on future state assessments. All teachers have the support of school leadership, Instructional Coaches, and District Specialists.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student needs as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of the students. School Improvement funds are awarded to schools based on a per pupil funding formula and is distributed by the School Advisory Council through a voting process.

Under Title I Part A, Woodward works with outside agencies that provide specific services to targeted children and their families. These organizations team with us to provide specific services to students, parents, and staff, including all special need groups. It is the expectation of those involved in these partnerships that planned activities and services will benefit students by providing students served with the support, tools, and materials needed to be ready to learn as they progress on the appropriate path to graduation. Programs supported by Title I at Woodward Avenue Elementary include:

• Instructional Coaches for the purpose of comprehensive faculty 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.

Finally, Woodward Avenue Elementary's School Improvement Plan is data driven and focuses on priority 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 resource

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

| Name | Stakeholder Group |
| --- | --- |
| Carlos Scott | Principal |
| Brian Smith | Parent |
| Suzy Lylyk | Teacher |
| Lisa Lucero | Teacher |
| Amy Orlando | Parent |
| Dr. Kathy Piechura-Couture | Business/Community |
| Dana Campbell | Parent |
| Jamey Watt | Parent |
| Lisa Young | Parent |
| Julie Murray | Teacher |
| Jennifer Baker | Parent |
| Joselyn Baker | Education Support Employee |
| Kasey Moudy | Parent |
| Dayna Moudy | Parent |
| Sean McNerney | Parent |
| Erica Lapinsky | Parent |
| Farran Hamilton | Education Support Employee |
| Kristi DiGiovine | Parent |
| Jessica Bishop | Parent |
| Erica Lapinski | Parent |
| Davina Jones | 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, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Woodward Avenue Elementary's School Leadership Team began evaluating the effectiveness of last year's School Improvement Plan by participating in a two-day School Leadership Team Institute hosted at Hinson Middle School. The School Leadership Team had the opportunity to analyze 2018 FSA data and engaged in Step Zero Process to determine the performance areas of focus for the school. After analyzing student data and engaging in the Step Zero Process, the School Leadership Team then used performance results to identify a School Improvement Goals and targets for the 2018-2019 school year.

*b. Development of this school improvement plan*

The primary function of the School Advisory Council is to assist with the creation and monitoring of our School Improvement Plan. The first School Advisory Council meeting in August of 2018 focused on the sharing school data for state assessments administered during the 2017-2018 school year. School Advisory Council members were able to compare 2018 performance data to 2017. Members worked in pairs to answer five questions created to help identify focus priority categories for improvement. In addition, School Advisory Council members shared aloud their thoughts about the data presented. Ideas were discussed about targeting Woodward's lower quartile students with targeted intervention strategies including tutoring and mentoring.

*c. Preparation of the school's annual budget and plan*

School Improvement funding is provided by the state and is what the School Advisory Council uses as its' operating budget. The school's annual budget is shared for input and discussion at the first School Advisory Council meeting. School Improvement funding is used to support school-wide programs tied to reading, math, science, social studies, and writing. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings. Grade Level and school initiatives are funded based on instructional needs related to identified goals within the School Improvement Plan. Teachers have to complete a Funds Request Form explaining how funding such initiatives will have a direct impact on student achievement. Future Funds Request Forms will be reviewed by the SAC Budget Committee and recommended to the SAC for approval.

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

The School Advisory Council funded several classroom instructional requests that aligned with the goals of the 2017-2018 School Improvement Plan. Each request was evaluated by the SAC and voted on for approval. Once approved, teachers and administration used available funds to support instructional practices within the classroom or to attend conferences. Woodward's School Advisory Council did not receive SAC Funds Requests for instructional support during the 2017-2018 school year.

### 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 |
|---|---|
| Scott, Carlos | Principal |
| Vick, Kirsten | Teacher, K-12 |
| Murray, Julie | Instructional Coach |
| Baker, Joselyn | Assistant Principal |
| Hayden, Cicely | Administrative Support |
| Maclin, Michelle | Instructional Coach |
| Senez, Elizabeth | Instructional Media |
| Stanley, Lisa | Teacher, K-12 |
| Caldwell, Jessica | Teacher, K-12 |
| Ochs, Jacqueline | Teacher, K-12 |
| Oldham, Angela | Teacher, K-12 |
| Corradetti, Frances | 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 identifies school-based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The Literacy Leadership Team meets monthly on the fourth Wednesday of each month for thirty minutes. The Literacy Leadership Team's Co-chairs, Kirsten Vick, and Elizabeth Senez will provide an agenda with focus topics and facilitates all meetings. Literacy Leadership Team members responsibilities include: attend all meetings to review data, share literacy strategies presented at PLC meetings, assist with the development of classroom implementation strategies, and supervise and support our school-wide Literacy initiatives and implementation of Florida Standards.

Woodward's main school-wide Literacy focus is to support reading and writing in every classroom. Literacy Leadership Team members will be responsible for helping to identify effective strategies and share the strategies learned with each grade level team.

The Literacy Leadership Team will partner with the media specialist to host Author Visits to our school for identified grade levels. One Author Visit assembly will take place in fall and one will take place in the spring. The purpose of each assembly is to encourage students to love reading.

Woodward's Instructional Coaches will have a school-wide Literacy Contest to encourage students and parents to Read to Achieve.

Teachers and students will be encouraged to attend our Annual Parent Expo and Literacy Night. During both events, sessions will be held allowing students, parents, and families to become aware of the importance of literacy, learn strategies and techniques to support students in the acquisition of literacy, and to help parents and students to have a love of literacy.

## 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 assessment data, plan, 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)
7. Site-based Mentoring

**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:

Brittney Klepper
Jeanene Ledet
Samantha MacHardy

The following teachers have all been paired with an Instructional Coach for mentoring, coaching, and assistance with planning:

Allisyn Bernard
Jacqueline Ochs
Brian Hurst
Maeve McNew

## 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 the intervention teacher, 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*
Scott, Carlos, cmscott@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 develops systems that foster collective efficacy and supports effective instructional practices through standards-aligned instruction, 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 develops systems that foster collective efficacy and supports effective instructional practices through standards-aligned instruction, then student achievement will increase. `1a`

🔍 G100492

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 55.0 |
| ELA/Reading Gains | 54.0 |
| ELA/Reading Lowest 25% Gains | 34.0 |
| FSA Mathematics Achievement | 64.0 |
| Math Gains | 56.0 |
| ELA/Reading Lowest 25% Gains | 38.0 |
| Statewide Science Assessment Achievement | 63.0 |

## Targeted Barriers to Achieving the Goal `3`

- Limited understanding of the Florida Standards for ELA and Math

## Resources Available to Help Reduce or Eliminate the Barriers `2`

- Attendance Incentives

- Instructional Coaches (ELA/Math)

- Skinny IPG Coaching Tool

- District Assessments

- District Specialists/District Liaison

- PLC Rubric

- Common Planning

- Early Warning Systems Report

- Intervention Programs (SIPPS, SuccessMaker, Reading Reading, Ready Math, Waterford)

- School-based & STAR Tutoring

- Title I Funding

- Weekly PLC Meetings

- iReady Diagnostic Assessments

- Title I Tutoring

**Plan to Monitor Progress Toward G1.** `8`

Student i-Ready Diagnostic data
i-Ready Lower Quartile Growth Monitoring data
Common Assessment data
SIPPS data K-2
SuccessMaker/Waterford data
SIP Progress-Monitoring meeting
SIP Midyear Review data
FSA State Assessment results
Discipline/Attendance data

### Person Responsible

Carlos Scott

### Schedule

Semiannually, from 8/13/2018 to 5/24/2019

### *Evidence of Completion*

SIP Progress Monitoring minutes and sign-in sheets, PLC minutes/agendas, SIP Midyear Review
minutes/agendas

## 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 =**          **S** = Strategy
                    Barrier

1 = Problem Solving Step      🔑 S123456 = Quick Key

**G1.** If Woodward Elementary develops systems that foster collective efficacy and supports effective instructional practices through standards-aligned instruction, then student achievement will increase. 1

🔑 G100492

**G1.B5** Limited understanding of the Florida Standards for ELA and Math 2

🔑 B270943

**G1.B5.S1** Provide intensive training on the use of District Modules and "Skinny" IPG to improve standards-aligned instruction. 4

🔑 S286871

### Strategy Rationale

To increase understanding of Florida Standards and expectations of specific standards for the planning and delivery of instruction purposes.

### Action Step 1 5

Faculty and Administration to participate in District ERPLs focused on Module Guidance.

**Person Responsible**

Carlos Scott

**Schedule**

On 10/17/2018

***Evidence of Completion***

PD sign-in sheets

### Action Step 2 5

Second, third, and fourth grade teachers will participate in scheduled Module Dives.

**Person Responsible**

Julie Murray

**Schedule**

On 10/17/2018

***Evidence of Completion***

Sign-in sheets, Agendas, Teacher Surveys

## Action Step 3 `5`

Faculty and Administration will participate in Hitting the Mark with The "Skinny" IPG training to build awareness and increase understanding of how/when the document will be used.

### Person Responsible

Carlos Scott

### Schedule

On 9/10/2018

### *Evidence of Completion*

PD Sign-in sheets, PowerPoint Presentation

## Action Step 4 `5`

Administration and Instructional Coaches will use The "Skinny" IPG when conducting walk-throughs according to the Classroom Visitation Schedule.

### Person Responsible

Carlos Scott

### Schedule

Weekly, from 9/24/2018 to 5/24/2019

### *Evidence of Completion*

Completed "Skinny" IPG evidence/forms

## Action Step 5 `5`

Teachers, Administration, Instructional Coaches, and District Specialists will participate in three Learning Walks using The "Skinny" IPG to observe instructional practices in action, to reflect, and to provide feedback.

### Person Responsible

Carlos Scott

### Schedule

Every 6 Weeks, from 11/7/2018 to 2/21/2019

### *Evidence of Completion*

Learning Walk Agendas, Sign-in sheets, Completed IPG forms, Participant feedback

## Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Administration and Instructional Coaches will collect, analyze, and graph "Skinny" IPG data to identify standards-aligned priority focus areas by grade level.

### Person Responsible

Carlos Scott

### Schedule

Weekly, from 10/1/2018 to 5/24/2019

### *Evidence of Completion*

Completed "Skinny" IPG forms

## Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Administration and Instructional Coaches will share "Skinny" IPG performance graphs with grade level teams during PLC meetings.

### Person Responsible

Carlos Scott

### Schedule

Weekly, from 10/1/2018 to 5/24/2019

### *Evidence of Completion*

PLC minutes, PLC sign-in sheets, "Skinny" IPG performance graphs

**G1.B5.S2** Restructure current PLC meeting format to include continuous analysis of student data focused on increased knowledge and implementation of standards-aligned instruction. 4

🔑 S286872

### Strategy Rationale

To promote collaboration, increase progress-monitoring practices, and to help teachers implement early intervention strategies.

**Action Step 1** 5

All grade level teams will create/administer one common assessment each quarter during the 2018-2019 school year.

### Person Responsible

Carlos Scott

### Schedule

Quarterly, from 9/11/2018 to 5/31/2019

### *Evidence of Completion*

PLC Agendas, PLC Minutes, Common Assessment Samples, Gradebook evidence

**Action Step 2** 5

Teachers, Instructional Coaches, and Administration will analyze student work samples during weekly PLC meetings and plan targeted strategies for intervention.

### Person Responsible

Julie Murray

### Schedule

Weekly, from 10/1/2018 to 5/31/2019

### *Evidence of Completion*

PLC Sign-in Sheets, PLC Minutes, Intervention Plan

**Action Step 3** 5

Faculty and Administration will attend i-Ready training to become familiar with/analyze class data reports to help guide future instruction.

### Person Responsible

Julie Murray

### Schedule

On 9/17/2018

### *Evidence of Completion*

PD Sign-in Sheets

**Action Step 4** 5

Teachers and Instructional Coaches will create/document PLC Action Plans indicating student intervention methods

### Person Responsible

Julie Murray

### Schedule

Weekly, from 10/2/2018 to 5/31/2019

### *Evidence of Completion*

PLC sign-in sheets, PLC minutes, copies of PLC Action Plans

**Action Step 5** 5

PLC teams learn/use Success Analysis Learning Design to identify successful elements of the lesson they taught and develop next steps.

### Person Responsible

Michelle Maclin

### Schedule

Daily, from 10/2/2018 to 5/31/2019

### *Evidence of Completion*

PLC minutes, SALD forms

## Action Step 6 `5`

Instructional Coaches will guide PLC teams in examining student work from common lessons taught using the Analyzing Student Learning Tool*, to reflect on their instruction, and to plan student intervention.

### Person Responsible

Michelle Maclin

### Schedule

Weekly, from 10/2/2018 to 5/31/2019

### *Evidence of Completion*

PLC minutes, Data Collection Results

## Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Administration and Instructional Coaches will attend weekly PLC meetings to help guide discussions about the analysis of student work/data.

### Person Responsible

Carlos Scott

### Schedule

Weekly, from 10/2/2018 to 5/31/2019

### *Evidence of Completion*

Administrator notes, i-Ready Growth Monitoring data, PLC Action Plan notes, Walk-through evidence

## Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Administration and Instructional Coach will assist teachers with creating data reports to show individual student performance results after intervention/targeted standards reassessment.

### Person Responsible

Julie Murray

### Schedule

Weekly, from 10/2/2018 to 5/31/2019

### *Evidence of Completion*

PLC minutes, PLC Action Plan notes, Walk-through evidence

**Plan to Monitor Effectiveness of Implementation of G1.B5.S2** `7`

Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric.

### Person Responsible

Julie Murray

### Schedule

Monthly, from 10/2/2018 to 5/31/2019

### *Evidence of Completion*

PLC minutes, Teacher feedback

**G1.B5.S3** Promote Collective Efficacy throughout the school community.  4

S286873

### Strategy Rationale

Increase faculty and staff morale while improving the climate/culture of the school community.

Positive attitudes, beliefs, and actions will have a direct effect on student achievement.

**Action Step 1** 5

Administration will facilitate PD training on: What is Collective Efficacy and Why It Is Important?

**Person Responsible**

Joselyn Baker

**Schedule**

On 8/7/2018

***Evidence of Completion***

Sign-in sheets, Welcome Back Leadership Conference Agenda

**Action Step 2** 5

Administration will provide structured time during PLCs for teacher collaboration.

**Person Responsible**

Julie Murray

**Schedule**

Weekly, from 8/21/2018 to 5/24/2019

***Evidence of Completion***

PLC sign-in sheets, PLC minutes

### Action Step 3 `5`

Administration will initiate "Superstar In Action Award" presentations to teachers during faculty meetings.

**Person Responsible**

Carlos Scott

**Schedule**

Biweekly, from 8/20/2018 to 5/24/2019

***Evidence of Completion***

Faculty Meeting agendas, sign-in sheets, Twitter tweets

### Action Step 4 `5`

Faculty, Administration, and Instructional Coaches will participate in Team Building Sessions prior to the start of scheduled school-based ERPLs.

**Person Responsible**

Joselyn Baker

**Schedule**

Monthly, from 9/26/2018 to 5/24/2019

***Evidence of Completion***

PD agendas, sign-in sheets

### Action Step 5 `5`

Administration will create "Shout Out" bulletin boards around campus for faculty and staff to add positive thoughts about their colleagues.

**Person Responsible**

Carlos Scott

**Schedule**

Daily, from 10/1/2018 to 5/24/2019

***Evidence of Completion***

Pictures of bulletin boards, Copies of Shout-Out comments shared

**Action Step 6** `5`

Faculty and Staff will complete a Collective Efficacy survey during the first and fourth quarters to determine impact of actions steps implemented to improve campus climate/culture.

**Person Responsible**

Carlos Scott

**Schedule**

Semiannually, from 10/1/2018 to 5/24/2019

***Evidence of Completion***

Survey Results

**Plan to Monitor Fidelity of Implementation of G1.B5.S3** `6`

Evidence of collaborative successes will be recorded by administration and instructional coaches to demonstrate progress towards school-wide efficacy.

**Person Responsible**

Joselyn Baker

**Schedule**

Quarterly, from 10/1/2018 to 5/24/2019

***Evidence of Completion***

Lead Collaborators' minutes, School-wide Efficacy Scrapbook, Survey results

**Plan to Monitor Effectiveness of Implementation of G1.B5.S3** `7`

Faculty and staff will review school-wide efficacy survey results monthly and identify ways to improve interactions.

**Person Responsible**

Joselyn Baker

**Schedule**

Monthly, from 10/1/2018 to 5/24/2019

***Evidence of Completion***

Meeting agenda/minutes, Survey results,

**G1.B5.S4** Implement Social and Emotional learning strategies school-wide. 4

🔑 S286874

### Strategy Rationale

Improve students' emotional intelligence skills and their ability to build supportive relationships.

### Action Step 1  5

Faculty and Staff will participate in Part 1 of school-wide RULER training.

#### Person Responsible

Carlos Scott

#### Schedule

On 9/17/2018

#### *Evidence of Completion*

PD Sign-in Sheets, Faculty Surveys

### Action Step 2  5

Faculty and Staff will participate in Part 2 of school-wide RULER training.

#### Person Responsible

Carlos Scott

#### Schedule

On 10/15/2018

#### *Evidence of Completion*

PD Sign-in Sheets, Faculty Surveys

### Action Step 3 `5`

Implement learned RULER Anchor Strategies (Grade Level/Class Charters and Mood Meter) to promote expressions of emotions and feelings.

**Person Responsible**

Joselyn Baker

**Schedule**

Daily, from 9/24/2018 to 5/31/2019

***Evidence of Completion***

Photos of Grade Level Class Charter and Mood Meter charts, Walk-through notes

### Action Step 4 `5`

Classroom teachers will engage students/colleagues in morning meeting activities using Mood Meter quadrants/vocabulary to discuss emotions and feelings.

**Person Responsible**

Joselyn Baker

**Schedule**

Daily, from 9/24/2018 to 5/31/2019

***Evidence of Completion***

Walk-through/Observation notes, Teacher/Student feedback

### Action Step 5 `5`

Administration will model use of Mood Meter and Leadership Charter during planned meetings (Faculty, PLC, and Admin meetings).

**Person Responsible**

Carlos Scott

**Schedule**

Biweekly, from 10/1/2018 to 5/24/2019

***Evidence of Completion***

Faculty Meeting agendas, PLC Minutes, Admin notes

### Plan to Monitor Fidelity of Implementation of G1.B5.S4 `6`

Administration and Instructional Coaches will conduct classroom walk-throughs to document teacher/student use of both RULER Anchor Strategies in action.

**Person Responsible**

Joselyn Baker

**Schedule**

Daily, from 9/24/2018 to 5/31/2019

***Evidence of Completion***

Admin notes, walk-through notes (Instructional Coaches), Student Surveys

### Plan to Monitor Effectiveness of Implementation of G1.B5.S4 `7`

Administration and Instructional Coaches will graph/share evidence of RULER Anchor Strategy use in classrooms to monitor school-wide implementation.

**Person Responsible**

Joselyn Baker

**Schedule**

Monthly, from 9/24/2018 to 5/30/2019

***Evidence of Completion***

Admin notes, Mood Meter graphs/feedback to teachers

# V. Professional Development Opportunities

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

**G1.** If Woodward Elementary develops systems that foster collective efficacy and supports effective instructional practices through standards-aligned instruction, then student achievement will increase.

**G1.B5** Limited understanding of the Florida Standards for ELA and Math

**G1.B5.S1** Provide intensive training on the use of District Modules and "Skinny" IPG to improve standards-aligned instruction.

### PD Opportunity 1

Faculty and Administration to participate in District ERPLs focused on Module Guidance.

**Facilitator**

Desiree Rybinski

**Participants**

Faculty, Administration, Instructional Coaches

**Schedule**

On 10/17/2018

### PD Opportunity 2

Second, third, and fourth grade teachers will participate in scheduled Module Dives.

**Facilitator**

Desiree Rybinski, Julie Murray, Michelle Maclin

**Participants**

Teachers, Administration, Instructional Coaches

**Schedule**

On 10/17/2018

### PD Opportunity 3

Faculty and Administration will participate in Hitting the Mark with The "Skinny" IPG training to build awareness and increase understanding of how/when the document will be used.

#### Facilitator

Carlos Scott

#### Participants

Teachers, Administration, Instructional Coaches

#### Schedule

On 9/10/2018

### PD Opportunity 4

Teachers, Administration, Instructional Coaches, and District Specialists will participate in three Learning Walks using The "Skinny" IPG to observe instructional practices in action, to reflect, and to provide feedback.

#### Facilitator

Carlos Scott

#### Participants

Teachers, Administration, Instructional Coaches

#### Schedule

Every 6 Weeks, from 11/7/2018 to 2/21/2019

**G1.B5.S2** Restructure current PLC meeting format to include continuous analysis of student data focused on increased knowledge and implementation of standards-aligned instruction.

### PD Opportunity 1

Faculty and Administration will attend i-Ready training to become familiar with/analyze class data reports to help guide future instruction.

#### Facilitator

i-Ready Facilitator, Desiree Rybinski

#### Participants

Teachers, Administration, Instructional Coaches

#### Schedule

On 9/17/2018

### PD Opportunity 2

PLC teams learn/use Success Analysis Learning Design to identify successful elements of the lesson they taught and develop next steps.

#### Facilitator

Michelle Maclin, Julie Murray

#### Participants

Teachers, Administration

#### Schedule

Daily, from 10/2/2018 to 5/31/2019

**G1.B5.S3** Promote Collective Efficacy throughout the school community.

### PD Opportunity 1

Administration will facilitate PD training on: What is Collective Efficacy and Why It Is Important?

#### Facilitator

Joselyn Baker, Cecily Hayden

#### Participants

Teachers, Administration, Instructional Coaches

#### Schedule

On 8/7/2018

### PD Opportunity 2

Faculty, Administration, and Instructional Coaches will participate in Team Building Sessions prior to the start of scheduled school-based ERPLs.

#### Facilitator

Joselyn Baker, Carlos Scott, School Leadership Team

#### Participants

Faculty, Administration, Instructional Coaches

#### Schedule

Monthly, from 9/26/2018 to 5/24/2019

**G1.B5.S4** Implement Social and Emotional learning strategies school-wide.

### PD Opportunity 1

Faculty and Staff will participate in Part 1 of school-wide RULER training.

#### Facilitator

Dorothy Williams/Amanda Ellzey

#### Participants

Faculty, Administration, Instructional Coaches

#### Schedule

On 9/17/2018

### PD Opportunity 2

Faculty and Staff will participate in Part 2 of school-wide RULER training.

#### Facilitator

Dorothy Williams/Amanda Ellzey

#### Participants

Faculty, Administration, Instructional Coaches

#### Schedule

On 10/15/2018

Volusia - 1491 - Woodward Avenue Elem. School - 2018-19 SIP

*Woodward Avenue Elementary School*

## VI. Technical Assistance Items

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

## VII. Budget

| 1 | G1.B5.S1.A1 | Faculty and Administration to participate in District ERPLs focused on Module Guidance. | | | | | $0.00 |
|---|---|---|---|---|---|---|---|
| 2 | G1.B5.S1.A2 | Second, third, and fourth grade teachers will participate in scheduled Module Dives. | | | | | $1,500.00 |
| | | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | | 1491 - Woodward Avenue Elem. School | Title, I Part A | | $1,500.00 |
| | | | | *Notes: Funds will cover the cost for substitutes.* | | | |
| 3 | G1.B5.S1.A3 | Faculty and Administration will participate in Hitting the Mark with The "Skinny" IPG training to build awareness and increase understanding of how/when the document will be used. | | | | | $0.00 |
| 4 | G1.B5.S1.A4 | Administration and Instructional Coaches will use The "Skinny" IPG when conducting walk-throughs according to the Classroom Visitation Schedule. | | | | | $0.00 |
| 5 | G1.B5.S1.A5 | Teachers, Administration, Instructional Coaches, and District Specialists will participate in three Learning Walks using The "Skinny" IPG to observe instructional practices in action, to reflect, and to provide feedback. | | | | | $1,500.00 |
| | | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | | 1491 - Woodward Avenue Elem. School | | | $1,500.00 |
| | | | | *Notes: Funds will be used to cover the cost of substitutes.* | | | |
| 6 | G1.B5.S2.A1 | All grade level teams will create/administer one common assessment each quarter during the 2018-2019 school year. | | | | | $0.00 |
| 7 | G1.B5.S2.A2 | Teachers, Instructional Coaches, and Administration will analyze student work samples during weekly PLC meetings and plan targeted strategies for intervention. | | | | | $0.00 |
| 8 | G1.B5.S2.A3 | Faculty and Administration will attend i-Ready training to become familiar with/analyze class data reports to help guide future instruction. | | | | | $0.00 |
| 9 | G1.B5.S2.A4 | Teachers and Instructional Coaches will create/document PLC Action Plans indicating student intervention methods | | | | | $0.00 |
| 10 | G1.B5.S2.A5 | PLC teams learn/use Success Analysis Learning Design to identify successful elements of the lesson they taught and develop next steps. | | | | | $0.00 |
| 11 | G1.B5.S2.A6 | Instructional Coaches will guide PLC teams in examining student work from common lessons taught using the Analyzing Student Learning Tool*, to reflect on their instruction, and to plan student intervention. | | | | | $0.00 |
| 12 | G1.B5.S3.A1 | Administration will facilitate PD training on: What is Collective Efficacy and Why It Is Important? | | | | | $0.00 |

| 13 | G1.B5.S3.A2 | Administration will provide structured time during PLCs for teacher collaboration. | $0.00 |
|---|---|---|---|
| 14 | G1.B5.S3.A3 | Administration will initiate "Superstar In Action Award" presentations to teachers during faculty meetings. | $0.00 |
| 15 | G1.B5.S3.A4 | Faculty, Administration, and Instructional Coaches will participate in Team Building Sessions prior to the start of scheduled school-based ERPLs. | $0.00 |
| 16 | G1.B5.S3.A5 | Administration will create "Shout Out" bulletin boards around campus for faculty and staff to add positive thoughts about their colleagues. | $0.00 |
| 17 | G1.B5.S3.A6 | Faculty and Staff will complete a Collective Efficacy survey during the first and fourth quarters to determine impact of actions steps implemented to improve campus climate/culture. | $0.00 |
| 18 | G1.B5.S4.A1 | Faculty and Staff will participate in Part 1 of school-wide RULER training. | $450.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
|---|---|---|---|---|---|---|
| | | | 1491 - Woodward Avenue Elem. School | Title, I Part A | | $450.00 |
| | | | *Notes: Funds used to purchase materials and supplies both for/after training (Mood Meter posters).* | | | |

| 19 | G1.B5.S4.A2 | Faculty and Staff will participate in Part 2 of school-wide RULER training. | $0.00 |
|---|---|---|---|
| 20 | G1.B5.S4.A3 | Implement learned RULER Anchor Strategies (Grade Level/Class Charters and Mood Meter) to promote expressions of emotions and feelings. | $0.00 |
| 21 | G1.B5.S4.A4 | Classroom teachers will engage students/colleagues in morning meeting activities using Mood Meter quadrants/vocabulary to discuss emotions and feelings. | $0.00 |
| 22 | G1.B5.S4.A5 | Administration will model use of Mood Meter and Leadership Charter during planned meetings (Faculty, PLC, and Admin meetings). | $0.00 |
| | | Total: | $3,450.00 |

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2019** | | | | | |
| G1.B5.S3.A1 A388399 | Administration will facilitate PD training on: What is Collective Efficacy and Why It Is Important? | Baker, Joselyn | 8/7/2018 | Sign-in sheets, Welcome Back Leadership Conference Agenda | 8/7/2018 one-time |
| G1.B5.S1.A3 A388390 | Faculty and Administration will participate in Hitting the Mark with The "Skinny" IPG training to... | Scott, Carlos | 9/10/2018 | PD Sign-in sheets, PowerPoint Presentation | 9/10/2018 one-time |
| G1.B5.S2.A3 A388395 | Faculty and Administration will attend i-Ready training to become familiar with/ analyze class data... | Murray, Julie | 9/17/2018 | PD Sign-in Sheets | 9/17/2018 one-time |
| G1.B5.S4.A1 A388405 | Faculty and Staff will participate in Part 1 of school-wide RULER training. | Scott, Carlos | 9/17/2018 | PD Sign-in Sheets, Faculty Surveys | 9/17/2018 one-time |
| G1.B5.S4.A2 A388406 | Faculty and Staff will participate in Part 2 of school-wide RULER training. | Scott, Carlos | 10/15/2018 | PD Sign-in Sheets, Faculty Surveys | 10/15/2018 one-time |
| G1.B5.S1.A1 A388388 | Faculty and Administration to participate in District ERPLs focused on Module Guidance. | Scott, Carlos | 10/17/2018 | PD sign-in sheets | 10/17/2018 one-time |
| G1.B5.S1.A2 A388389 | Second, third, and fourth grade teachers will participate in scheduled Module Dives. | Murray, Julie | 10/8/2018 | Sign-in sheets, Agendas, Teacher Surveys | 10/17/2018 one-time |
| G1.B5.S1.A5 A388392 | Teachers, Administration, Instructional Coaches, and District Specialists will participate in three... | Scott, Carlos | 11/7/2018 | Learning Walk Agendas, Sign-in sheets, Completed IPG forms, Participant feedback | 2/21/2019 every-6-weeks |
| G1.MA1 M424422 | Student i-Ready Diagnostic data i-Ready Lower Quartile Growth Monitoring data Common Assessment... | Scott, Carlos | 8/13/2018 | SIP Progress Monitoring minutes and sign-in sheets, PLC minutes/agendas, SIP Midyear Review minutes/agendas | 5/24/2019 semiannually |
| G1.B5.S1.MA1 M424409 | Administration and Instructional Coaches will share "Skinny" IPG performance graphs with grade... | Scott, Carlos | 10/1/2018 | PLC minutes, PLC sign-in sheets, "Skinny" IPG performance graphs | 5/24/2019 weekly |
| G1.B5.S1.MA1 M424410 | Administration and Instructional Coaches will collect, analyze, and graph "Skinny" IPG data to... | Scott, Carlos | 10/1/2018 | Completed "Skinny" IPG forms | 5/24/2019 weekly |
| G1.B5.S1.A4 A388391 | Administration and Instructional Coaches will use The "Skinny" IPG when conducting walk-throughs... | Scott, Carlos | 9/24/2018 | Completed "Skinny" IPG evidence/ forms | 5/24/2019 weekly |
| G1.B5.S3.MA1 M424414 | Faculty and staff will review school-wide efficacy survey results monthly and identify ways to... | Baker, Joselyn | 10/1/2018 | Meeting agenda/minutes, Survey results, | 5/24/2019 monthly |
| G1.B5.S3.MA1 M424415 | Evidence of collaborative successes will be recorded by administration and instructional coaches to... | Baker, Joselyn | 10/1/2018 | Lead Collaborators' minutes, School-wide Efficacy Scrapbook, Survey results | 5/24/2019 quarterly |
| G1.B5.S3.A2 A388400 | Administration will provide structured time during PLCs for teacher collaboration. | Murray, Julie | 8/21/2018 | PLC sign-in sheets, PLC minutes | 5/24/2019 weekly |
| G1.B5.S3.A3 A388401 | Administration will initiate "Superstar In Action Award" presentations to teachers during faculty... | Scott, Carlos | 8/20/2018 | Faculty Meeting agendas, sign-in sheets, Twitter tweets | 5/24/2019 biweekly |
| G1.B5.S3.A4 A388402 | Faculty, Administration, and Instructional Coaches will participate in Team Building Sessions prior... | Baker, Joselyn | 9/26/2018 | PD agendas, sign-in sheets | 5/24/2019 monthly |
| G1.B5.S3.A5 A388403 | Administration will create "Shout Out" bulletin boards around campus for faculty and staff to add... | Scott, Carlos | 10/1/2018 | Pictures of bulletin boards, Copies of Shout-Out comments shared | 5/24/2019 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B5.S3.A6 🔑 A388404 | Faculty and Staff will complete a Collective Efficacy survey during the first and fourth quarters... | Scott, Carlos | 10/1/2018 | Survey Results | 5/24/2019 semiannually |
| G1.B5.S4.A5 🔑 A388409 | Administration will model use of Mood Meter and Leadership Charter during planned meetings... | Scott, Carlos | 10/1/2018 | Faculty Meeting agendas, PLC Minutes, Admin notes | 5/24/2019 biweekly |
| G1.B5.S4.MA1 🔑 M424416 | Administration and Instructional Coaches will graph/share evidence of RULER Anchor Strategy use in... | Baker, Joselyn | 9/24/2018 | Admin notes, Mood Meter graphs/ feedback to teachers | 5/30/2019 monthly |
| G1.B5.S2.MA1 🔑 M424411 | Discuss the effectiveness of PLCs and analyze collected data using the PLC Rubric. | Murray, Julie | 10/2/2018 | PLC minutes, Teacher feedback | 5/31/2019 monthly |
| G1.B5.S2.MA1 🔑 M424412 | Administration and Instructional Coaches will attend weekly PLC meetings to help guide discussions... | Scott, Carlos | 10/2/2018 | Administrator notes, i-Ready Growth Monitoring data, PLC Action Plan notes, Walk-through evidence | 5/31/2019 weekly |
| G1.B5.S2.MA2 🔑 M424413 | Administration and Instructional Coach will assist teachers with creating data reports to show... | Murray, Julie | 10/2/2018 | PLC minutes, PLC Action Plan notes, Walk-through evidence | 5/31/2019 weekly |
| G1.B5.S2.A1 🔑 A388393 | All grade level teams will create/ administer one common assessment each quarter during the... | Scott, Carlos | 9/11/2018 | PLC Agendas, PLC Minutes, Common Assessment Samples, Gradebook evidence | 5/31/2019 quarterly |
| G1.B5.S2.A2 🔑 A388394 | Teachers, Instructional Coaches, and Administration will analyze student work samples during weekly... | Murray, Julie | 10/1/2018 | PLC Sign-in Sheets, PLC Minutes, Intervention Plan | 5/31/2019 weekly |
| G1.B5.S2.A4 🔑 A388396 | Teachers and Instructional Coaches will create/document PLC Action Plans indicating student... | Murray, Julie | 10/2/2018 | PLC sign-in sheets, PLC minutes, copies of PLC Action Plans | 5/31/2019 weekly |
| G1.B5.S2.A5 🔑 A388397 | PLC teams learn/use Success Analysis Learning Design to identify successful elements of the lesson... | Maclin, Michelle | 10/2/2018 | PLC minutes, SALD forms | 5/31/2019 daily |
| G1.B5.S2.A6 🔑 A388398 | Instructional Coaches will guide PLC teams in examining student work from common lessons taught... | Maclin, Michelle | 10/2/2018 | PLC minutes, Data Collection Results | 5/31/2019 weekly |
| G1.B5.S4.MA1 🔑 M424417 | Administration and Instructional Coaches will conduct classroom walk-throughs to document... | Baker, Joselyn | 9/24/2018 | Admin notes, walk-through notes (Instructional Coaches), Student Surveys | 5/31/2019 daily |
| G1.B5.S4.A3 🔑 A388407 | Implement learned RULER Anchor Strategies (Grade Level/Class Charters and Mood Meter) to promote... | Baker, Joselyn | 9/24/2018 | Photos of Grade Level Class Charter and Mood Meter charts, Walk-through notes | 5/31/2019 daily |
| G1.B5.S4.A4 🔑 A388408 | Classroom teachers will engage students/colleagues in morning meeting activities using Mood Meter... | Baker, Joselyn | 9/24/2018 | Walk-through/Observation notes, Teacher/Student feedback | 5/31/2019 daily |