# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Woodward Avenue Elementary School
1201 S WOODWARD AVE
Deland, FL 32720
386-943-7910
http://myvolusiaschools.org/school/woodward/pages/default.aspx

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 74% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 38% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| A | A | A | B |

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

# 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

# Current School Status

## School Information

### School-Level Information

**School**
Woodward Avenue Elem. School

**Principal**
Kate Godbee

**School Advisory Council chair**
Lisa Lucero

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
|------|-------|
| Casey Korkus | Assistant Principal |
| Maggie Ricciardelli | Math Coach |
| Lisa Lucero | Teacher/SAC Chair |

### District-Level Information

**District**
Volusia

**Superintendent**
Dr. Margaret A Smith

**Date of school board approval of SIP**
12/10/2013

## School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Membership of the SAC

Kate Godbee - Principal
Casey Korkus - Assistant Principal
Lisa Lucero - Teacher/SAC Chair
Barbara Francisco - Parent
Bridget Vaughn - Parent
Cindy Scott - Parent
Farran Hamilton - Support Staff
Maggie Ricciardelli - Teacher
Shirley Pica - Parent
Susan Arreseigor - Parent
Suzy Lylyk - Teacher
Jennifer McGregor - Teacher
Chris Colwell/Doug MacIssac - Business Partner

### Involvement of the SAC in the development of the SIP

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

**Activities of the SAC for the upcoming school year**

• Approve bylaws that govern how SAC business is conducted
• Decide how to spend the SAC funds to meet the School Improvement goals
• Examine all aspects of the school when developing the School Improvement Plan (SIP)
• Monitor the SIP
• Decide jointly with school staff how to spend Florida School Recognition (A+) funds
• Determine and prioritize the needs of the school
• Assist in recruiting and retaining other SAC members
• Participate in efforts to encourage support for the goals and activities of the school

**Projected use of school improvement funds, including the amount allocated to each project**

At this time there are no current funds. If funds are allocated, they will be used to implement the strategies in the SIP.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**
In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**
2

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Administrator Information:**

| Kate Godbee | | |
|---|---|---|
| Principal | Years as Administrator: 14 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | BA Elementary Education<br>MA Educational Leadership<br>Gifted<br>ESOL<br>K-5 |
| **Performance Record** | 2012 - 2013 B School, (64%R, 59%M; 68%R, 74%M; 66%R, 68%M)<br>2011 - 2012 A School, (64%R/56%M; 69%R/67%M; 69%R/63%M)<br>2010 - 2011 B School, AYP 74, (77%R/75%M; 62%R/60%M; 48%R/61%M)<br>2009 - 2010 A School, AYP 79%, (81%R/81%M; 66%R/70%M; 54%R/68%M)<br>2008 - 2009 A School, AYP 87%, (87%R/80%M; 75%R/69%M; 56%R/55%M)<br>2007 - 2008 A School, AYP 95%, (71%R/63%M; 68%R/68%M; 78%R/73%)<br>2006 - 2007 B School, AYP 97%, (64%R/54%M; 62%R/67%M; 74%R/82%M)<br>2005 - 2006 C School, AYP 85, (71%R/58%M; 55%R/63%M; 52%R)<br>2004 - 2005 A School, AYP 93%, (75%R/60%M; 72%R/75%M; 61%R)<br>2003 - 2004 B School, AYP 93%, (69%R/53%M; 62%R/67%M; 53%R) |

| Casey Korkus | | |
|---|---|---|
| Asst Principal | Years as Administrator: 7 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | BS Elementary Education<br>MS Educational Leadership |
| **Performance Record** | 2012-2013-C School, (49%R, 42% M; 49% R, 68%M; 67%R, 69%M)<br>2011 - 2012 - D School, (53%R,42%M;55%R,56%M; 57%R, 55%M)<br>2010 – 2011 – B School, AYP 72% (R68% M 61%; R 60% M 63%; R 64% M63%)<br>2009 – 2010 – A School, AYP 77% (R70% M 63%; R 61% M 64%; R 62% M67%)<br>2008 – 2009 – C School, AYP 59% (R53% M 76%; R 52%, M 74%; R 46%M 62%)<br>2007 – 2008 – A School, AYP 59% (R56% M 80%; R 60% M 77%; R 49% M69%)<br>2006 – 2007 – A School, AYP 97% (R 85% M 68%; R 77% M 62%; R 68% M 58%)* |

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Maggie Ricciardelli | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 6 | Years at Current School: 7 |

| | |
|---|---|
| **Areas** | Mathematics |
| **Credentials** | BBA Mgt.& Mkt.<br>Professional Educator's Certificate 2009-2014<br>Elementary Education<br>Primary Education<br>ESOL<br>Reading Endorsement |
| **Performance Record** | 2012 - 2013 - A School, (65%R, 64%M; 65%R, 69%M; 70%R, 75%M)<br>2011 - 2012 - A School, (67%R/65%M); (66%R/61%M); (50%R/66%M)<br>2011 - B School, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%M)<br>2010 - B School, AYP 90%, (82%R/85%M; 60%R/63%M; 38%R, 53%M)<br>2009 - A School, AYP 92%, (86%R/88%M; 73%R/71%M; 60%R, 66%M)<br>2008 - A School, AYP 100%, (77%R/84%M; 70%R/76%M; 68%R, 82%M) |

**Classroom Teachers**

**# of classroom teachers**

47

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

, 0%

**# ESOL endorsed**

28, 60%

**# reading endorsed**

12, 26%

**# with advanced degrees**

20, 43%

**# National Board Certified**

2, 4%

**# first-year teachers**

4, 9%

**# with 1-5 years of experience**

6, 13%

**# with 6-14 years of experience**

11, 23%

**# with 15 or more years of experience**

26, 55%

## Education Paraprofessionals

**# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

## Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

## Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Each first year teacher is assigned a PAR, a PAR Evaluator, and a teacher on their grade level. The meet at various times throughout the year. The following teachers have all been assigned to the PAR Candi Ezell:
A. Fisher

S. McKee

N. Luciani

K. Goble - T. Michaelos

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to

all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

| **Strategy:** Before or After School Program |
| :--- |
| **Minutes added to school year:** 3,360 |

Volusia County STAR tutoring program - this program is provided for students scoring at or below a Level 2 on FCAT. It is taught by certified teachers and uses research-based materials and/or strategies.
Quarterly 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.
Saturday tutoring - in the spring, 3rd, 4th, and 5th grade students are able to attend Saturday tutoring which increases their reading and math skills and focuses on test taking strategies and techniques.
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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

### How is data collected and analyzed to determine the effectiveness of this 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.

### Who is responsible for monitoring implementation of this strategy?

Selected site coordinators, coaches, classroom teachers, and administration.

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

| Name | Title |
| :--- | :--- |
| Kate Godbee | Administration |
| Casey Korkus | Administration |
| Maggie Ricciardelli | Academic Coach |
| Elizabeth Senez | Media Specialist |
| Lisa Lucero | Teacher |
| Tessa Michaelos | Teacher |
| Mary Catherine Michaels | Teacher |
| Joan Plavchan | Teacher |
| Meg Fisher | Teacher |
| Jennifer Hargroves | Teacher |
| Regan Hogan | Teacher |

### How the school-based LLT functions

The LLT monitors the progress through school wide data review of reading and writing achievement. We ensure that Differentiated Instruction is implemented at each grade level and help provide resources, programs, and ideas for meeting the needs of all students.

### Major initiatives of the LLT

We will analyze data, align lesson and assessments to standards, and help provide school-wide interventions and enrichment.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

### Strategies for improving student readiness for the public postsecondary level

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 69% | 65% | No | 72% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 53% | 50% | No | 58% |
| Hispanic | 58% | 54% | No | 63% |
| White | 78% | 76% | No | 81% |
| English language learners | 49% | 32% | No | 54% |
| Students with disabilities | 39% | 27% | No | 45% |
| Economically disadvantaged | 64% | 59% | No | 68% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 176 | 31% | 37% |
| Students scoring at or above Achievement Level 4 | 91 | 33% | 35% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 100% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 175 | 65% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 33 | 70% | 72% |

### Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 30 | 58% | 59% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 18 | 35% | 37% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 18 | 34% | 36% |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 61 | 77% | 79% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 100% |

## Area 3: Mathematics

### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 70% | 64% | No | 73% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 60% | 45% | No | 64% |
| Hispanic | 58% | 62% | Yes | 63% |
| White | 78% | 72% | No | 80% |
| English language learners | 52% | 48% | No | 57% |
| Students with disabilities | 48% | 24% | No | 53% |
| Economically disadvantaged | 65% | 60% | No | 69% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 173 | 33% | 40% |
| Students scoring at or above Achievement Level 4 | 83 | 30% | 33% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 100% |

**Learning Gains**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 130 | 69% | 71% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 36 | 75% | 77% |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications |  |  |  |
| Middle school performance on high school EOC and industry certifications |  |  |  |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 |  |  |  |
| Students scoring at or above Achievement Level 4 |  |  |  |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 |  |  |  |
| Students scoring at or above Achievement Level 4 |  |  |  |

## Area 4: Science

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 74 | 28% | 30% |
| Students scoring at or above Achievement Level 4 | 43 | 39% | 41% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 100% |

## Middle School Science

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 5 | | 7 |
| Participation in STEM-related experiences provided for students | 479 | 82% | 84% |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

## Area 8: Early Warning Systems

### Elementary School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 0 | 0% | 0% |
| Students retained, pursuant to s. 1008.25, F.S. | 30 | 6% | 4% |
| Students who are not proficient in reading by third grade | 46 | 49% | 45% |
| Students who receive two or more behavior referrals | 40 | 6% | 5% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 42 | 6% | 5% |

### Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | | | |
| Students who fail an English Language Arts course | | | |
| Students who fail two or more courses in any subject | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Refer to Title I PIP.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

# Goals Summary

**G1.**     All teachers will implement differentiated instruction meeting the needs of black students, students with disabilities, ELL students, and students in need of enrichment.

# Goals Detail

**G1.** All teachers will implement differentiated instruction meeting the needs of black students, students with disabilities, ELL students, and students in need of enrichment.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

### Resources Available to Support the Goal

- *Professional Development *Tutoring *Technology programs for math, reading, science, and writing *School wide Reading programs & resources (EIR, SIPPS, Making Connections, Waterford, MacMillan) *School wide Math programs (Envision) *Academic Coach (Math) *Weekly- Biweekly PLC *Team PLC

### Targeted Barriers to Achieving the Goal

- Lack of differentiated instruction in all classrooms

## Plan to Monitor Progress Toward the Goal

* increase in student achievement in all groups * weekly assessment * district assessments *summative and formative assessments

### Person or Persons Responsible

* Administration * Math Coach * Grade Level Teams

### Target Dates or Schedule:

Depending on assessment schedule - weekly, monthly, quarterly

### Evidence of Completion:

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

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** All teachers will implement differentiated instruction meeting the needs of black students, students with disabilities, ELL students, and students in need of enrichment.

**G1.B1** Lack of differentiated instruction in all classrooms

**G1.B1.S1** Design and deliver professional development in data-driven differentiated instruction. *review data to determine students in need *train teachers in differentiated instruction *review data, lesson, activities, and plans during PLCs *brainstorm ways to differentiate instruction

### Action Step 1

Professional Development delivered during pre-planning, early release professional development days, PLC's teacher duty days, and faculty meetings with follow-up coaching and opportunities to visit model classrooms.

#### Person or Persons Responsible

Math Coach Administration Grade Levels IS-TOA

#### Target Dates or Schedule

September 4 - School Improvement Plan Process September 23 - Extension of the School Improvement Process & Unraveling the CCSS ELA October 2 - Instructional Planning Model: Focus Lesson & Unraveling the CCSS ELA November 6 - Instructional Planning Model: Guided Instruction December 4 - Unraveling the CCSS ELA January 8 - Instructional Planning Model: Collaborative Learning February 5 - Instructional Planning Model: Independent Learning March 5 - TBD April 2 - Instructional Planning Model: Focus on Feedback and Instruction

#### Evidence of Completion

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

#### Facilitator:

#### Participants:

**Action Step 2**

* create PLC time and agenda * create chart for tracking subgroups to be used in PLC

### Person or Persons Responsible

Math Coach Administration Grade Levels IS-TOA

### Target Dates or Schedule

Weekly

### Evidence of Completion

* summative assessments * teacher observations * district/state testing * PLC mintues

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

The facilitator of the professional development will monitor the attendance, exit slip, and evaluation component. The administration and district will choose the professional development focus and coaches, identified teachers, and IS-TOA will provide follow up as needed. * walk - throughs * coaching * VSET evaluations

### Person or Persons Responsible

* administration * coaches

### Target Dates or Schedule

* ongoing throughout the year depending on testing schedules, PLC schedules, and schedules of VSET

### Evidence of Completion

attendance sheets, exit slips, interactive teacher notebook, and lesson plans * walk - through data * coaching data * VSET evaluations * data - wall tracking

## Plan to Monitor Effectiveness of G1.B1.S1

* PLC minutes * student scores * review best practices * conference

### Person or Persons Responsible

Math Coach Administration Grade Levels

### Target Dates or Schedule

depending on data - weekly, monthly, quarterly

### Evidence of Completion

* complete data charts * PLC minutes

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

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:
• Math Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• 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 FCAT 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 enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, 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: ......
Nutrition Programs
Woodward Avenue Elementary offers a variety of nutrition programs including: .....
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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** All teachers will implement differentiated instruction meeting the needs of black students, students with disabilities, ELL students, and students in need of enrichment.

**G1.B1** Lack of differentiated instruction in all classrooms

**G1.B1.S1** Design and deliver professional development in data-driven differentiated instruction. *review data to determine students in need *train teachers in differentiated instruction *review data, lesson, activities, and plans during PLCs *brainstorm ways to differentiate instruction

### PD Opportunity 1

Professional Development delivered during pre-planning, early release professional development days, PLC's teacher duty days, and faculty meetings with follow-up coaching and opportunities to visit model classrooms.

#### Facilitator

#### Participants

#### Target Dates or Schedule

September 4 - School Improvement Plan Process September 23 - Extension of the School Improvement Process & Unraveling the CCSS ELA October 2 - Instructional Planning Model: Focus Lesson & Unraveling the CCSS ELA November 6 - Instructional Planning Model: Guided Instruction December 4 - Unraveling the CCSS ELA January 8 - Instructional Planning Model: Collaborative Learning February 5 - Instructional Planning Model: Independent Learning March 5 - TBD April 2 - Instructional Planning Model: Focus on Feedback and Instruction

#### Evidence of Completion

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

## Appendix 2: Budget to Support School Improvement Goals