

Duval County Public Schools

Carter G. Woodson Elementary School



2019-20 Schoolwide Improvement Plan

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Carter G. Woodson Elementary School

2334 BUTLER AVE, Jacksonville, FL 32209

<http://www.duvalschools.org/woodson>

Demographics

Principal: Sylvia Embry

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Closed: 2021-06-30
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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: F (28%) 2017-18: D (37%) 2016-17: C (45%) 2015-16: D (36%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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 Duval 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>100%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	F	D	C	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

To provide educational excellence in every classroom for every student every day.

Provide the school's vision statement.

Our vision is to create a school that is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which we operate.

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
Russ, Lashawn	Principal	
Thomas, Dione	Assistant Principal	
Frazier-Nembhard , Erika	Instructional Coach	
Brown, Brenda	Teacher, K-12	
Grelle, Rachel	Teacher, K-12	
Haynes, Jacqueline	School Counselor	
	Assistant Principal	
Reddick, Carla	Instructional Coach	
Brown, Ruth	Teacher, K-12	
Jones, Amanda	Teacher, K-12	
Ford, Kenneth	Teacher, K-12	
Noble, Lynet	Teacher, ESE	
Buckner, Amanda	Paraprofessional	

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	60	71	68	87	52	102	0	0	0	0	0	0	0	0	440
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	1	0	17	2	5	0	0	0	0	0	0	0	25
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)

23

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported

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	3	11	44	45	18	0	0	0	0	0	0	0	121
One or more suspensions	0	1	8	12	18	8	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	11	23	14	0	0	0	0	0	0	0	48

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	0	1	5	11	23	14	0	0	0	0	0	0	0	54

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	0	3	11	44	45	18	0	0	0	0	0	0	0	121
One or more suspensions	0	1	8	12	18	8	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	11	23	14	0	0	0	0	0	0	0	48

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	0	1	5	11	23	14	0	0	0	0	0	0	0	54

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	22%	50%	57%	34%	49%	55%
ELA Learning Gains	34%	56%	58%	55%	56%	57%
ELA Lowest 25th Percentile	19%	50%	53%	67%	54%	52%
Math Achievement	27%	62%	63%	42%	62%	61%
Math Learning Gains	45%	63%	62%	59%	63%	61%
Math Lowest 25th Percentile	35%	52%	51%	44%	54%	51%
Science Achievement	13%	48%	53%	15%	50%	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	60 (0)	71 (0)	68 (0)	87 (0)	52 (0)	102 (0)	440 (0)
Attendance below 90 percent	0 (0)	0 (3)	0 (11)	0 (44)	0 (45)	0 (18)	0 (121)
One or more suspensions	0 (0)	0 (1)	0 (8)	0 (12)	0 (18)	0 (8)	0 (47)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (11)	0 (23)	0 (14)	0 (48)

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	13%	51%	-38%	58%	-45%
	2018	20%	50%	-30%	57%	-37%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	21%	52%	-31%	58%	-37%
	2018	42%	49%	-7%	56%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-21%				
Cohort Comparison		1%				
05	2019	26%	50%	-24%	56%	-30%
	2018	37%	51%	-14%	55%	-18%
Same Grade Comparison		-11%				
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	19%	61%	-42%	62%	-43%
	2018	28%	59%	-31%	62%	-34%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	31%	64%	-33%	64%	-33%
	2018	38%	60%	-22%	62%	-24%
Same Grade Comparison		-7%				
Cohort Comparison		3%				
05	2019	21%	57%	-36%	60%	-39%
	2018	41%	61%	-20%	61%	-20%
Same Grade Comparison		-20%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	13%	49%	-36%	53%	-40%
	2018	36%	56%	-20%	55%	-19%
Same Grade Comparison		-23%				
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	3	19	23	4	29	27					
BLK	19	32	18	26	44	35	10				
FRL	21	33	21	28	45	34	12				

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	9	18		14	20						
BLK	31	47	36	35	42	30	37				
FRL	30	47	35	35	43	30	36				
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	21	47		9	41	55					
BLK	34	56	67	41	59	44	14				
FRL	32	52	67	38	58	41	15				

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)	CS&I
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	18
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
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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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

The lowest performance occurred in ELA department during the 2018-2019 year.

- Lowest 15 Percentile at 19%

ELA- Achievement at 22%

ELA- Gains at 34%

Teachers were not supported with weekly Instructional Review and Standards Based Planning.

Discipline management conflicted with teachers instructional delivery

Discipline management conflicted with administrators ability to schedule and conduct instructional monitoring and support

Teacher lacked understanding of Vertical Progression and Standard Based Achievement due to limited training and collaborative opportunities for grade levels.

ELA Achievement has decreased from 36% to 19%. As a result of LPQ students with EW indicators for discipline, academic warnings (grades of D or F)

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

Science 35% in the 2017-2018 Year

Science 13% in the 2018-2019 Year

Students experienced transitions due to scheduling that decreased teachers instructional opportunities

Teachers needed training and support in Vertical Progression

Teacher training aimed at differentiate instruction for students using Achievement levels to monitor students progress toward proficiency (weekly- tracking sheet daily- exit tickets/ turn and talks/ debriefs)

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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.

Science had the greatest gap when compared to the state average.

Students experienced transitions due to scheduling that decreased teachers instructional opportunities

Teachers needed training and support in Vertical Progression

Teacher training aimed at differentiate instruction for students using Achievement levels to monitor students progress toward proficiency (weekly- tracking sheet daily- exit tickets/ turn and talks/ debriefs)

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

Math Learning Gains had the most improvement.

Teachers were trained on Acaletics.

Acaletics was used daily.

Acaletics monitored and recognized students progress monthly with Green Parties.

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

Supporting students with EW for Academic grades of D or F through PMP
Supporting and tiering support for students with more than 3 disciplinary infractions

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

1. Reading- ELA LPQ to increase to 38%
2. Reading ELA Achievement using standards based instruction and formative and summative assessments
3. Managing and tiering teachers and students to manage discipline infractions
4. Science Achievement compare to the State
5. Monitoring EWS data reflecting weekly and monthly to insure the action plan is having a positive impact. Creating a Culture of Data Based Instruction and Planning

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest Performing Quartile (ELA)
Rationale	When looking at the 2018-2019 FSA ELA data for the Lowest Performing Quartile in ELA, 19% of Carter G. Woodson's students in the Bottom Quartile showed one year's growth. This is a decline from the 2017-2018 school year of 17 percentage points going from 36% (17-18) to 19% (18-19).
State the measurable outcome the school plans to achieve	By strategically and consistently tracking and monitoring student achievement data (weekly/monthly) making necessary adjustments to student grouping, student placement, and classroom instruction, Carter G. Woodson plans to achieve the following measurable outcomes for the Lowest Performing Quartile with an increase to 38% of students in the Lowest Performing Quartile showing one year's growth during the 2019-2020 school year.
Person responsible for monitoring outcome	Travonna Hunter (gilbertt1@duvalschools.org)
Evidence-based Strategy	The ELA Response Team (Principal, Assistant Principal Hunter, Reading Coach, Reading Interventionist, Classroom Teachers, and Instructional Para-Professionals for 3rd - 5th grades) will provide specific interventions for all students using LLI, Corrective Reading, Reading Mastery Signature Edition (RMSE), or Guided Reading with differentiated instruction during small group and intervention hour of power.
Rationale for Evidence-based Strategy	Focusing on the interventions that are specific to students' deficiencies while providing a balance of Standards Based Instruction will close the achievement gap and assist students with showing the growth that is needed.
Action Step	
Description	<ol style="list-style-type: none"> 1. ELA data (Intervention, Standards Mastery, Mastery Checks, and i-Ready) on the students in the Lowest Performing Quartile will be tracked weekly. 2. Reading Interventionist and Para-Professional will be trained on effectively using intervention materials with fidelity to assist the general education teacher in meeting the needs of all students. 3. Administrative Leadership Team (Principal, Assistant Principal #1, Assistant Principal #2, and Reading Coach) will conduct instructional monitoring walk-through and review of data weekly during Executive Council meetings. 4. Provide training and on-going support for teachers to utilize data to create weekly small group instructional plans. 5. Teachers will keep updated lesson plan and data binders. Students will also have data notebooks to track their progress as well and will meet fact to face with an adult weekly.
Person Responsible	Carla Reddick (mcbridec1@duvalschools.org)

#2	
Title	Student Discipline/ PBIS
Rationale	<p>The number of student infractions and ISSP at 62 equals 35 % of instructional time loss for students</p> <p>Students out of the classroom miss instructional time and cause a disruption in the operating of the Schools Systems (administration monitoring instructional planning and delivery)</p> <p>Full-Service referrals were limited the 2018-2019 school year. Promote and increase parental consent for Full Service</p>
State the measurable outcome the school plans to achieve	<p>Teacher use of Golden Tickets/ Class Dojo points for student following R.O.A.R expectations</p> <p>Para professional updating teacher Culture Data Corner Weekly for student visual motivation</p> <p>Students earning of Golden Tickets/ Class Dojo points to be invited to the FriYay. Administration will track the number of participants weekly; aiming to include all students.</p> <p>Maximize the Full Service client list to 30 students and ensure students utilize all sessions offered. Review 2018-2019 data to refer students with multiple infractions to Full- Service. Track the number of referrals submitted monthly.</p> <p>Monitor and support parents and students through tracking the enrollment/ acceptance into Full-Service Support.</p>
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<p>Increase School- Wide Focus and PBIS Plan</p> <p>Utilizing Behavior Interventionist</p> <p>Creating School Wide R.O.A.R Exception- using teachers weekly tracking sheet for quarter conduct grades</p> <p>Utilizing Golden Tickets to provide students a tangible item that connects to the 1 Class Dojo Points for each behavior</p> <p>Weekly review of Golden Tickets earned utilizing Class Dojo Reports</p> <p>Inviting students who meet weekly goal of 20 points to FriYay Festival every Friday.</p> <p>Teachers will be trained monthly on PBIS updates by Behavior Interventionist and MLT Team</p> <p>Teachers will be supported by the Collaborative Problem Solving Team and the Guidance Counselor to ensure students receive tiered level of support based on needs</p> <p>Increase the Administration, CPST Team, and the Guidance Counselor will collaborate with the Full-Service Therapist Monthly</p>
Rationale for Evidence-based Strategy	Administrator was not able to conduct weekly common planning and instructional monitoring with fidelity due to consistent student discipline infractions
Action Step	
Description	<ol style="list-style-type: none"> 1. School- Wide PBIS Plan- R.O.A.R Expectations 2. Teacher training on PBIS during Pre-Planning and Monthly to monitor and support teachers as we work to keep students engaged in learning in the classroom 3. Hire and utilize Behavior Interventionist to support teachers with classroom management and to account/ monitor weekly Golden Tickets/ Class Dojo Points &

- to monitor student progress toward weekly goals and send invites to students for FriYAY!
- 4. Set YAG calendar for MLT to present monthly to staff; ensure CPST meets has open opportunity for teachers monthly
- 5.

Person Responsible Travonna Hunter (gilbertt1@duvalschools.org)

#3	
Title	Parental Involvement
Rationale	Parents involvement was limited during the 2018-2019 School Year. Parents lack transportation Parents were not informed about Parent Events- fliers and or folder not making it home to parents
State the measurable outcome the school plans to achieve	Parent Involvement will be monitor for all Title 1 Events utilizing Sign-in sheet and Participation Surveys Parents will have opportunity to utilize bus passing; and or a faith based or non profit partner collaborate to pick-up and drop parents off to the Title 1 Event. Ensure the information for events are shared on the School website and or the Schools Social media in addition to fliers sent home with communication folders
Person responsible for monitoring outcome	Dione Thomas (thomasd11@duvalschools.org)
Evidence-based Strategy	Parent involvement has a direct impact on student learning Parent involvement will have a direct impact on student engagement and learning
Rationale for Evidence-based Strategy	Parent relationship foster a community that creates the understanding that all stakeholders have a role in student learning Parent Sign-in based on last years Title 1 events (2018-2019 sign-in sheets)
Action Step	
Description	1. Plan Title 1 Events- Submit PFEP 2. Ensure that all events have a sign-in sheet and exit survey 3. Monthly parent meetings advertising on Tweeter, School Communication Folders, and School Website 4. 5.
Person Responsible	Dione Thomas (thomasd11@duvalschools.org)

#4	
Title	Teacher and Staff Development
Rationale	Teachers lack of knowledge and exposure to meaningful data based Professional Development led to decreased learning gain and achievement. Administrators focus on discipline led to deficit in monitoring and supporting instructional practices and school wide systems .5 time Resource Teachers limited the amount of time/ opportunities for teachers to collaborate as a grade level, and with instructional coaches and interventions for PLC and collaborative planning
State the measurable outcome the school plans to achieve	Administrators will provide weekly instructional support for ELA and Math through Common Planning led by Reading Coaches, Math Coaches, interventionist, and administration ELA (Hunter) Math (Webber) Administrators will meet with coaches and leadership team to walk classroom and debrief on weekly plans for support using- iReady, Achieve 3000, and Formative and Summative Assessments
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Selecting Professional Development Topics based on data and current trends with provide support that will if needed to actively monitor and adjust the School Wide Improvement Plan. Utilizing Leadership team to build Coaches to Standards Based Gurus Utilize Coaches to support and train teachers to use data for planning; as well as collecting data during instruction (Assessments/ Checks for Understanding) to reflect and adjust instructional delivery to the needs of students.
Rationale for Evidence-based Strategy	If teacher capacity is extended to include an understanding of Vertical Progression and Standards Based Planning and Instruction; student learning gains and achievement will increase.
Action Step	
Description	1. Plan for Early Return Training 2. Plan for Pre-Planning Training 3. Weekly Common Planning- Reading (Tuesday) Math (Thursday) led by Coaches supported by Assistant Principals ELA (Hunter) Math (Webber) 4. Weekly meeting for leadership with coaches to debrief on instructional walkthroughs; and to monitor action plans for instructional support weekly. 5.
Person Responsible	[no one identified]

#5	
Title	Leadership Development (Principal on Special Assignment)
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice t principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
State the measurable outcome the school plans to achieve	With Leadership Development being implemented with fidelity, we will see an increase in all content areas and teacher retention.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	As stated from the First Response Training article titled The Importance of Effective Leadership in Schools, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others." https://www.firstresponsetraining.com/news/the-importance-of-effective-leadership-in-schools/
Rationale for Evidence-based Strategy	The School "Master" principal, will not only oversee all operational and instructional systems at the school, but also provide explicit, job-embedded, coaching for the assigned alternative principal in key leadership development areas to include; how to effectively create and establish school wide systems for school improvement, planning for sustainable change, and engaging all stakeholders in the school's plan for improvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; 2. Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal 3. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 4. Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared.

5. Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.

Person Responsible School Improvement Dept (schoolimprovement@duvalschools.org)

#6	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth

State the measurable outcome the school plans to achieve	With specific content area support, we will see an increase in all content areas. Learning gains will increase by 5-8%.
Person responsible for monitoring outcome	Lashawn Russ (russl@duvalschools.org)
Evidence-based Strategy	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research." https://www.jstor.org/stable/3699585?seq=1
Rationale for Evidence-based Strategy	Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Step	
Description	<ol style="list-style-type: none"> 1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Lashawn Russ (rusl@duvalschools.org)

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).

None

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.

Increased Parental Involvement from the stand point of consistency. We changed our delivery method by allowing parents the opportunity rotate around the school and participate in center activities that are run by teachers, instead of participating in the lecture style presentation of materials. We also linked student performances to Parent Nights as well. We use a telephone messaging system, our school marquee, school website, Twitter, Facebook post/send messages about school information, meetings, announcements and information about instruction. We do this to keep parents informed in a non-traditional way and persuade parents to view the school as a partner in education. We also send Tuesday folders home every Tuesday so that parents can receive adequate information about school events and parent engagement opportunities.

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.

In order to meet the social-emotional needs of all students, we have several personnel and systems in place to support character development and emotional balance with our students. In addition to systems and support from the school counselor, we also have an on site school therapist provided through full service schools. We continuously assess students social and emotional needs ensuring we have resources in place to help quickly resolve student support issues. The school counselor schedules school check up measures, identifies students needing additional support, and follows through with parents consistently. Consistent use of Sanford Harmony and Calm Classroom which is a social emotional curriculum that helps to enrich student development and Calm Classroom which allows students the opportunity to practice wellness techniques in a safe and structured environment.

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

The strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another starts first with assessing the needs of the incoming and outgoing

students but also looking at the data trends with each cohort as they move throughout the grade levels. With the changing educational demands, it is important that we not only know what our students come to us equipped with, but we also need to know what the expectations will be once they leave Carter G. Woodson. In order to implement the needed support of our incoming students, communication with the parents and the community is imperative to social and emotional needs. Academically the base of education allows us to foster oversight strategies that are effective

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. This allows us to tailor a program that reaches our youngest learners. Currently, the enrollment for Pre-K is 20 and both parents and students must adhere to Pre-K's policies. Students who master the Pre-K objectives (academic and social) are proven to have a successful transition into an elementary program.

Within the first 30 days of enrollment, Kindergarten students are given an assessment: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS).

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.

Common Planning: Teachers meet with coaches and administration weekly to discuss curriculum and students. They will determine which students are not responding to the core curriculum and other supplemental curriculum pieces. Additional support information could be used for Tier 2 interventions. Teachers will consistently intervene every 2 weeks and provide updates on student progress by analyzing the data collected. The group would then come up with additional curriculum materials to use for Tier 3 interventions in addition to Tier 2 interventions that are already in place. Tier 3 interventions would be administered and data would be collected over time. The group would look at the data collected to determine next steps.

Additional Supplemental Resources:

* For ELA we will be using Corrective Reading in grades 3 through 5 on all students scoring a level B1, B2, or C. Classroom teachers, reading coach, and trained paraprofessionals who attended the corrective reading training will be implementing the program efficiently.

* For Math we will be using ACALETICS in grades 2 through 5. This program will be implemented by the classroom teachers for all students.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part D

District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals)

for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Ribault Family Resource Center.

SAI- Funds are used to provide additional tutoring to our At-Risk students in grades 3rd-5th.

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

We partner with the neighborhood middle schools to provide "Transition to Middle School" field trips that expose our students to the next level of learning which is a result of a collaboration between elementary and middle school faculty and administration.

We invite community members of many different professions to talk about their jobs and the skills needed to be successful in that career area. We also open our invitations to other professions as we assess the needs and desires of the students (military, JEA, JTA, Supervisor of Elections, etc.).

Part V: Budget

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

1	III.A.	Areas of Focus: Lowest Performing Quartile (ELA)				\$25,983.73
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	1661 - Carter G. Woodson Elem. School	UniSIG	0.9	\$15,030.00
			<i>Notes: Instructional Para's (Grades 3-5) will be used to assist general education teachers in meeting the needs of the students in the Lowest Performing Quartile by puling small groups based on the instructional needs of the students.</i>			
	5100	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$1,273.00
			<i>Notes: Paras Benefits Retirement 8.47%</i>			
	5100	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$1,150.00
			<i>Notes: Paras Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$6,903.00
			<i>Notes: Paras Benefits Health and Hospitalization 45.93%</i>			
	5100	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$5.00
			<i>Notes: Paras Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$141.00
			<i>Notes: Paras Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$2.00
			<i>Notes: Paras Benefits Unemployment Compensation .01%</i>			

	5100	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$86.00
			<i>Notes: Paras Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$21.00
			<i>Notes: Paras Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	510-Supplies	1661 - Carter G. Woodson Elem. School	UniSIG		\$1,372.73
			<i>Notes: Students need paper, pencils, folders, composition books, rulers, calculators, and crayons to complete some of the assignments provided by the district (both virtual and during the summer)</i>			
2	III.A.	Areas of Focus: Student Discipline/ PBIS				\$82,578.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	1661 - Carter G. Woodson Elem. School	UniSIG	1.0	\$59,472.00
			<i>Notes: Assistant Principal, Supplemental to the standard district allocation to assist and support teacher implementation of standards based instruction that engages students and encourages best practices for positive behavior interactions and lessens adverse behaviors.</i>			
	7300	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$5,209.00
			<i>Notes: Regular Additional Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG		\$4,705.00
			<i>Notes: Supplemental Elementary Assistant Principal: Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$11,378.00
			<i>Notes: Supplemental Elementary Assistant Principal Benefits: Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$18.00
			<i>Notes: Supplemental Elementary Assistant Principal Benefits: Life Insurance .03%</i>			
	7300	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$578.00
			<i>Notes: Supplemental Elementary Assistant Principal: Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$6.00
			<i>Notes: Supplemental Elementary Assistant Principal: Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$351.00
			<i>Notes: Supplemental Elementary Assistant Principal: Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$861.00
			<i>Notes: Supplemental Elementary Assistant Principal: Other Employee Benefits Leave 1.4%</i>			
3	III.A.	Areas of Focus: Parental Involvement				\$0.00

4	III.A.	Areas of Focus: Teacher and Staff Development				\$29,096.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6200	130-Other Certified Instructional Personnel	1661 - Carter G. Woodson Elem. School	UniSIG	0.5	\$21,150.00	
<i>Notes: Media Specialist</i>						
6200	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$1,791.00	
<i>Notes: Media Specialist Benefits Retirement 8.47%</i>						
6200	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$1,618.00	
<i>Notes: Media Specialist Benefits Social Security 7.65%</i>						
6200	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$3,913.00	
<i>Notes: Media Specialist Benefits Health and Hospitalization 18.50%</i>						
6200	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$6.00	
<i>Notes: Media Specialist Benefits Life Insurance .03%</i>						
6200	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$199.00	
<i>Notes: Media Specialist Benefits Workers Compensation .94%</i>						
6200	250-Unemployment Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$2.00	
<i>Notes: Media Specialist Benefits Unemployment Compensation .01%</i>						
6200	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$121.00	
<i>Notes: Media Specialist Benefits Other Employee Benefits Flex Medical .57%</i>						
6200	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$296.00	
<i>Notes: Media Specialist Benefits Other Employee Benefits Leave 1.4%</i>						
5	III.A.	Areas of Focus: Leadership Development (Principal on Special Assignment)				\$37,833.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
7300	110-Administrators	1661 - Carter G. Woodson Elem. School	UniSIG	0.25	\$27,500.00	
<i>Notes: To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice t principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.</i>						
7300	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$2,329.00	

			<i>Notes: Special Assignment Principal Benefits Retirement 8.47%</i>			
7300	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$2,104.00	
			<i>Notes: Special Assignment Principal Benefits Social Security 7.65%</i>			
7300	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$5,088.00	
			<i>Notes: Special Assignment Principal Benefits Health and Hospitalization 18.50%</i>			
7300	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$8.00	
			<i>Notes: Special Assignment Principal Benefits Life Insurance .03%</i>			
7300	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$259.00	
			<i>Notes: Special Assignment Principal Benefits Workers Compensation .94%</i>			
7300	250-Unemployment Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$3.00	
			<i>Notes: Special Assignment Principal Benefits Unemployment Compensation .01%</i>			
7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$157.00	
			<i>Notes: Special Assignment Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$385.00	
			<i>Notes: Special Assignment Principal Benefits Other Employee Benefits Leave 1.4%</i>			
6	III.A.	Areas of Focus: Improving Academic Rigor with Standards Based Instruction				\$48,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
7300	110-Administrators	1661 - Carter G. Woodson Elem. School	UniSIG	0.5	\$35,000.00	
			<i>Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			
7300	210-Retirement	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$2,965.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
7300	220-Social Security	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$2,678.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
7300	231-Health and Hospitalization	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$6,475.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
7300	232-Life Insurance	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$11.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
7300	240-Workers Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$329.00	

			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$4.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$200.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$490.00
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
	7300	330-Travel	1661 - Carter G. Woodson Elem. School	UniSIG	0.0	\$250.00
			<i>Notes: Travel In County Assistant Principal</i>			
					Total:	\$236,274.00