

Volusia County Schools

Woodward Avenue Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: C (49%) 2017-18: C (47%)
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	ATSI
* 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	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	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.

Creating life-long learners prepared for an ever-changing global society.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Ryser, Tracey	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
McFall-Conte, Michelle	Assistant Principal	Instructional Leader Monitor school-wide student achievement Curriculum Contact Professional Learning Community Lead Lead Collaborator Team Member Re-Entry Meeting Team Coordinator Threat Assessment Team Lead Security Manual and Security Audit Teacher Evaluations Title I Budget and Audits FTE Audits VSET Evaluator After hours security contact (2) AM Daily Supervision Curriculum Maps and Lesson Plans Lead Discipline DSPC Main Contact eLearning contact ESOL Supervisor School City Contact School Leadership Team Member
Hayden, Cicely	Dean	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

Name	Position Title	Job Duties and Responsibilities
Larson, Carol	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>
Lucero, Lisa	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>Monitor SEL program development</p> <p>Create schoolwide activities to promote drug prevention</p> <p>Reb Ribbon Week lead</p> <p>Small group counseling</p> <p>mental health contact</p> <p>SRA lead</p> <p>BTA team member</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>
Woodward, Penny	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>
Larrabee, Sonia	Instructional Coach	<p>Lead grade level PLCs</p> <p>Provide instructional guidance to teachers and staff.</p> <p>Ensure teachers have curriculum materials and pacing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>guides.</p> <p>Support teachers in all content areas.</p> <p>Building rapport with students.</p> <p>Helping students identify strengths and weaknesses.</p> <p>Assisting students with setting their academic and career goals.</p> <p>Developing student habits and other skills to ensure their success.</p> <p>Analyzing data and tracking student progress towards goals.</p> <p>Connecting students and teachers with other resources, as needed.</p>

Demographic Information

Principal start date

Friday 7/1/2022, Tracey Ryser

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

542

Identify the number of instructional staff who left the school during the 2021-22 school year.

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	55	91	120	85	99	0	0	0	0	0	0	0	542
Attendance below 90 percent	13	6	22	18	18	18	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	7	2	3	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	4	1	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	12	34	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	21	37	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have 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	1	10	9	12	0	0	0	0	0	0	0	32

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	14	2	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 8/23/2022

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	
Number of students enrolled	56	66	75	75	77	79	0	0	0	0	0	0	0	428
Attendance below 90 percent	1	4	2	2	0	0	0	0	0	0	0	0	0	9
One or more suspensions	4	9	5	8	11	10	0	0	0	0	0	0	0	47
Course failure in ELA	0	0	3	3	2	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	6	2	3	1	3	0	0	0	0	0	0	0	0	15

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	1	1	2	4	0	0	0	0	0	0	0	8

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	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	
Number of students enrolled	56	66	75	75	77	79	0	0	0	0	0	0	0	428
Attendance below 90 percent	1	4	2	2	0	0	0	0	0	0	0	0	0	9
One or more suspensions	4	9	5	8	11	10	0	0	0	0	0	0	0	47
Course failure in ELA	0	0	3	3	2	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	1	0	2	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	6	2	3	1	3	0	0	0	0	0	0	0	0	15

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	1	1	2	4	0	0	0	0	0	0	0	8

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	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	53%	56%				49%	56%	57%
ELA Learning Gains	48%						48%	56%	58%
ELA Lowest 25th Percentile	38%						42%	46%	53%
Math Achievement	50%	42%	50%				53%	59%	63%
Math Learning Gains	63%						55%	56%	62%
Math Lowest 25th Percentile	43%						47%	43%	51%
Science Achievement	54%	55%	59%				50%	57%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	58%	-4%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	45%	54%	-9%	58%	-13%
Cohort Comparison		-54%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	60%	-5%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	56%	59%	-3%	64%	-8%
Cohort Comparison		-55%				
05	2022					
	2019	45%	54%	-9%	60%	-15%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	56%	-7%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	5	26	17	18	32	22	23				
ELL	25	37		38	58						
BLK	31	35	29	22	52	41	38				
HSP	50	57		56	67		69				
MUL	40			50							
WHT	48	49	54	57	63	41	56				
FRL	38	45	38	43	56	42	47				

2021 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 2019-20	C & C Accel 2019-20
SWD	13	22	20	20	41	25	25				
ELL	21			34							
BLK	23	24	8	20	38	25	22				
HSP	48	57		43	43		60				
WHT	54	50		59	52		77				
FRL	40	39	24	41	43	19	50				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
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	66
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	45

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall this year, Woodward did go up 8 percentage points on their state report card, from 41% to 49%. We are 5% away from a B. From 2018 through 2022, overall ELA achievement--our focus for this year--has decreased from 50% down to 46%. We remained at 46% proficient in 2021 and 2022. No positive change. ELA learning gains did increase substantially from 2021-22, from 42% to 48%, but Woodward is still one percentage point lower in that area than it was in 2018, which was 49%. SWD is by far the subgroup with the greatest need for improvement right now. SWD for 202 was 5%, compared with the state average of 23.7%. Our African American students scored 31% proficient compared to the state average of 36.2%. The ELA lowest quartile increased significantly from 2018 (29%) to 2022 (38%). In 2021 though, the LQ in ELA was 23%. It seems that every other year that indicator drops heavily. This is an indication that when emphasis is placed on this group, improvements can be seen. Science also dropped in 2022 by 4%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We have been designated a RAISE school this year with only 46% of our students passing the ELA FSA. All subgroups need support and intervention. Our SWD population is by far the subgroup which needs the most emphasis, with only 5% scoring at the proficient level in ELA (23.7% state average) and 18% scoring proficient in math (34.3% state average). 20% of our school is SWD, largely due to the number of ESE units that our school houses. Our African American subgroup also demonstrates a high need for improvement because only 22% scored proficient on the Math FSA in 2022, compared to the 34.3% state average. Only 31% scored proficient in ELA compared to the ELA state average for AA at 36.2%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The majority of our SWD students are two or more years below grade level, which was impacted by Covid-19 from the previous year as well. We saw a correlation between disciplinary issues and loss of learning time for this group. We will need to implement our intervention programs with fidelity and ensure that our teachers understand how to provide tiered appropriate support.

This year, we need to increase student engagement by doing such things as incorporating multisensory activities and student collaboration. During weekly PLC, we will ask teachers to share out how they will be doing both of these things in the week to come.

Students weren't practicing reading skills enough beyond the prescribed ELA time periods. We didn't embed those reading skills into the other content areas.

We will be emphasizing the Reading Counts program to build skills and reading endurance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We had a large increase in math learning gains from 2021-22, increasing from 45% to 63%. This was due to PLC focus on iReady data analysis with a concentration on standards that were weakest. Two weeks before the FSA, teachers rotated students through one another's classes, where each teacher focused on one standard to a high degree. After school tutoring also targeted students with the lowest scores in math and ELA from iReady diagnostics.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors contributing to an increase in math achievement and learning gains included the implementation of a daily 'Bell Ringer' to review previously taught skills, the use of Reflex Math and the emphasis of learning math facts. We utilized the use of iReady data focused on the weakest performing standards.

What strategies will need to be implemented in order to accelerate learning?

In math, we will be focusing on math vocabulary by using such strategies as word walls, repetition of math vocab in context, and sending home study sheets for students practice at home. We need to incorporate learning modalities on a routine basis, emphasizing visual and reading/writing. For the visual learning, teachers will utilize color coding notes, images, and helping students to record their learning through notetaking and drawings.

We need to have a daily, comprehensive, cumulative review at the beginning of class and have formative data collection by the end of class. Teachers will utilize this data for the next day's bell ringer and review.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will be holding PL in the following: Teaching with the end in mind using the new standards. When available, provide teacher extra collaborative planning time along with coaching support using the planning protocols. Teachers will have PL in student collaboration, engagement activities, and MTSS. We will have 4 MTSS PDs this year. Finally, we will continue to have PL in implementing successful schoolwide and classroom-level PBIS initiatives.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Woodward has 2 Title 1 teachers who will pull at risk student groups based on data analysis. We will link the data to the intervention, ensuring that appropriate resources are utilized to help support learning. We will utilize FSA, FAST, and iReady data points to create after school tutoring groups in EL and math for 9 weeks each semester on Tuesday and Thursday.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of 2022 Florida Standards Assessment data, 46% of Woodward students scored at the proficient level in ELA. There was no increase from the 2021-22 school year (which was 46%).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA student achievement will increase overall from 46% to 56% on the 2023 FAST.
 ELA Lower Quartile subgroup scoring at proficiency will increase from 38% to 48% on the 2023 FAST.
 ELA SWD subgroup scoring at proficiency will increase from 5% to 15% on the 2023 FAST.
 ELA African Americans subgroup scoring at proficiency will increase from 31% to 41% on the 2023 FAST.
 ELA ELL subgroup scoring at proficiency will increase from 32%-42% on the FAST.
 Teachers will have fluid, data-driven reading groups and will adhere to the curriculum map and master schedule 100% of the time.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through frequent classroom walkthroughs using a coaching and feedback tool with specific ELA look-fors such as adherence to the curriculum map and master schedule, student engagement, and use of questioning techniques. Scheduled data chats after iReady and FAST (1 and 2) to determine instructional adjustments needed to impact student growth will be conducted during weekly PLCs and one-on-one meetings with Administration. Coaching Cycles will be implemented/monitored based on teacher needs as demonstrated through weekly classroom walkthroughs, observations, and shared student performance data. Student ELA performance will be progress-monitored using intervention, District Assessments and i-Ready Diagnostic data.

Person responsible for monitoring outcome:

Tracey Ryser (tryser@volusia.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy

Our evidence-based strategies are Teacher Clarity and a continued focus on Small Group Learning. Both evidence-based strategies, if implemented with fidelity, have the potential to considerably accelerate student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn. Small group instruction in ELA allows teachers to provide tailored learning support based on their needs.

being implemented for this Area of Focus.

Rationale for Evidence-based

Strategy: As indicated by John Hattie's research on Visible Learning, Teacher Clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy. Both Teacher Clarity and Small Group Learning align with Volusia County Schools Strategic Goal #1: High Quality Instruction – Engage ALL students in high levels of learning every day.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementing a bi-weekly EBD unit PLC to analyze behavior and academic data.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Share with faculty and staff 2022 ELA FSA data with sub group breakdown at a school, grade, and teacher level.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Provide ongoing Professional Learning on small group instruction and intervention strategies during faculty meetings, ERPLs and Teacher Duty Days.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Teachers will post learning targets, etc. Teachers will provide clear communication of learning targets to students in a way that they understand and can explain to others if asked.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Review Lowest 25% (especially Students with Disabilities and African Americans) data with teachers to increase awareness and to determine specific individual areas of focus for targeted Intervention support.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

K-5 teachers to participate in Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers “doing the work, to know the work” to provide worked examples that illustrate desired outcomes for their students.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Monitor Teacher Clarity and Small Group Learning during frequent Admin Walk-throughs and ELA Collaborative Walks to provide feedback and coaching to teachers.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Support Facilitation teachers to implement Push-in Model to ensure SWD are exposure to grade level standards.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Conduct PLCs focused on progress-monitoring District and i-Ready Assessment data to determine individual students' areas of focus for intervention and support.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

The Instructional Coach will meet with the teachers weekly to discuss students' ELA performance data and to outline next steps.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

At faculty meetings, expert teachers will share their strategies for improving student outcomes in the area of ELA.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Students will be identified for after school tutoring in ELA/Reading, which will begin in September 2022. Staff will work with families to ensure their cooperation and buy-in to improve student learning outcomes.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Coaching Cycles will be implemented/monitored based on teacher needs as demonstrated through weekly classroom walkthroughs, observations, and shared student performance data.

Person Responsible Sonia Larrabee (slarrabe@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Math proficiency is a critical area of need. Based on our review of the Math FSA data in 2022, 50% of our 3rd-5th graders achieved below satisfactory (Level 3). This percentage was confirmed after the administration of the Math iReady Diagnostic 1 assessment in September 2022. A review of the iReady data indicated that at the beginning of the 2022-23 school year, 61% of our incoming 3rd-5th graders scored one or two levels below grade level in Math. This data set revealed an increase in the number of below level students we are currently servicing. Because of the emphasis placed on proficiency in our FAST 2023 outcomes, we have determined that math achievement across all subgroups will be one of our focus areas. It is our goal to have 60% of our students score Level 3 or higher on the 2023 Math FAST.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math student achievement overall will increase overall from 50% to 60% on the 2023 FAST.

Lowest Quartile subgroup scoring at proficiency Math will increase from 43% to 53% on the 2023 FAST.

SWD subgroup scoring at proficiency will in Math increase from 18% to 28% on the 2023 FAST.

African Americans subgroup scoring at proficiency in Math will increase from 22% to 32% on the 2023 FAST.

All (100%) teachers will follow the curriculum map and master schedule for math and will utilize data to differentiate instruction and small group support.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

To monitor the impact of math instruction, we will administer each of the Big Ideas chapter tests, adhering to the Assess and Scan Windows. The goal for each student is to achieve 70% or higher, a score equivalent to Level 3 on FAST. Each teacher's goal is to have 80% or more of their students achieve at least 70% on each chapter test. Ongoing intervention and/or enrichment will be provided as teachers respond to the data. Overall progress throughout the school year will be monitored utilizing the FAST progress monitoring results to determine the overall effectiveness of our Math plan.

Administration will monitor teacher effectiveness and student learning during Math Learning Walks and Admin Walk-throughs. The following is a listing of Look Fors when visiting classrooms: 1) Adherence to the phases presented in 75-Minute Math Block 2) Observe evidence of student collaboration and shared thinking 3) Availability of tools/manipulatives for student use 4) Opportunities for students to solve problems in ways that makes sense to them 5) Teachers eliciting student thinking 6) Promotion of number sense fluency and automaticity of basic facts in addition, subtraction, multiplication, and/or division.

Person responsible for monitoring outcome:

Tracey Ryser (tryser@volusia.k12.fl.us)

Evidence-based

Teachers will be encouraged to take on the role of a facilitator whenever possible during the Math Block to promote 'student talk' and discussion before, during, and after problem-

solving. One of John Hattie's meta-analysis reveals that in classrooms where discussions are promoted, students can double their annual growth. Practices such as use of collaborative structures, Number Talks, purposeful questions posed to elicit student thinking, and the freedom to solve problems in multiple ways and discuss these different strategies all support Hattie's work.

**Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Another evidenced-based strategy we will promote is the focused emphasis on fluency with arithmetic operations and automaticity with basic arithmetic facts. Students who are able to solve number sense operations with fluency, and know their basic facts quickly and accurately, will be able to devote more of their brain power to problem-solving. Support given to our teachers for this strategy is found in the State of Florida's BEST Mathematics manual. When students have number sense fluency, they are able to find reliable and accurate methods that align with their own understanding and learning style. In order for students to develop their own way of solving problems, they will be given the time and space in our Woodward classrooms to explore when problem-solving, utilizing the tools/manipulatives available to them.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.**

John Hattie's Visible Learning research has the potential to accelerate learning which will result in increased student performance in Mathematics. According to John Hattie, visible learning as a concept aims to make learning as visible as possible. The core message is that teachers need to be evaluators of their impact. It re-centers the teacher's perception to focus less on 'transmission' (how they are teaching) and more on 'reception' (how well their students are learning). By doing this, visible learning creates an environment of understanding as teachers self-evaluate and engage in dialogue to learn what is working and what isn't working for their students.

Both Problem Solving Teaching and Classroom Discussion align with Volusia County Schools Strategic Goal #1: High Quality Instruction – Engage ALL students in high levels of learning every day.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Share with faculty and staff 2022 FSA data allowing purposeful time for faculty to analyze, reflect, and develop grade level/individual goals for 2023 FAST.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Review Lowest 25% (especially Students with Disabilities and African Americans) data with teachers to increase awareness and to determine specific individual areas of focus for targeted Intervention support.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Administer i-Ready Diagnostic to establish baseline data to guide targeted Math instruction.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

In PLC, analyze data to determine students who have further intervention needs (in class, pull out, and after school tutoring).

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Professional Learning opportunities will be offered to support teachers in Math best practices and evidence-based strategies. These opportunities include Overview of the Math BEST Standards, Big Ideas Textbook Training, and Big Ideas and Ready Math Alignment. District Support Teachers and the school-based Academic Coach are trained in these topics and may offer this Professional Learning to teachers.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Monitor standards-aligned instruction during frequent Admin Walkthroughs and Math Collaborative Walks to provide feedback and coaching to teachers.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Monitor Support Facilitation teachers to implement Push-in Model to ensure SWD are exposed to grade level standards.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Schedule Collaborative Planning for grade level teams with an emphasis on standards-alignment, planning, and tasks that will help achieve desirable student outcomes.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

Establish a mentoring program where teachers/staff select a student from the lower quartile or are classified as at risk students. They will meet with them one or two times weekly and will examine available data from the cum folder, the parents, and teachers.

Person Responsible Laura Bastow (lmbastow@volusia.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Culture and Environment specifically relating to Social Emotional Learning is an area of focus because of the high number of violent incidents occurring on campus including fighting and bullying. Some students inability manage their emotions, set and achieve goals, and maintain positive relationships/interactions with others have resulted in a high number of discipline referrals in both categories.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

In the 2021-22 school year,
64 minor disruptions
50 intermediate disruptions
15 hitting and striking employees
106 instances of hitting and striking and 72 instances of insubordination in the 2021-22 SY.
There were 540 total referrals from 2021-22 SY.
In the 2022-23 school year, we will reducing insubordination 30% from 72 to 50 referrals.
We will reduce hitting and striking by 25% from 106 to 79 referrals.
100% of teachers will submit and implement a classroom management plan.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored through the use of Classroom Walk-throughs with admin and/or PBIS team will be conducted to monitor full implementation of PBIS strategies within the classroom setting. Feedback for PBIS process observations will be delivered through our 2 stars, 1 wish feedback cards that are left in the classroom for teachers. Feedback on PBIS process walk throughs will be given through PLCs, faculty meetings, and VSET walk throughs. Staff participation in De-Escalation, classroom engagement strategies, and classroom management Professional Learning will be required to help start dialogue about how to improve student-teacher interactions. Professional Learning sign-in sheets will be collected and reviewed by administration. School-wide Discipline Data will be collected and shared frequently with all staff. At each faculty meeting, faculty will be provided with ongoing discipline data.

Person responsible for monitoring outcome:

Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy

The evidence-based strategies being implemented for this Area of Focus come from Baruti Kafele's Closing the Attitude Gap. Implementing strategies to change both teacher-student attitudes, perceptions, and actions in regards to misbehavior will help to improve school climate and culture resulting in improved overall student achievement. Some of these strategies include a positive climate and culture in the classroom, what students see, hear and feel when they walk into a classroom, and positive student teacher relationships.

being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to John Hattie's research on Visible Learning, Self-Efficacy with the individual belief in his/her capacity to execute behaviors necessary to produce specific attachments as it relates to goals has a positive effect. When addressing teacher credibility, John Hattie shares that the following questions are important to students: "Is this teacher someone I can turn to for feedback, help, knowledge, and depth of understanding?" "Am I prepared to invest in her or his assigned tasks to enhance my learning?" To have a positive school climate focused on improving and learning, both students and staff must trust and have a genuine care for one another's success.

Self-Efficacy and Teacher Credibility both align to Volusia County Schools Strategic Goal 2: Provide a safe, healthy, and supportive environment. Self-Efficacy and Teacher Credibility both have the potential to considerably accelerate student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continue implementation of PBIS strategies including use of the House System schoolwide and the Class Charter and Mood Meter in individual classrooms. Provide training to teachers on the mood meter and the class charter.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Provide training on the House System to help students and staff clearly understand Woodward's PBIS Expectations.

Person Responsible Carol Larson (cglarson@volusia.k12.fl.us)

Share incident data with teachers monthly at faculty meetings to increase awareness and to brainstorm plans of action to replace unwanted behaviors

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Engage faculty in classroom management Professional Learning to help build community and to provide opportunities for teacher-student dialogue focused on responding to challenging behaviors. Woodward will engage in outreach to Stetson University for professional development in restorative practices and circles.

Person Responsible Michelle McFall-Conte (mamcfal1@volusia.k12.fl.us)

Teachers complete and submit Classroom Management Plans with class expectations, rewards, and consequences for student behavior.

Person Responsible Cicely Hayden (cthayden@volusia.k12.fl.us)

Implement school-wide consequences that do not interfere/result in the loss of instruction for students (morning/after school detentions, lunch detentions, exclusion from special PBIS incentive events).

Person Responsible Cicely Hayden (cthayden@volusia.k12.fl.us)

Monthly PBIS-focused walkthroughs with one or more members of the PBIS team. Data is shared with faculty.

**Person
Responsible** Tracey Ryser (tryser@volusia.k12.fl.us)

#4. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our Science FSA proficiency score decreased from 58% in 2021 to 54% in 2022. The formative assessment data collected in 2021 indicated that students performed below 70% with science standards with a lot of academic vocabulary. Current 5th grade students were assessed on 3rd and 4th grade standards on SMT 1. Our results showed that 26% of our students scored 70% + and 40% of our students scored between 50% and 69%. It is our goal to move the students scoring between 50% and 69% to the proficient range of 70% and higher.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase science student achievement from 54% to 64% proficiency on the 2023 FSSA.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

The Academic Coach will monitor the District assessment results and support teacher teams in planning science instruction and intervention. Opportunities for paid collaborative planning will be offered to teacher teams from Title 1 funds. The Principal and Assistant Principal will monitor science instruction and student progress during walk-throughs and data analysis.

Person responsible for monitoring outcome:

Tracey Ryser (tryser@volusia.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will plan for and students will engage in hands-on, minds-on instruction. At least twice a week, students will be provided instruction where they are asked to perform science investigations, providing opportunities to think critically/deeply about the aligned standards, science ideas, and tasks. Students will be asked to use science academic language in their explanations of the science phenomena inherent in the investigation.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for

John Hattie's meta-analysis shows that problem-solving teaching has an effect size of 0.68 which is more than one-year's growth in students. Hands-on, minds-on learning is one form of problem-solving. Students who engage in problem-solving are more likely to achieve proficiency on statewide assessments.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Perform the Common Experiments uploaded to Canvas for Grades K-5.

Person Responsible Sonia Larrabee (slarrabe@volusia.k12.fl.us)

Utilize the Picture or Question of the Day in classrooms Grades K-5.

Person Responsible Sonia Larrabee (slarrabe@volusia.k12.fl.us)

Use the SMT data to plan for and implement science intervention lessons.

Person Responsible Tracey Ryser (tryser@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

--Implement ELA benchmarks with intentional, ongoing progress monitoring.
 --During structured collaborative planning, teachers will utilize the backwards planning model using district progress monitoring assessments embedded within the curriculum.
 --Utilize small group instruction to focus on foundational skills (i.e., letter recognition and letter sounds)
 --During PLCs, there will be intentional conversations about foundational/comprehension skills driven by student data. This will provide a clear driving focus for the work that needs to be done for reading proficiency.

- Ensure that lessons connect to students' prior knowledge and experiences, and/or provide background information as needed.
- Focus on academic and domain-specific language.
- Utilizing reading strategies across all content areas--Math, Science, and Social Studies.
- Utilize Reading Counts as a supplemental reading opportunity.
- Teachers will hold data chats at least monthly with their students in small groups or individually.
- Teacher will verify student learning through daily instruction, and they will plan lessons and remediation/enrichment based on this information.
- Consistently posting learning targets in student-friendly language.
- Regardless of where a student is developmentally, pushing students towards increasingly complex language.
- Careful tracking of student reading progress based on the decision tree.
- The academic coach will provide training, modeling, and academic support on an ongoing basis.
- Utilize SIPPS for intervention needs as needed.
- Ensure that there is routine, integrated writing activities with preparing students for writing multi-paragraphs.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

- Implement ELA benchmarks with intentional, ongoing progress monitoring.
- During structured collaborative planning, teachers will utilize the backwards planning model using district progress monitoring assessments embedded within the curriculum.
- Utilize small group instruction to focus on foundational skills (i.e., letter recognition and letter sounds)
- During PLCs, there will be intentional conversations about foundational/comprehension skills driven by student data. This will provide a clear driving focus for the work that needs to be done for reading proficiency.
- Ensure that lessons connect to students' prior knowledge and experiences, and/or provide background information as needed.
- Focus on academic and domain-specific language.
- Utilizing reading strategies across all content areas--Math, Science, and Social Studies.
- Utilize Reading Counts as a supplemental reading opportunity.
- Teachers will hold data chats at least monthly with their students in small groups or individually.
- Teacher will verify student learning through daily instruction, and they will plan lessons and remediation/enrichment based on this information.
- Consistently posting learning targets in student-friendly language.
- Regardless of where a student is developmentally, pushing students towards increasingly complex language.
- Careful tracking of student reading progress based on the decision tree.
- The academic coach will provide training, modeling, and academic support on an ongoing basis.
- Utilize SIPPS for intervention needs as needed.
- Ensure that there is routine, integrated writing activities with preparing students for writing multi-paragraphs.
- 4th and 5th grade students will use the Rewards program...Purchase magnet curriculum. If 4th and 5th test out of phonics, then they have a comprehension program.
- In the first ten minutes of class, the special area teachers will utilize a word wall to increase vocabulary.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students in K-2 will master all foundational skills. 75% of all students will show growth on the STAR test.

Grades 3-5: Measureable Outcome(s)

75% of all 3rd-5th grade students will show growth on the 2nd iReady diagnostic in January 2023 and on the 2nd FAST test.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

During PLCs for EL, intervention and support teachers will be there to provide data for their students that they service.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Ryser, Tracey, tryser@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-5 Tools to use for Ongoing Progress Monitoring of Foundational Skills and the aligned Intervention Programs

The VPAS will be used to assess phonological awareness skills along the PA continuum. The interventions used will be: FCRR Phonemic Awareness Activities, Phonemic Awareness in Young Children, Benchmark Advance Phonemic Awareness Intervention, SIPPS, and Heggerty Phonemic

The QPA will be used to assess phonics/decoding skill along the phonics continuum. Interventions include: FCRR Phonics Activities, Benchmark Advance Phonics Intervention and Kit, Sound Partners, and SIPPS DIBELS. Interventions include: Choral Readings, Repeated Readings, and Echo Readings with decodable and grade level texts.

District Assessments will be used to assess comprehension skills. The intervention programs include: i-Ready Tools for Instruction, Reciprocal Teaching, and Benchmark Advance Comprehension Intervention. FAST: Offers a baseline for progress monitoring and interventions. This is the approved testing platform for Florida this year.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The VPAS is a universal screener to indicate students' strengths and weaknesses in phonological awareness. The results directly correlate to using specific and designated activities in the book entitled, Phonemic Awareness in Young Children.

The QPA pinpoints where students place on the phonics continuum. The updated QPA correlates with the order Benchmark Advance presents its phonics skill. This will support delivering systematic, sequential instruction for interventions.

DIBELS provides teachers with a numerical score in words per minute (wpm) and the ability to listen for prosody. If a student is reading with prosody, their wpm will be higher. District Assessments can be sorted in multiple ways, drilling down to the skill level to show deficiencies and proficiencies. Students can be grouped at the skill level, allowing teachers to provide tiered support. The VPAS, QPA, DIBELS, and District Assessments provide a means for monitoring student progress throughout the year.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Teachers will utilize data to form instructional small groups to address deficiencies. They will work with their groups daily in a focused, differentiated, and strategic way based on data.</p> <ul style="list-style-type: none"> - Literacy Leadership - The Principal will promote Reading Intervention time K-5. All students will receive the appropriate tiered support. Reading skills will be incorporated across subject areas. - Literacy Coaching - The Academic Coach will promote the 90 minute Reading Block and assist to structure each grade level's Reading Intervention time. This will include providing coaching to align data with appropriate interventions. - Assessment - The teachers will administer the ongoing progress monitoring assessments per the grade level Decision Trees. Data from District and progress monitoring formative assessments will be analyzed to plan for future whole and small group lessons. - Professional Learning - All teachers teaching in accordance with the ELA curriculum map, Canvas resources, and Benchmark Advance materials. 	<p>Ryser, Tracey, tryser@volusia.k12.fl.us</p>
<p>Teachers will utilize the Gradual Release Model in delivering instruction to ensure teacher clarity and that the learning is systematic and sequential.</p> <ul style="list-style-type: none"> - The Principal will monitor the use of the gradual release model during routine in walkthroughs during the ELA block and will provide feedback to the teacher and the Academic Coach for future PL needs. - The Academic Coach will promote the fidelity of the 90 min. Reading Block and also assist to structure each grade level's Reading Intervention time. This will include providing coaching to align data with the appropriate intervention. <p>The teachers will administer the ongoing progress monitoring assessments per the grade level Decision Trees. Data from District and progress monitoring formative assessments will be analyzed to plan for future whole and small group lessons.</p> <ul style="list-style-type: none"> - All teachers teaching in accordance with the ELA curriculum map, Canvas resources, and Benchmark Advance materials. 	<p>McFall-Conte, Michelle, mamcfal1@volusia.k12.fl.us</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

As our Woodward family continues to build momentum towards enhancing student learning, our commitment is to develop positive relationships with parents, families, and the community by creating a warm, nurturing, and safe environment that meets the needs of all students. Our school community will achieve this welcoming experience by ensuring all members of the Woodward family understand their role and

responsibility in the school-home partnership.

Woodward Avenue Elementary strives to involve all stakeholders in the planning, review, and improvement of the school, Title I programs, and our Parent & Family Engagement Plan. Stakeholders are invited to attend meetings regarding the development of the required plan through flyers, school marquee, Twitter, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the meetings to guide the writing of the plan.

Parents, guardians, and other community members are invited to attend monthly School Advisory Council meetings to learn about school news and to provide input when creating the School Improvement Plan. Parent input is solicited when considering school-based activities, events, and how to use School Improvement funding to support/enhance instruction.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our school's dedicated Parent Engagement Liaison's primary role is to provide a link for families to connect to the school, assess community needs, and pair resources to support families. Information gathered from parents is used in the development of activities and workshops outlined in our List of Parent and Family Engagement Activities for each school year. The Parent Engagement Liaison helps maintain and monitor our Parent Resource Room that includes essential items such as food, clothing, and personal hygiene products to make immediate impacts. Our goal is to ensure that families' basic needs are met, so that students are able to focus and learn.

Our House system falls under the umbrella of PBIS. There are four houses, and students are "sorted" annually.

This program is a means by which our school can create a powerful and positive climate. Students are celebrated for their efforts through a process that builds character, empowers academic excellence, fosters school spirit, enhances relationships, and promotes a culture of belonging for all. Activities are routinely done for house cohesion, and this is a topic of conversation in every faculty meeting.

The master schedule is created for teachers to have common planning. This allows for instructors to desegregate data together to put a plan in place for student success. The leadership team seeks feedback from teachers in order to allow for opportunities to assume leadership roles. PLC groups meet weekly to plan and discuss student data to find patterns that will help increase student achievement. Teachers are provided training, resources as needed, and support from the administration team. Discipline data is another data resource that is reviewed frequently to discuss what is working and what may need to be changed.

The leadership team meets at least once per month to identify additional needs of the student population. Title I funds may be used to support extended learning and remediation materials and/or professional development and academic coaches. When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high-quality education and assistance transitioning to post-secondary education or employment. The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students.