

Volusia County Schools

Woodward Avenue Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	33

Woodward Avenue Elementary School

1201 S WOODWARD AVE, Deland, FL 32720

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Larrabee, Sonia	Instructional Coach	Lead grade level PLCs Provide instructional guidance to teachers and staff. Ensure teachers have curriculum materials and pacing guides. Support teachers in all content areas. Building rapport with students. Helping students identify strengths and weaknesses. Assisting students with setting their academic and career goals. Developing student habits and other skills to ensure their success. Analyzing data and tracking student progress towards goals. Connecting students and teachers with other resources, as needed.
Bastow, Laura	School Counselor	Monitor SEL program development Create schoolwide activities to promote drug prevention Reb Ribbon Week lead Small group counseling mental health contact BTA team member
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
Lucero, Lisa	Teacher, ESE	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/ plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students
Vick, Kirsten	Teacher, K-12	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught

Name	Position Title	Job Duties and Responsibilities
		Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/ plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students
Haire, Aria	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 (1) AM Daily Supervision Curriculum Maps and Lesson Plans Lead Discipline DSPC Main Contact eLearning contact ESE Supervisor School Leadership Team Member
Woodward, Penny	Teacher, K-12	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/ plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students
Sapp, Lynn	Teacher, K-12	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught Administer district assessments and common assessments Meet with grade-level teams during PLCs to review data/ plan instruction Provide intervention, remediation, and enrichment support to monitor the progress of students
Stanley, Lisa	Teacher, K-12	Teach standards-aligned instruction daily Ensure lesson activities/tasks are aligned to standards taught

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

Administer district assessments and common assessments
 Meet with grade-level teams during PLCs to review data/
 plan instruction
 Provide intervention, remediation, and enrichment support to
 monitor the progress of students

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Initially, the school leadership element attended a district-led SLT day where data was analyzed from the 2021-22 and 2022-23 school years. The team developed a draft of goals and action steps.

The draft was shared with the full leadership team at Woodward to elicit input and to refine goals and action steps as needed.

The entire school is given a draft to provide input on in the first week of school.

The School Advisory Council convenes in August where the school community is asked to provide input. A finished product is created and shared officially with all stakeholders of the school via Parent Messenger.

Each focus area with accompanying action steps will be printed out and placed in the front office and given to all teachers and staff to display in their rooms. At weekly PLCs and subsequent faculty and lead collaborator meetings, the SIP will be reviewed.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At every weekly PLC, the SIP will be reviewed and data will be used to monitor progress towards the SIP goals.

Sip monitoring will also be done at faculty and lead collaborator meetings and on teacher duty days.

Data chats with teachers will be utilized to look at individual teacher data compared to the goals written in the SIP.

There will be two Stocktake meetings to monitor progress towards the SIP--one after PM1 and one after PM2.

Demographic Data
 Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes

2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	31	20	29	41	21	27	0	0	0	169
One or more suspensions	8	10	13	26	14	18	0	0	0	89
Course failure in English Language Arts (ELA)	0	0	0	0	9	3	0	0	0	12
Course failure in Math	0	0	0	0	4	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	48	24	31	0	0	0	103
Level 1 on statewide Math assessment	0	0	0	0	26	36	0	0	0	62
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	8	23	37	22	28	0	0	0	137

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	15	9	16	36	25	24	0	0	0	125

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	6	22	18	18	18	0	0	0	95
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	7	2	3	0	0	0	12
Course failure in Math	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	14	12	34	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	8	21	37	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	10	9	12	0	0	0	32

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	13	6	22	18	18	18	0	0	0	95
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	7	2	3	0	0	0	12
Course failure in Math	0	0	0	4	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	14	12	34	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	8	21	37	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	1	0	0	0	0	0	0	1

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	10	9	12	0	0	0	32

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	52	53	46	53	56	46		
ELA Learning Gains				48			42		
ELA Lowest 25th Percentile				38			23		
Math Achievement*	44	55	59	50	42	50	47		
Math Learning Gains				63			45		
Math Lowest 25th Percentile				43			23		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	57	62	54	54	55	59	58		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	65	60	59	66			53		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	13	Yes	4	2
ELL	32	Yes	1	
AMI				
ASN				
BLK	23	Yes	2	1
HSP	43			
MUL	54			
PAC				
WHT	54			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	3	1
ELL	45			
AMI				
ASN				
BLK	35	Yes	1	
HSP	61			
MUL	45			
PAC				
WHT	53			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			44			57					65
SWD	8			13			20				4	
ELL	13			33			17				4	65
AMI												
ASN												
BLK	22			22			39				4	
HSP	32			48			50				5	64
MUL	50			57							2	
PAC												
WHT	53			51			67				4	
FRL	35			40			50				5	64

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	48	38	50	63	43	54					66
SWD	5	26	17	18	32	22	23					
ELL	25	37		38	58							66
AMI												
ASN												
BLK	31	35	29	22	52	41	38					
HSP	50	57		56	67		69					65
MUL	40			50								
PAC												
WHT	48	49	54	57	63	41	56					
FRL	38	45	38	43	56	42	47					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	42	23	47	45	23	58					53
SWD	13	22	20	20	41	25	25					
ELL	21			34								53

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	23	24	8	20	38	25	22					
HSP	48	57		43	43		60					58
MUL												
PAC												
WHT	54	50		59	52		77					
FRL	40	39	24	41	43	19	50					53

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	48%	53%	-5%	54%	-6%
04	2023 - Spring	48%	57%	-9%	58%	-10%
03	2023 - Spring	32%	53%	-21%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	57%	-23%	59%	-25%
04	2023 - Spring	49%	59%	-10%	61%	-12%
05	2023 - Spring	59%	55%	4%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	61%	-5%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest performing subgroup area was our SWD subgroup. We scored 5% proficiency in ELA for the 2021-22 school year.

Our 3rd grade data indicated low performance. After the PM3 administration in the Spring of 2023, 33% of our 3rd grade students achieved proficiency.

Contributing factors included:

- The Academic Coach had many new teachers to support, one of which was a long-term substitute.
- Chronic teacher absences.
- Administration was unable to walk-through classrooms consistently to monitor instruction.
- High levels of referrals and disciplinary issues--especially in the SWD populations.
- Support was needed for successful remediation, tasks aligned to benchmarks, and alignment of resources

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

According to PM3 data, our 3rd grade ELA data showed the greatest decline from the Spring of 2022 to 2023.

Contributing factors included:

- We had 2 Title 1 interventionists that were not available for this grade level as intended. One of these teachers needed to fulfill the role of a Kindergarten classroom teacher.
- High teacher absenteeism in Grade 3.
- Student discipline issues interfered with student learning.
- Not all identified Bubble students took advantage of after school Title 1 tutoring.

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.

The greatest gap we saw was Math in 3rd grade. In the 2022-23 SY, 3rd grade scored 33% proficient. The state average was 59%. This is a 26% difference.

Contributing factors included:

- Initial iReady data for these Grade 3 students indicated that 60% of the students began the school year with significant deficits in phonics. This phonics deficit impacted all subject areas.
- Two of the five teachers had less than two years of teaching expertise in the grade level.
- Inconsistent planning.
- The implementation of a spiral review did not begin until late March.
- There were large gaps in students' skills and knowledge that needed to be addressed.

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

5th grade math improved by 11%.

Contributing factors:

- The 5th grade team was task-aligned and resource-aligned.
- Departmentalization.
- Strong behavior management.
- Solid teacher attendance.
- Strong data analysis and remediation based on data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

- 2nd grade attendance
- 3rd grade discipline

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

- Alignment of resources in ELA Small Group
- Data-driven instruction
- Continual coaching cycles aligned to instructional need
- Focused common planning using agreed upon planning protocols
- A clear use of the District Look-fors during planning

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Woodward Elementary has not achieve higher than 50% proficiency in ELA in a number of years. Historically, the data remains at 49% or lower proficiency for ELA achievement. There was no increase in proficiency from the 2021-2022 and 2022-2023 school years. ELA SWD subgroup will increase in proficiency from 5% to 15% on the 2024 ELA FAST.

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 43% to 53%.

After the administration of PM1 and PM2, all students will show growth consistent with state growth trends.

By February of 2024, after VBA 2, all students will show growth and 50% of the students will be proficient. Teachers will have fluid, data-driven reading groups and will adhere to the curriculum map and master schedule 100% of the time.

Student Practice: By January of 2024, 50% of students will show proficiency on the ELA VBA#2.

Teacher Practice: By May 2024, 100% of classroom teachers will provide students with Benchmark-aligned tasks as evidenced in walkthroughs.

Coaching Practice:

By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 50%.

Monitoring:

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

During PLCs, local, district, and state assessment data will be reviewed and monitored every other week. We will have sign-in sheets, an agenda, and minutes. These documents will be submitted to the administration as evidence for the data review. A plan of action will be put in place based on the data to improve student outcomes.

Administration will conduct 2 stocktake sessions after PM#1 and PM#2 to review and analyze data. Action steps will be identified through this process. Action steps will be created and monitored based on the needs identified through these two sessions. Routine monitoring will take place during weekly admin team meetings to ensure fidelity of new plans.

The administration will create a walkthrough schedule and data will be collected aligned to the four district Look-fors to monitor desired outcomes. Data collected will be reviewed weekly at admin meetings to determine coaching needs for the following week.

Individualized teacher-specific data chats after the VBAs and FAST (1 and 2) will be scheduled to determine instructional adjustments.

Coaching Cycles will be implemented/monitored based on teacher needs as demonstrated through weekly classroom walkthroughs, observations, and shared student performance data. The coach will maintain a log of all teacher supports and will update the admin team weekly at scheduled meetings.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The 30-minute reading intervention time will result in data collection to make instructional decisions for students in Tiers 1, 2, 3.

"Being a Reader for Small Groups" (K-2) will be utilized. There are mastery tests associated with this program that will be administered. Results will be analyzed to inform the instructional design and groupings.

Grades 3-5 will utilize the Decision Tree for evidence-based interventions during First Semester. In addition to the decision trees in the second semester, we will be utilizing Magnetic lessons in grades K-2 and Benchmark aligned practice books for grades 3-5.

All Small Group/Guided Reading and intervention results will be recorded and analyzed at the classroom and school levels utilizing a Schoolwide Data Tracker.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our evidence-based interventions were chosen based on 5% of our SWD population scoring proficient and 43% of our total population scoring proficient. In K-2, the use of "Being a Reader for Small Groups" and our Decision Trees will increase the percentage of students proficient in reading by providing consistent, systematic instruction to students with a foundational skills deficit daily. Our RAISE status in grades 3-5 indicated a need for explicit support in vocabulary and comprehension, which will be supported by the use of the Decision Trees and Benchmark-aligned practice books.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create a PLC schedule with agendas that are aligned to the assessment calendar.

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

By When: August 2023

Data binders will be utilized by all teachers to maintain individual student data. Teachers will collect, maintain, monitor, and make decisions based on data.

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

By When: August 2023

Maintain the fidelity of the ELA Guided Reading groups and the 30-minute intervention block.

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

By When: August 2023

Ensure common and paid collaborative planning is monitored and that teachers utilize the planning protocols.

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

By When: September 2023

Strategically utilize Title 1 Intervention teachers for 1st-5th grade. Implement research-based, benchmark-aligned instruction based on individual student needs. Monitor the effectiveness of the interventions and resources utilized.

Person Responsible: Aria Haire (aahaire@volusia.k12.fl.us)

By When: August 2023.

After School Title 1 tutoring in ELA with data tracking aligned to student needs.

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

By When: October 2023

Teachers will utilize the district ELA resources including the Power Points.

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

By When: August 2023

Teachers that are in need of coaching support will be invited to participate in coaching cycles.

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

By When: September 2023

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall student achievement in Math increased from 47% in 2021 to 50% in 2022, and then in 2023, decreased to 49%. Historically, we have seen our data decline from 59% proficient in 2018. Our SWD data decreased by 2 percentage points from 20% in 2021 to 18% in 2022.

Measurable Outcome:

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

Overall Math student achievement will increase from 49% to 59% on the FAST 2024.

After administration of PM1 and PM2, all students will show growth consistent with state growth trends. By February of 2024, after VBA 2, 80% of all students will show growth and 50% of the students will be proficient. Teachers will have fluid, data-driven reading groups and will adhere to the curriculum map and master schedule 100% of the time.

Student Practice: By January of 2024, 55% of students will show proficiency on the Math VBA#2.

Teacher Practice: By May 2024, 100% of classroom teachers will provide students with Benchmark-aligned tasks as evidenced in walkthroughs.

Coaching Practice: By April 2024, the number of teachers receiving Tier 2-3 support will decrease by 50%.

Monitoring:

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

During PLCs, local, district, and state assessment data will be reviewed and monitored every other week. Administration will conduct 2 stocktake sessions after PM#1 and PM#2 to review and analyze data. Action steps will be identified through this process.

The administration will create a walkthrough schedule. Data will be collected aligned to the four district Look-fors to monitor desired outcomes.

Individualized teacher-specific data chats after the VBAs and FAST (1 and 2) will be scheduled to determine instructional adjustments.

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

Leadership team will meet weekly to review trends and will construct/revise plans to support teachers and students.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The 30-minute math intervention time will result in data collection to make instructional decisions for students who may need intervention and/or remediation lessons. Teachers will use the Big Ideas reteaching materials for small group instruction and the Reflex computer program as a center/workstation. They will also use the 'tiered instruction' section in the B1G-M grade level resources as a teaching and reference tool.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher-led small groups are tailored to meet the specific needs of individual students - whether it is for remediation or intervention. The guiding document for these groups, the B1G-M were written by teacher and district leader experts who understood the horizontal and vertical progressions of the benchmarks.

They also provided knowledge and strategies for teaching mathematics both conceptually and procedurally versus teaching tricks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Use of the 3 lesson frameworks to deliver and support instruction, including implementing Small Group instruction with fidelity.

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

By When: August 2023

A daily, cumulative, comprehensive review (spiral review), along with a weekly quiz in Grades 3-5.

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

By When: August 2023

Place emphasis on all students learning basic facts with automaticity through the use of Reflex and Frax.

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

By When: August 2023

Create a PLC schedule with agendas that are aligned to the assessment calendar.

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

By When: August 2023

Data binders will be utilized by all teachers to maintain individual student data. Teachers will collect, maintain, monitor, and make decisions based on data.

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

By When: August 2023

Ensure that during common and paid collaborative planning, teacher utilize planning protocols.

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

By When: August 2023

Strategically utilize Title 1 intervention teachers for 1st-5th grade. Implement research-based, benchmark-aligned instruction based on individual student needs. Monitor the effectiveness of the interventions and resources utilized.

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

By When: August 2023

After school tutoring in Math with data tracking.

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

By When: September 2023

Teachers that are in need of coaching support will be invited to participate in coaching cycles.

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

By When: August 2023

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Focus on referrals and out of school suspensions.

Measurable Outcome:

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

Schoolwide: By May 2024, reduce schoolwide referrals by at least 50%.

Student Practice: By January of 2024, at least 75% of all referrals will result in alternative consequences other than suspension.

Teacher Practice: By May 2024, all classroom teachers will utilize the House point system to positively reinforce desired behaviors. All classroom teachers will manage their classrooms to reduce the number of incidences that potentially lead to referrals.

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 by the Admin team. The focus will be to monitor the full implementation of PBIS strategies within the classroom setting. Feedback on PBIS implementation will be shared during PLCs, faculty meetings, and VSET walk-throughs. Professional learning (de-escalation strategies and restorative practices) will be provided to all staff. School-wide discipline data will be collected and then shared at the monthly faculty meeting.

Person responsible for monitoring outcome:

Aria Haire (aahaire@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize professional learning with such things as De-escalation training and Restorative Practices as well as ongoing discussions about PBIS and classroom management strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At Woodward Elementary, we had inconsistencies of implementation regarding the school-wide positive behavior supports and interventions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Intramural incentive system to reward students who meet schoolwide behavior expectations and follow the guidelines to success: be safe, be respectful, be responsible, and be cooperative.

Person Responsible: Aria Haire (aahaire@volusia.k12.fl.us)

By When: Beginning Friday, August 18, 2023, and each Friday thereafter.

Student recognition quarterly for meeting behavior expectations, including positive calls home.

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

By When: Quarterly- Every 9 weeks (4 times a school year)

Utilize the house system where students are sorted into four different houses. Every nine weeks, there is a house activity day to build community.

Person Responsible: Aria Haire (aahaire@volusia.k12.fl.us)

By When: Quarterly- Every 9 weeks (4 times a school year)

Professional development for staff on restorative practices.

Person Responsible: Aria Haire (aahaire@volusia.k12.fl.us)

By When: The professional learning on restorative practices and de-escalation strategies will occur on October 18, 2023.

During weekly PLCs staff will identify at-risk students who would benefit from lunch bunches.

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

By When: Beginning August 15, 2023 and each week thereafter.

Utilize the 2x10 strategy. Staff will provide undivided attention to a student for 2 minutes, 10 consecutive school days.

Person Responsible: Aria Haire (aahaire@volusia.k12.fl.us)

By When: Beginning August 14, 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We are designated an ATSI school. We are utilizing Title 1 funding to have two intervention teachers pulling our Tier 3 students to support our most fragile learners every day in both ELA and Math. We will also have after school Title 1 tutoring beginning in October 2023. We are in the process of utilizing other funding sources to offer tutoring opportunities before and during planning periods. With the School Leadership Team, we will brainstorm ways to utilize funding to best support the needs of our students with a data-based learning gap.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 Accelerated Reader 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 related 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 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 Measurable Outcomes

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

Grades 3-5 Measurable Outcomes

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

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 impact student achievement outcomes.

During PLCs, 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

Description:

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. §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:

Explain the rationale for selecting 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 evidence-based 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
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.	Larrabee, Sonia, slarrabe@volusia.k12.fl.us
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.	Ryser, Tracey, tryser@volusia.k12.fl.us
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.	Larrabee, Sonia, slarrabe@volusia.k12.fl.us
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.	Larrabee, Sonia, slarrabe@volusia.k12.fl.us
Professional Learning - All teachers teaching in accordance with the ELA curriculum map, Canvas resources, and Benchmark Advance materials.	Ryser, Tracey, tryser@volusia.k12.fl.us

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated through a variety of ways both at the beginning of the school year and throughout the year. The website will have a link as a first stop, but the school will also disseminate the SIP as outlined below:

--monthly SAC meetings. The first time presented will be in SAC's August meeting.

- Parent Messenger PDF
- Title 1 meetings
- Copies will be available in print at the front desk as requested.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will building relationships through a variety of menas outline below.

- The administration has made building relationships with families a "non-negotiable." It is an expectation that teachers and staff communicate to parents on a rotine basis utilizing Class Dojo and email as needed.
- We will have a weekly parent message to go out to keep families informed about events coming up that week (voice and email).
- There will be continuous outreach to families to attend the 3 family nights, student performances, and family events such as Donuts with Dads and Muffins with Moms.
- The clerical team with strive to have excellent customer service and will ensure that families get the support and help they need whenthey contact the school.
- Woodward maintains both a Facebook and Twitter page. These two sites will continually publish relevant and timely information to our families. We will disseminate information about our school social media via handouts withthe registrar and front desk as well as through parent messenger.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

As outlined in the Areas of Focus in the SIP, we will concentrate on four Areas of Focus. One of the action steps listed in ELA, Math, and Science is to utilize walkthroughs and collect data through the lens of the four district look fors. Title 1 intervention teachers will work with students from our lowest quartile daily in ELA and Math, and tutoring opportunties will be offered after school for students on the cusp of proficiency that need extra support in closing the learning gap. An established system of coaching support will be systematically put into place where teachers get targeted assistance to improve instructional delivery for improved student outcomes.

- ELA: We will increase school proficinecy from 43% to 53%. Our SWD will move from 5% to 15% proficiency.
- Math: We will increase schoolwide proficinecy from 18% to 28% in Math.
- Science: We will increase proficienc from 57% to 60%.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Woodward offers a Pre-K blended program in partnership with Headstart.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students are provided individual and small group counseling to work on social skills, talk about issues at home and with peers with the school counselor. Woodward also has a school-based threat assessment team which works with our District Mental Health team. If students are in need of more intensive counseling students are referred to the District Mental Health Team or to a community counseling provider. The district also contracts with community mental health agencies to provide counseling services to our students. School counselor provides and coordinates whole class social skills lessons with teachers to address individual classroom needs. School counselor also coordinates Red Ribbon Week, Unity Day, the k-5 substance abuse prevention, k-5 human trafficking prevention and the fifth-grade puberty programs. School Counselor sends home information to families of community resources as needed such as the Where to Look Book which lists community resources for families in need of food, shelter, and counseling services. School counselor also provides referrals to the School Social worker for students who need additional community resources and are having issues with attendance. Woodward also maintains and food bank with food donated from a church, and we are also partnered with the Volusia School Fuel program who provides a weekend bag of food for our students who need food, weekly during the school year.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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 emailed to 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.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Woodward has a weekly PLC where all teachers attend to receive professional development and to continuously monitor the progress of all students, especially those who have an identified learning gap and who are not making progress. We have an MTSS program and facilitator who will meet with teachers to work together to provide a continuum of supports in partnership with family members. There are 8 professional learning time periods identified to provide district and school-based PD. The school also has a New Teacher mentorship program where new teachers meet monthly with their assigned mentors to further their professional learning.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Woodward has an ESE Pre-K and a Blended Headstart. Students with moderate and severe disabilities may require more intensive and specialized programs to meet their needs. Volusia County has identified Woodward as one of the cluster schools that provide specialized instruction and services to meet the needs of these students. A support facilitator and a Headstart teacher are assigned to the Pre-K Blended program. For the ESE pre-K, a support facilitator is assigned to ensure the IEP is met with all federal requirements.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No