

Volusia County Schools

Woodward Avenue Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	21
Budget to Support Goals	24

Woodward Avenue Elementary School

1201 S WOODWARD AVE, Deland, FL 32720

<http://myvolusiaschools.org/school/woodward/pages/default.aspx>

Demographics

Principal: Tracey Ryser

Start Date for this Principal: 1/4/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (47%) 2016-17: C (50%) 2015-16: C (50%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	17
Title I Requirements	21
Budget to Support Goals	24

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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Scott, Carlos	Principal	Instructional Leader Monitor school-wide student achievement Curriculum Contact Financial Audits Professional Learning Community Lead Lead Collaborator Contact School Calendar & Events Contact School Improvement Plan Contact Re-Entry Meeting Team Member Threat Assessment Team Member Security Manual and Security Audit Teacher Evaluations Title I Budget and Audits FTE Audits Master Schedule Lead
Baker, Joselyn	Assistant Principal	Instructional Leader Curriculum Maps & Lesson Plans Contact Discipline Office Lead (Process Referrals) ESOL supervisor (para & teacher contact) Facilities Maintenance & Projects Free & Reduced Meals Contact FTE & ESOL audits School Health & Safety Contact School Leadership Team Member School-wide Discipline Team Member Security Manual and Security Audits Re-Entry Meeting Team Member Teacher Evaluations
Hayden, Cicely	Administrative Support	ESE Administrator Discipline Office Co-Lead (Process Referrals) In-School Suspension Coordinator After-Hours Security Contact Attendance for All Initiative co-coordinator Bloodborne Pathogens Contact Free-Reduced Lunch Contact (with Mrs. Baker) Lead Collaborator Team Member Red Ribbon Week Contact Re-Entry Meeting Team Member Schoolwide Discipline Team Member School Leadership Team Member Security Team Member Student Transportation Contact & Referrals Textbook Inventory Contact Threat Assessment Team Member

Name	Title	Job Duties and Responsibilities
Hall, Darnell	Teacher, K-12	<p>Music Teacher</p> <p>Teach standards-aligned music instruction daily</p> <p>Ensure lesson activities/tasks are aligned to standards taught</p> <p>Tutoring Facilitator</p>
Lucero, Lisa	Teacher, ESE	<p>Assist with administering district assessments, common assessments, and progress-monitoring ESE students</p> <p>Coordinate and attend all IEP meetings</p> <p>Conference with Gen Ed teachers to write and revise IEP goals</p> <p>Provide intervention and remediation instruction to support mastery of standards</p> <p>Utilize resources and materials that will best support the needs of ESE students</p> <p>Provide assignments and tasks to students that are aligned to their needs</p>
Vick, Kirsten	Teacher, K-12	<p>Teach standards-aligned instruction daily</p> <p>Ensure lesson activities/tasks are aligned to standards taught</p> <p>Administer district assessments and common assessments</p> <p>Meet with grade-level teams during PLCs to review data/plan instruction</p> <p>Provide intervention, remediation, and enrichment support to monitor the progress of students</p>
Bastow, Laura	School Counselor	<p>Attend meetings with administration and academic coaches to review data and PST instructional plans</p> <p>Facilitate SEL/Mental Health training for faculty and staff</p> <p>Provide social skills lessons to individuals, groups, and classes of students</p> <p>Attend IEP Meetings</p> <p>Coordinate and facilitate Re-Entry meetings/plans for students</p> <p>Schedule and facilitate meetings to provide support and ensure PST/504 plans are developed, updated, and followed</p>
Goble, Kathryn	Teacher, K-12	<p>Teach standards-aligned instruction daily</p> <p>Ensure lesson activities/tasks are aligned to standards taught</p> <p>Administer district assessments and common assessments</p> <p>Meet with grade-level teams during PLCs to review data/plan instruction</p> <p>Provide intervention, remediation, and enrichment support to monitor the progress of students</p>
Ledet, Jeanene	Teacher, K-12	<p>Teach standards-aligned instruction daily</p> <p>Ensure lesson activities/tasks are aligned to standards taught</p> <p>Administer district assessments and common assessments</p> <p>Meet with grade-level teams during PLCs to review data/plan instruction</p> <p>Provide intervention, remediation, and enrichment support to monitor the progress of students</p>

Name	Title	Job Duties and Responsibilities
Hurst, Brian	Teacher, K-12	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students
Murray, Julie	Instructional Coach	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students
Woodward, Penny	Teacher, K-12	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	92	103	111	100	110	105	0	0	0	0	0	0	0	621
Attendance below 90 percent	19	17	17	22	12	11	0	0	0	0	0	0	0	98
One or more suspensions	2	1	2	6	2	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	16	22	36	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators		1	0	1	9	5	10	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	3	0	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

51

Date this data was collected or last updated

Friday 9/6/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	12	9	8	12	9	12	0	0	0	0	0	0	0	62
One or more suspensions	12	13	10	31	28	22	0	0	0	0	0	0	0	116
Course failure in ELA or Math	0	0	0	3	2	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	39	35	41	0	0	0	0	0	0	0	115

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	4	1	2	21	17	23	0	0	0	0	0	0	0	68

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	56%	57%	48%	55%	55%
ELA Learning Gains	48%	56%	58%	48%	53%	57%
ELA Lowest 25th Percentile	42%	46%	53%	36%	44%	52%
Math Achievement	53%	59%	63%	58%	62%	61%
Math Learning Gains	55%	56%	62%	58%	58%	61%
Math Lowest 25th Percentile	47%	43%	51%	42%	47%	51%
Science Achievement	50%	57%	53%	57%	59%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	92 (0)	103 (0)	111 (0)	100 (0)	110 (0)	105 (0)	621 (0)
Attendance below 90 percent	19 ()	17 ()	17 ()	22 ()	12 ()	11 ()	98 (0)
One or more suspensions	2 ()	1 (0)	2 (0)	6 (0)	2 (0)	2 (0)	15 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	2 (0)	2 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	16 (0)	22 (0)	36 (0)	74 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	58%	-4%	58%	-4%
	2018	51%	56%	-5%	57%	-6%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	45%	54%	-9%	58%	-13%
	2018	46%	54%	-8%	56%	-10%
Same Grade Comparison		-1%				
Cohort Comparison		-6%				
05	2019	42%	54%	-12%	56%	-14%
	2018	49%	51%	-2%	55%	-6%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	60%	-5%	62%	-7%
	2018	60%	58%	2%	62%	-2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	56%	59%	-3%	64%	-8%
	2018	56%	60%	-4%	62%	-6%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
05	2019	45%	54%	-9%	60%	-15%
	2018	54%	57%	-3%	61%	-7%
Same Grade Comparison		-9%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	56%	-7%	53%	-4%
	2018	56%	56%	0%	55%	1%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	43	47	18	43	47	19				
ELL	27	24	15	30	48	64	47				
BLK	33	51	56	38	52	33	30				
HSP	38	30	8	47	53	50	45				
MUL	50			56							
WHT	59	53	43	61	57	53	62				
FRL	41	42	42	45	53	48	43				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	24	22	21	32	32	32				
ELL	25	40	27	50	71						
BLK	32	31	18	43	47	30	30				
HSP	44	50	31	60	56		50				
MUL	53	60		44	45						
WHT	57	53	41	66	51	41	66				
FRL	43	44	27	54	52	36	50				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	28	26	26	41	38	36				
ELL	29	35		55	50						
BLK	32	41	42	36	54	54	32				
HSP	42	46		58	48						
MUL	50	60		61	60						
WHT	55	49	23	67	60	35	68				
FRL	40	47	38	52	55	41	49				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall Mathematics proficiency decreased by 6%. Grade 5 Mathematics (-9%) proficiency showed the lowest performance as measured by the Florida State Assessment. Some contributing factors included inconsistent progress-monitoring, limited math intervention time, over-reliance on the Modules, and limited training to build awareness of the expectations of each Mathematics standard. Departmentalization in 5th grade was attempted for the first time during the 2018-2019 school year. Departmentalization may have contributed to the decline in 5th grade Mathematics performance overall. During 2018-2019, three 5th grade teachers taught mathematics and science only for the first time. An unforeseen circumstance with one of the teachers resulted in the teacher's departure at least a month before the Florida Standards Assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science proficiency data component showed the greatest decline (-8%) when compared to the 2017-2018 school year (58%). Departmentalization in 5th grade was attempted for the first time during the 2018-2019 school year. Departmentalization may have contributed to the decline in 5th grade Science scores. Other contributing factors included an inadequate focus on the teaching of Science standards in grades K-4, more of a school-wide focus of coaching, support, and intervention strategies in English Language Arts, and some teachers were new to 5th grade building their awareness of the Science standards.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

English Language Arts Lowest 25% data component had the greatest gap (11 percentage points) when compared to the state average in 2019. The 11% gap was a significant improvement when compared to a 19% gap between the school and state average in 2018. Student performance data for English Language Arts demonstrated an upward trend of 13% when compared to 2018 (29% in 2018 to 42% in 2019).

Which data component showed the most improvement? What new actions did your school take in this area?

Learning Gains of the Lowest 25% data component showed the most improvement. School-based efforts were focused on increasing the academic performance of all students, especially students identified in the Lower Quartile category in grades four and five. Lower Quartile students received extra support daily from the Academic Intervention teacher. I-Ready progress-monitoring assessments were administered monthly and analyzed to determine areas of focus moving forward. Concentrated efforts to make Small-Group instruction a priority were implemented and monitored by administration. Finally, Title I funds were used to provide tutoring for Lower Quartile and other students performing in the yellow category as identified using i-Ready assessment data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting on the EWS data from Part 1 (D), the School Leadership Team identified two potential areas of concern. First, 2019 data showed a total of 74 students scored at Level 1 on the Florida Standards Assessment (3rd grade: 16, 4th grade: 22, and 5th grade: 36). The other potential area of

concern was 98 students currently have attendance below 90 percent (Kindergarten: 19, 1st grade 17, 2nd grade 17, 3rd grade 22, 4th grade 12, and 5th grade 11).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ESSA Group-English Language Learners
2. ESSA Group-Students with Disabilities
3. Mathematics Proficiency
4. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ESSA Group-English Language Learners
Rationale	As a result of 2019 ESSA school performance data, 24% of English Language Learners made learning gains in ELA. This was a -22% decrease from the previous school year.
State the measurable outcome the school plans to achieve	English Language Learners will demonstrate a 10% increase in ELA Learning Gains during the 2020 school year. English Language Learners will increase overall achievement by 10% in English Language Arts during the 2020 school year.
Person responsible for monitoring outcome	Carlos Scott (cmscott@volusia.k12.fl.us)
Evidence-based Strategy	Apply the background knowledge of English Language Learners, including their language proficiency profiles, in planning differentiated language teaching.
Rationale for Evidence-based Strategy	Action 13 of the WIDA 15 Essential Actions Handbook is a researched-based strategy designed to increase instructional practices and collaboration about meeting the needs of English Language Learners. Implementation of this strategy will result in a team approach to improve teaching practices that will ultimately lead to increased student performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Facilitate PD on ESOL strategies for classroom teachers focused on examples and demonstrations. 2. Provide PD opportunities for faculty and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on language proficiency levels. 3. Use WIDA 15 Essential Actions Handbook to guide PLC discussions about how to increase the performance of English Language Learners. 4. Teach, develop, and model high-level English language and content-specific vocabulary throughout the school day by all staff. 5. Monitor teacher lesson planning and classroom implementation of effective lessons that engage English Language Learners in rigorous, standards-based instruction rich in language development (explicit vocabulary, specific language patterns, and language form). 6. Provide ongoing feedback to classroom teachers to support the development of their practice in supporting English Language Learners.
Person Responsible	Carlos Scott (cmscott@volusia.k12.fl.us)

#2	
Title	ESSA Group-Students with Disabilities
Rationale	<p>As a result of 2019 ESSA school performance data, 18% of Students with Disabilities scored at proficient in Mathematics. This was a -3% decrease (21%) from the previous school year.</p> <p>Students with Disabilities will achieve at 44% for ESSA Percent Possible Points category.</p>
State the measurable outcome the school plans to achieve	Students with Disabilities will demonstrate a 10% increase in Mathematics proficiency during the 2020 school year.
Person responsible for monitoring outcome	Carlos Scott (cmscott@volusia.k12.fl.us)
Evidence-based Strategy	Work cooperatively with IEP team including Gen Ed and Support Facilitation teachers, and assess student learning in multiple ways.
Rationale for Evidence-based Strategy	Teaching and Learning Solutions for NYSED (2012) outlines the two researched-based strategies as effective instructional practices that positively impact the overall academic performance of Students with Disabilities. Both strategies have been selected to expand the need for cooperative planning of differentiated instruction to meet the individual needs of each student.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide inclusive scheduling for all SWD to the maximum extent possible. 2. Monitor all students' assessment data during PLC meetings and admin data chat sessions. 3. Increase communication between Support Facilitation teachers and General Education teachers regarding IEP goals, accommodations, and core instruction expectations. 4. Facilitate Professional Learning training focused on Differentiated Instruction and Understanding Students' Accommodations. 5. Monitor implementation of students' accommodations and interventions (checklist and notes in gradebook). 6. General Education teachers will prioritize Small Group instruction for Students with Disabilities and others requiring the most support. 7. Share UDL strategies during Faculty Meetings and PLC meetings. 8. Ensure all SWD are provided appropriate accommodations during state testing.
Person Responsible	Lisa Lucero (lmlucero@volusia.k12.fl.us)

#3	
Title	Mathematics Proficiency
Rationale	As a result of 2019 Florida Standards Assessment data, 45% of 5th grade students scored at proficiency. This was a 9% decrease from the previous school year.
State the measurable outcome the school plans to achieve	The percent of 5th grade students scoring at proficiency in Mathematics will increase from 45% to 55%, as measured by the Florida Standards Assessment.
Person responsible for monitoring outcome	Carlos Scott (cmscott@volusia.k12.fl.us)
Evidence-based Strategy	Teach explicit, systematic instruction focused on modeling concepts and/or procedures in a highly structured, sequential manner.
Rationale for Evidence-based Strategy	According to the IRIS Center Peabody College, teaching mathematics in an explicit, systematic way is highly effective and can significantly improve students' ability to perform mathematical operations. The IRIS Center states, "This strategy has been shown to be effective across all grade levels and for diverse groups of students, including Students with Disabilities and English Language Learners."
Action Step	
Description	<ol style="list-style-type: none"> 1. Facilitate PD on Components of Explicit, Systematic Instruction. 2. Participate in Math 3-Act Tasks PD. 3. Administer i-Ready Growth Monitoring Assessment monthly to progress-monitor Math data for all students. 4. Conduct Math Small Group Instruction/intervention walk-throughs to monitor daily instructional practices. 5. Host Math Data Chat sessions with grades K-5 teachers. 6. Facilitate Math "Unpacking the Standards to Improve Instruction" PDs to increase understanding of student performance tasks at each grade level. 7. Host weekly PLC meetings with grade-level teams to review student and teacher Math data for trends and next steps. 8. Host three school-based Math Learning Walks for teacher participate/collaboration. 9. Use data to plan instruction that ensures differentiation, intervention, and enrichment. Data includes Envision Unit Assessments, teacher-created formative assessments, and i-Ready Growth Monitoring results. 10. Facilitate PD on Mathematics Instructional Practice Guide. 11. Use Mathematics Instructional Practice Guide to improve standards-aligned instruction through coaching and feedback to teachers. 12. Provide additional planning to support enhanced instruction in Mathematics.
Person Responsible	Carlos Scott (cmscott@volusia.k12.fl.us)

#4	
Title	Science Proficiency
Rationale	As a result of 2019 Florida Standards Assessment data, 49% of students scored at proficiency in Science. Science performance results for 2019 proved to be an 8% decrease in performance when compared to 2018 results.
State the measurable outcome the school plans to achieve	The percent of students scoring at proficiency in Science will increase from 50% to 60%, as measured by the 2020 Florida Standards Assessment.
Person responsible for monitoring outcome	Carlos Scott (cmscott@volusia.k12.fl.us)
Evidence-based Strategy	Use 5E instructional model through identification and understanding of each component (Engage, Explore, Explain, Elaborate, Evaluate) as identified in each elementary science unit grades 1-5.
Rationale for Evidence-based Strategy	Data evidence indicates a lack of proficiency with 3rd, 4th, and 5th grade science standards. Therefore, using the District VST Assessments to drive instruction will address this gap. Focus on the 5E model in grades 3-5 will support growth in science for all students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Participate in Elementary Science ERPL: Understanding my role in "What's Next?" (vertically tracing the K-5 science standards to understand each grade level's impact on our elementary curriculum). 2. Administer District VST assessments and progress-monitor data results to identify low performing standards for intervention. 3. Collaborate with 3rd-4th grade teachers to develop and implement meaningful content-driven learning tasks including vocabulary and reading strategies explicit to science. 4. Host Science Explorers after-school tutoring program focused on remediation of standards identified during VST data analysis sessions. 5. Provide time for vertical planning for different grade levels (ex. 4th and 5th).
Person Responsible	Carlos Scott (cmscott@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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. 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, and Kindergarten Orientation are hosted each school year to fulfill the school's mission of engaging parents and families in the learning process of their students.

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

PFEP Link

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

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 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 have been RULER trained 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.

*After school programs to promote healthy lifestyles and social well being includes Girls on the Run, Lego Tech Club, Dazzling Superstars, and Florida Future Educators of America.

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.

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 Lead Collaborators and School Leadership Team reviews student progress data, develop 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. 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.

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.

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 are 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. Programs supported by Title I at Woodward Avenue Elementary include tutoring, supplemental programs, and funds for Academic Coaches.

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

Woodward Avenue Elementary has developed partnerships with Stetson University, Daytona State College, and Bethune-Cookman University to provide opportunities for our students to interact with current college students. Current college students from each of the three post-secondary organizations visit our campus weekly to share information about college and different career paths. Students from Stetson University lead a school-based Love for Ready program focused on increasing students in grades 3-5 love for reading. Career Awareness programs occur throughout the school year including Vehicle Day. Woodward Avenue Elementary continues offers students' career awareness opportunities through community learning programs, career campus visits, guest speakers from business and industry, and field trips to business and industry locations.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Group-English Language Learners	\$0.00
2	III.A.	Areas of Focus: ESSA Group-Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Mathematics Proficiency	\$0.00
4	III.A.	Areas of Focus: Science Proficiency	\$0.00
Total:			\$0.00