

# Woodland Middle School



2015-16 School Improvement Plan

## Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

[www.sarasotacountyschools.net/woodland](http://www.sarasotacountyschools.net/woodland)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	56%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	31%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	B	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

School Mission:

Woodland Middle School is a community offering a safe, encouraging environment, that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.

PBS Mission:

The Woodland Middle School Community strives to create respectable, responsible, trustworthy, and engaged life-long learners through behavioral and instructional support.

##### Provide the school's vision statement

Woodland Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

WMS strives to create a community of caring within our school. Staff and students have become accustomed to a climate in which staff and students have conversations in which develop relationships. In addition, all students at WMS are accustomed to speaking in a verbally appropriate way to others by using accountable talk at all times.

Woodland Middle School respects and embraces the surrounding community, therefore Woodland Middle School prides being a Community of Caring school. The values of caring, family, trust, responsibility, and respect are displayed throughout our campus and community and more importantly, in the classrooms.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The Positive Behavior System (PBS) model is used to promote positive behavior on campus. This caring and innovative team has derived a "24/7" model of behavioral expectations for all stakeholders (students, staff & visitors).

The administrative team supervises students on campus before and after school, during class transitions to help enforce behavioral expectations and see that students get to class safely and on time. Teachers also stand at the door to welcome students to class with a smile daily – each and every period.

In the instance a student has a concern, they are encouraged to report that concern to Woodland Middle School faculty. Each report is reviewed, investigated, documented and action is taken if needed.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Woodland Middle School, we pride ourselves on promoting an academic environment in which embraces the idea of being a "Community of Caring." Students follow the "Positive Behavior Support"



procedures that have been derived and refined over the last three years. Woodland Middle makes every attempt to be proactive instead of reactive. Staff at Woodland Middle School utilizes interventions, strategies as well as teach the students to be problem solvers. At Woodland Middle, students pride themselves on being role models to younger children and becoming future leaders.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Woodland Middle School Wide Support Team (SWST) consists of: Two Guidance Counselors, an ESE Liaison, School Psychologist, Social Worker, Principal, TOSA, and Truancy Workers. The SWST meets weekly on Wednesday to discuss the needs of our students. In addition, the School Psychologist and Social Worker have implemented a mentoring program to pair staff members with students who have early warning indicators. School Counselors meet with students when requested, facilitate classroom lessons, and connect resources to families as needed. Furthermore, School Counselors meet with students when requested, facilitate classroom lessons, and connect resources as needed.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The School-Wide Support Team (SWST) discusses students who may have early warning indicators of attendance, academic deficits & concerns and behavioral data such as in-school and out of school suspensions. The SWST meets weekly for 1 hour on Wednesday in the ESE Liaison Conference room. Chelsea Tuggle begins the meeting with greetings and defers to the team for student names with concerns and problem solving. The SWST then makes recommendations based on data and connects resources to help students to be more successful. PLC Leaders also bring students of concern to MTSS Team. Teachers visit the team when needed to assist with the process and collection of data. An MTSS representative has been asked to define the process to PLC Teams, Grade Level Teams, & Department Leaders. A presentation was given to entire staff during Teacher Pre-Planning week & will continue periodically. Students who score in the lower percentile in Reading are identified and are strategically placed in Intensive Language Arts for one period a day – five days a week. Students who are not demonstrating mastery in core areas are able to attend Academic Intervention classes or Course Recovery Classes. The Woodland Middle School Behavior Specialist review discipline referrals and suspensions and offer teachers interventions and strategies for a student’s behavioral success.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	22	24	36	82
One or more suspensions	4	3	8	15
Course failure in ELA or Math	1	0	1	2
Level 1 on statewide assessment	56	52	56	164
	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	9	6	13	28

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The intervention strategies recommended by School-Wide Support Team (SWST) provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

Examples Include:

- Progress Monitoring
- Differentiated Instruction
- Tier 1, 2 & 3 interventions based on student needs.
- Prescriptive Assessments
- Intensive Language Arts classes (Small Group, differentiated instruction)
- Critical Thinking Class (Small Group, differentiated instruction)
- Mentoring - small group, mentoring provided with Behavior Specialist and Guidance Counselor
- ESE students are placed in their Least Restrictive Environment (LRE)

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

The Woodland Middle School website displays the school's mission and vision statement and the school newsletter is designed to inform parents of events going on at the school and topics being spotlighted in classrooms.

Teachers and other staff members call parents, use Teleparent, send emails or letters, and hold conferences to discuss their child's progress academically and behaviorally. The team works together to develop a plan to help the student reach their highest level of potential and providing support as needed.

Parents are invited to attend our "Back to School Day," Open House, Stem Carnival, Showcase Night, Athletic Events, Music Productions and promotional ceremonies in addition to special events such as "Desserts for Dads!"

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

School staff reaches out to local community members to encourage involvement in the school through volunteering and making donations to help support the needs of our students. The School Advisory Council encourages participation in meetings and school events.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Hall, Cindy	Principal
Montgomery, Mia	Assistant Principal
Wong, Christine	Administrative Support
Tuggle, Chelsea	Guidance Counselor
Sandburg, Lori	Guidance Counselor
Hoffman, Christi	Administrative Support

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Cindy J. Hall, Principal; Mia Montgomery, Assistant Principal; Christine Wong, TOSA; Christi Hoffman, Behavioral Specialist; Lori Sandburg, Counselor; Chelsea Tuggle, Counselor  
 Administrative Staff Meetings every Monday (Ad Staff)  
 Faculty Meetings Monthly (every 2nd Tuesday) w/ Instructional Professional Development  
 Monthly Curriculum Leader Meetings (every 1st Tuesday)  
 Weekly Teacher PLC Meetings facilitated by PLC Curriculum Leaders (every Tuesday)  
 Monthly Department Meetings facilitated by Department Chairs  
 SAC Monthly Meeting  
 Professional Development Wednesdays every Wednesday  
 Annual Excel Spreadsheet of Wednesday Morning Professional Development Plus Additional PDs Planned &  
 Developed by Literacy Leadership Team using Teacher Input of PD Needs  
 PBS Bi-Weekly Meetings  
 Literacy / Leadership Weekly Planning Meeting every Friday (8:45 – 9:15am)  
 PRIDE Teacher Observations / Conferences / Mid-Year Reviews / End-Year Reviews / IPDP etc./ CWTs  
 Principal Online Electronic Newsletter (Weekly / Monthly) Instructional and Program Information  
 Master Schedule of Student Classes & Offerings  
 5th to 6th Timeline of Transition Activities / Parent Orientation / WMS Winter Showcase / Gifted Parent Preview  
 Tour / Agendas / Connect Eds / Flyers Mailed  
 8th to 9th Timeline of Transition Activities  
 SIP Plan  
 BPIE Process  
 Documents Developed to Formalize Instructional Leadership Opportunities  
 Weekly Agenda for Ad Staff  
 Monthly Faculty Meeting Agendas  
 Monthly PLC Curriculum Leader Agendas

Weekly Electronic Teacher PLC Meeting / Agenda Submitted to Admin by PLC Leaders  
Monthly Department Chair Electronic Minutes / Agenda Submitted to Admin by Department Chair  
Weekly PLC Leader & Members – Weekly PLC Times & Locations  
Weekly PLC Leader Chart – Times & Locations  
SAC Monthly Agendas  
Professional Development Flyers Developed & Sent to Staff Weekly for PD Wednesday Morning PD  
Annual Excel Spreadsheet of Wednesday Morning Professional Development Plus Additional PDs  
WMS Middle School 2-15-2016 Meeting & Professional Development Schedule  
(Includes PLC Curriculum Leader Meeting, SAC, Faculty Meetings, Department Meetings,  
Professional Development Wednesdays, PBS Thursday Meetings, Literacy/Leadership Weekly  
Planning Meetings)  
Annual Calendar “At A Glance” one page with all Leadership Opportunities  
Excel WMS Activities Calendar – All events on campus (morning, day, evening) (emailed to Staff  
Each  
Monday)  
PRIDE Form Developed for CWT’s – Based on CIS  
PRIDE Teacher Observation Form for Documentation of Teachers Observed / IPDP / Short & Long  
Form  
PRIDE Teacher Observation / NCI Form for Documentation of CI/NCI Observed ( Short & Long forms  
/ Mid-Year /  
Final Review)  
Principal Online Electronic Newsletter – Instructional & Program Information  
5th to 6th Timeline of Activities / Parent Orientation / WMS Winter Showcase / Gifted Parent Preview  
Tour /  
Agendas / Connect Eds / Flyers Mailed  
8th to 9th Timeline of Transition Activities  
SIP Plan  
BPIE Process

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

- Teachers collect data based on formative and summative assessments for progress monitoring. Intensive Language Arts and Academic Intervention teachers collect data and share relevant data with team teachers.
- Behavior Data is collected and maintained by the Behavior Specialist through observations and discipline logs, TPS & behavior trackers.
- Teacher training will target standard-based strategies linked to college and career readiness such as, task complexity & difficulty, Inquiry Based Instruction, D.O.K Levels, Fluency in Math & Language Arts. Training will also focus on the following: such as Common Core, Text Complexity, iEngage: The Purposes, Modeling, Accountable Team tasks using Accountable Team Talk, and Guided Instruction, as well as linking electronic professional development to instructional strategies. Office 365, Microsoft One Note, Crosspointe, MTSS, World Book, Achieve 3000, IXL and Blackboard/LEARN are all integrated and vital to the SIP.
- Supplemental Materials provided through Title III funds are used for language instruction for ELL students mainly purchasing supplemental materials such as English language learning software, textbooks, dictionaries, and other materials.
- Bullying prevention programs are led by our guidance counselors and taught in grades 6-8 during the school day. Self-report student data is collected and analyzed along with behavioral information to target needed topics for lessons and assemblies.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Chelsea Tuggle	Education Support Employee
Cindy Hall	Principal
Gary French	Teacher
Robert Lamela	Parent
Kristina Beecher	Teacher
Barbara Albino	Education Support Employee
Jennifer Kinker	Parent
Linda Booher	Parent
Georgina Santiago	Business/Community
Patrick Smith	Parent
Kathryn Brandow	Teacher
Alissa Perry	Parent
Boyd Klein	Business/Community
Chris Kovitch	Business/Community
Stephanie Boyton	Business/Community
Lisa Lemieux	Parent
Sheila Valentino	Business/Community

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

SAC reviews SIP plan on a yearly basis.

*Development of this school improvement plan*

SAC is to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

*Preparation of the school's annual budget and plan*

SAC determines how funds are distributed for the 2015-2016 school year.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

N/A SAC was not funded in the 2015-2016 school year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership:

Name	Title
Hall, Cindy	Principal
Wong, Christine	Administrative Support
Butler, Lauren	Teacher, K-12
Bosnonian , Tammy	Teacher, K-12
Thompson, Emily	Teacher, K-12
Smith, Elvena	Teacher, K-12
McCombie, Brian	Teacher, K-12
Walter , Beth	Teacher, K-12
Montgomery, Mia	Assistant Principal

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The WMS Literacy Leadership Team (LLT meets) weekly in PLC's regarding Literacy Based instruction, weekly literacy news of current literacy strategies, sending literacy strategies to all content areas to encompass reading and writing in the core content areas. WMS implements WOW ( District Wide Vocabulary) . WOW will be implemented daily through all teachers.

The 4 components of the iEngage model will be done and implemented in LA, SS, SC, and Math: Focus Lesson, Guided Instruction, Accountable Team Task, and Independent Learning. PLC's will continue their work with common assessments, lesson designs and implementation, data analysis and targeting weak areas through a student's strengths.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Administration embraces an open door policy where teachers and staff can come and express any concerns or ideas.

Curriculum leader meetings are held monthly to provide information to Curriculum Leaders. The Curriculum Leaders will then pass down important information during collaborative planning/ Professional Learning Communities (PLC). PLC's will meet weekly at every grade level & subject level. Department Meetings are held monthly in every subject level to pass down content area information to relevant teachers.

A Mentor/ Mentee program is in place which allows veteran staff to get in touch with new staff. Mentors act as support for new teachers and assist them in areas of need.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

First year teachers are partnered with a veteran teacher as a part of our school district Mentor/Mentee program. All teachers meet weekly either during common planning or after school to work on coaching,



planning, feedback, progress monitoring, and home-school communication. In addition to district Professional Development, WMS offers weekly Professional Development opportunities to aid all staff on campus.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

First year teachers are partnered with a veteran teacher as a part of our school district induction program. Staff is paired with teachers of the same content area whenever possible. WMS offers weekly Professional Development opportunities to aid all staff on campus. Teachers meet weekly either during common planning or after school to work on coaching, planning, feedback, progress monitoring, and home-school communication.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The WMS staff plans instruction using relevant data from formative and summative assessments. During planning, the teachers of WMS utilize the Mathematics Florida Standards, Language Arts Florida Standards, CPALMS, Test item specs, Deconstructed Standards and Webb's DOK all while using the iENgage lesson planning design. At all times, teachers model critical thinking skills and expect the students to use those skills as well. Daily lessons encompass evaluation, inferencing, justification and analyzing.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Baseline Data: FCAT, FAIR, District Benchmark Assessments in Reading, Math, Science and Writing.  
Mid-year: FAIR, District Benchmark Assessments in Reading, Math, Science, Writing, Algebra and Geometry

End of year: FCAT and EOC exams

In order to meet needs, students are given the opportunity to utilize computer based programs that increase reading, writing and math fluency. Intensive Language Arts is also provided for students scoring a 1 or 2 on last years FCAT. For math students, the Math department utilizes IXL in the classroom to improve mathematical fluency among struggling learners.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 1,560

Professional Development

**Strategy Rationale**

Weekly Professional Development opportunities occur on several components of teaching and strategies. We look at the iEngage Lesson plan model and cover the components weekly. In addition, professional development opportunities on things such as close reading, reciprocal teaching, instructional technology all take place.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Hall, Cindy, cindy.hall@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Reports obtained from Achieve 3000 & IXL will be used in addition to teacher created formative assessments.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

School Counselors follow the district transition plan for incoming 6th grade students and students transitioning to high school. School staff representatives visit elementary schools in the spring to speak to students about the transition to middle school.

Each year, the High School Guidance Counselors from North Port High school meet with WMS 8th graders. They are informed of the classes and electives in High School. WMS counselors then provide assistance to the 8th graders to aid them in the decision making process. Later, North Port High counselors meet each 8th grader on a one to one basis to finalize the components of their High School studies.



## College and Career Readiness

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

Woodland Middle School offers our students Technology Exploration, Robotics and Crime Scene Investigation (CSI) classes. Yearly, WMS students have the opportunity to participate in the Stem Carnival and Science Fair.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The required career component is taught through 8th grade History courses. Our STEM classes ( Exploring Technology, Technology Communication & Robotics ) prepare students with the technology skills today needed for a competitive job market. Moreover, our core curriculum follows NGSS and Florida Standards which align with the needs of effective student learning.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

The iEngage model requires that student work together to solve complex problems whilst using accountable talk. All of our Math & Science classrooms are Tech Activ. This year we added some Social Studies and Language Arts Tech Active classes. These tasks are crucial as they prepare students for how to effectively work with a team while remaining respectful and patient.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

As a middle school, we are partnering with Kevin Baird, National director of the "College and Career Ready Center." The focus at Woodland Middle School is to refine the iEngage model of instruction, with professional development emphasizing the developing of purposes that are aligned to inquiry-based, problem solving and fluency focused accountable team tasks. Formative assessments from Accountable Team Tasks will serve to inform and drive future instruction.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** For the 2015 - 2016 school year, WMS will have a 55% math proficiency rate for the 2016 school year as measured by the FSA exam.
- G2.** For the 2015- 2016 school year, WMS will have a 55% reading proficiency rate for the 2016 school year as measured by the FSA
- G3.** For the 2015 - 2016 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** For the 2015 - 2016 school year, WMS will have a 55% math proficiency rate for the 2016 school year as measured by the FSA exam. **1a**

G072485

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Achievement	55.0

**Resources Available to Support the Goal** **2**

- Classroom teachers, Para Professionals, Media Aid, administration and support staff are essential resources for all students on campus. iEngage Lesson design, C-Palms, PLC's that create lesson plans aligned to standards, common assessments, district assessments. In addition, tools such as the Instructional Indicators for Success, Math Fluency Tests, Computer programs such as IXL as well as teacher created assessments and District Benchmark Assessments are critical for success.

**Targeted Barriers to Achieving the Goal** **3**

- Math fluency deficits which interfere with grasping and mastering higher level math skills

**Plan to Monitor Progress Toward G1.** **8**

Teachers will participate in iEngage lesson design as well as implement. Teachers will also utilize W.O.W to promote building a strong vocabulary. Math teachers will continue to use the school wide math basic skills development program "Green Test," as well as design meaningful lessons from the "Big Ideas" curriculum.

**Person Responsible**

Cindy Hall

**Schedule**

Quarterly, from 8/24/2015 to 8/24/2015

**Evidence of Completion**

Professional Development, PLC, Curriculum Leader/Department Meetings, Classroom observations and student learning gains as evidenced by assessment results.

**G2.** For the 2015- 2016 school year, WMS will have a 55% reading proficiency rate for the 2016 school year as measured by the FSA **1a**

G072486

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Achievement	55.0

**Resources Available to Support the Goal** **2**

- Classroom teachers, Para Professionals, Media Aid, administration and support staff are essential resources for all students on campus.
- Tools such as the Instructional Indicators for Success, FAIR Tool Kits, FOCUS assessments, teacher created assessments and District Benchmark Assessments are critical for success.
- Achieve 300 & IXL will be used to reinforce Grammar and Reading Comprehension skills while embracing critical thinking

**Targeted Barriers to Achieving the Goal** **3**

- Students with reading deficits in regards to non-fiction and informational texts
- Students are in need of vocabulary comprehension strategies to comprehend text.

**Plan to Monitor Progress Toward G2.** **8**

Classroom assessment scores, FAIR, Achieve 300 and Focus results

**Person Responsible**

Christine Wong

**Schedule**

Quarterly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Student learning gains as evidenced by assessment results.

**G3.** For the 2015 - 2016 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.

1a

G072487

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- FCAT 2.0 Test Specs, Focus Assessments, Benchmark tests, iEngage Lessons

**Targeted Barriers to Achieving the Goal** 3

- Students will need to learn to become accustomed to thinking deeply and critically during hands on learning activities to develop deep content understanding.

**Plan to Monitor Progress Toward G3.** 8

Classroom walkthrough forms/School and District Assessments

**Person Responsible**

Cindy Hall

**Schedule**

Quarterly, from 8/24/2015 to 6/2/2016

**Evidence of Completion**

Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments and Increased FCAT Science proficiency scores.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** For the 2015 - 2016 school year, WMS will have a 55% math proficiency rate for the 2016 school year as measured by the FSA exam. **1**

 G072485

**G1.B1** Math fluency deficits which interfere with grasping and mastering higher level math skills **2**

 B188890

**G1.B1.S1** Teachers will monitor student math fluency skills and implement classroom interventions to address deficits. Supplemental math fluency opportunities will be provided for struggling students. **4**

 S200366

### Strategy Rationale

#### Action Step 1 **5**

#### Progress Monitoring & The Development of Interventions

##### Person Responsible

Chelsea Tuggle

##### Schedule

Quarterly, from 8/24/2015 to 5/27/2016

##### Evidence of Completion

Math fluency test results

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom Walk Through - Data Review

**Person Responsible**

Cindy Hall

**Schedule**

Biweekly, from 8/24/2015 to 5/29/2016

**Evidence of Completion**

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Progress monitoring of math fluency

**Person Responsible**

Elvena Smith

**Schedule**

Quarterly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Results of math fluency assessments, benchmark assessments and EOC assessment

**G1.B1.S2** Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, use literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness 4

 S200367

**Strategy Rationale**

**Action Step 1** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**



**G2.** For the 2015- 2016 school year, WMS will have a 55% reading proficiency rate for the 2016 school year as measured by the FSA **1**

G072486

**G2.B1** Students with reading deficits in regards to non-fiction and informational texts **2**

B188891

**G2.B1.S1** Level 1 and Level 2 Reading FCAT students will participate in an Intensive Reading class **4**

S200368

### Strategy Rationale

#### Action Step 1 **5**

Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.

#### **Person Responsible**

Christine Wong

#### **Schedule**

Quarterly, from 8/24/2015 to 8/24/2015

#### **Evidence of Completion**

Fair & Achieve 3000

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Classroom Walk through forms, lesson plans, student performance data

#### **Person Responsible**

Cindy Hall

#### **Schedule**

Quarterly, from 8/24/2015 to 6/2/2016

#### **Evidence of Completion**

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Classroom Walk through forms, School and District Assessments

**Person Responsible**

Cindy Hall


**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

**G2.B1.S2** Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, use literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness 4

 S200369

**Strategy Rationale**

**Action Step 1 5**

iEngage Lesson Design PD

**Person Responsible**

Cindy Hall

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

FSA Reading Results

**Person Responsible**

Cindy Hall

**Schedule**

On 8/24/2015

**Evidence of Completion**

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

**G2.B2** Students are in need of vocabulary comprehension strategies to comprehend text. 2

 B188892

**G2.B2.S1** WMS Teachers will use Cornell Notes during content area and reading instruction. Teachers will implement the iEngage (Gradual Release) Instructional model daily. Teachers will actively utilize Word Walls in regards to content specific vocabulary. Teachers will use Reciprocal Teaching methods during instruction 4

 S200370

**Strategy Rationale**

**Action Step 1** 5

Reciprocal Teaching

**Person Responsible**

Cindy Hall

**Schedule**

Quarterly, from 8/14/2015 to 5/29/2016

**Evidence of Completion**

Walkthroughs and observational data will be used for follow up and monitoring

**Action Step 2** 5

Vocabulary WOW - Frayer Model

**Person Responsible**

Cindy Hall

**Schedule**

Quarterly, from 8/14/2015 to 8/14/2015

***Evidence of Completion***

Walkthroughs and observational data will be used for follow up and monitoring

**Action Step 3** 5

Cornell Notes

**Person Responsible**

Cindy Hall

**Schedule**

Quarterly, from 8/24/2015 to 5/29/2016

***Evidence of Completion***

Walkthroughs and observational data will be used for follow up and monitoring

**Action Step 4** 5

iENgage Lesson Design

**Person Responsible**

Cindy Hall

**Schedule**

Monthly, from 8/24/2015 to 5/29/2016

***Evidence of Completion***

Walkthroughs and observational data will be used for follow up and monitoring

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Classroom Walkthrough

**Person Responsible**

Cindy Hall

**Schedule**

Quarterly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Fidelity of use of instructional strategies in each classroom.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Formative and summative classroom assessments, Focus and FAIR results

**Person Responsible**

Christine Wong

**Schedule**

Quarterly, from 8/24/2015 to 8/24/2015

***Evidence of Completion***

Results of summative classroom assessments, student grades, Focus and FAIR results

**G3.** For the 2015 - 2016 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.

1

G072487

**G3.B1** Students will need to learn to become accustomed to thinking deeply and critically during hands on learning activities to develop deep content understanding. 2

B188893

**G3.B1.S1** Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, use literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness 4

S200371

### Strategy Rationale

#### Action Step 1 5

Offer training that reinforces the use of the iEngage Instructional Model within classrooms

#### Person Responsible

Cindy Hall

#### Schedule

Quarterly, from 8/25/2015 to 5/27/2016

#### Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

#### Action Step 2 5

Cornell Note Taking

#### Person Responsible

Cindy Hall

#### Schedule

Quarterly, from 8/25/2015 to 5/27/2016

#### Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

**Action Step 3** 5

iEngage/Standards-Based Instruction/Common Core/Text Complexity

**Person Responsible**

Cindy Hall

**Schedule**

Biweekly, from 8/25/2015 to 5/27/2016

**Evidence of Completion**

Written on Board: Content Purposes, Language Purpose with target vocab & language frame, Accountable Team Task (rigorous application linking to Content Purpose) Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Observation of classroom instructional strategies.

**Person Responsible**

Cindy Hall

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Consistent implementation of the iEngage Instructional Model. Increased FCAT 2.0 scores for 2016

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Science Benchmark assessments. Formative and summative classroom assessments.

**Person Responsible**

Cindy Hall

**Schedule**

On 5/27/2016

**Evidence of Completion**

Increased proficiency on FCAT 2.0 Science in 2015.

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Progress Monitoring & The Development of Interventions	Tuggle, Chelsea	8/24/2015	Math fluency test results	5/27/2016 quarterly
G1.B1.S2.A1	[no content entered]			one-time	
G2.B1.S1.A1	Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.	Wong, Christine	8/24/2015	Fair & Achieve 3000	8/24/2015 quarterly
G2.B1.S2.A1	iEngage Lesson Design PD	Hall, Cindy	8/24/2015	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/27/2016 monthly
G2.B2.S1.A1	Reciprocal Teaching	Hall, Cindy	8/14/2015	Walkthroughs and observational data will be used for follow up and monitoring	5/29/2016 quarterly
G3.B1.S1.A1	Offer training that reinforces the use of the iEngage Instructional Model within classrooms	Hall, Cindy	8/25/2015	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/27/2016 quarterly
G2.B2.S1.A2	Vocabulary WOW - Frayer Model	Hall, Cindy	8/14/2015	Walkthroughs and observational data will be used for follow up and monitoring	8/14/2015 quarterly
G3.B1.S1.A2	Cornell Note Taking	Hall, Cindy	8/25/2015	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/27/2016 quarterly
G2.B2.S1.A3	Cornell Notes	Hall, Cindy	8/24/2015	Walkthroughs and observational data will be used for follow up and monitoring	5/29/2016 quarterly
G3.B1.S1.A3	iEngage/Standards-Based Instruction/ Common Core/Text Complexity	Hall, Cindy	8/25/2015	Written on Board: Content Purposes, Language Purpose with target vocab & language frame, Accountable Team Task (rigorous application linking to Content Purpose) Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/27/2016 biweekly
G2.B2.S1.A4	iENgag e Lesson Design	Hall, Cindy	8/24/2015	Walkthroughs and observational data will be used for follow up and monitoring	5/29/2016 monthly
G1.MA1	Teachers will participate in iEngage lesson design as well as implement. Teachers will also utilize W.O.W to promote building a strong vocabulary. Math teachers will continue to use the school wide math basic skills development program "Green Test," as well as design meaningful lessons from the "Big Ideas" curriculum.	Hall, Cindy	8/24/2015	Professional Development, PLC ,Curriculum Leader/Department Meetings ,Classroom observations and student learning gains as evidenced by assessment results.	8/24/2015 quarterly
G1.B1.S1.MA1	Progress monitoring of math fluency	Smith, Elvena	8/24/2015	Results of math fluency assessments, benchmark assessments and EOC assessment	5/27/2016 quarterly
G1.B1.S1.MA1	Classroom Walk Through - Data Review	Hall, Cindy	8/24/2015	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/29/2016 biweekly
G2.MA1	Classroom assessment scores, FAIR, Achieve 300 and Focus results	Wong, Christine	8/24/2015	Student learning gains as evidenced by assessment results.	5/27/2016 quarterly
G2.B1.S1.MA1	Classroom Walk through forms, School and District Assessments	Hall, Cindy	8/18/2014	Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data	6/2/2015 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Classroom Walk through forms, lesson plans, student performance data	Hall, Cindy	8/24/2015	Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data	6/2/2016 quarterly
G2.B2.S1.MA1	Formative and summative classroom assessments, Focus and FAIR results	Wong, Christine	8/24/2015	Results of summative classroom assessments, student grades, Focus and FAIR results	8/24/2015 quarterly
G2.B2.S1.MA1	Classroom Walkthrough	Hall, Cindy	8/24/2015	Fidelity of use of instructional strategies in each classroom.	5/27/2016 quarterly
G2.B1.S2.MA1	FSA Reading Results	Hall, Cindy	8/24/2015	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	8/24/2015 one-time
G3.MA1	Classroom walkthrough forms/School and District Assessments	Hall, Cindy	8/24/2015	Teacher ongoing evaluation form using the Instructional Information System,curriculum leader meeting notes, Data from progress monitoring assessments and Increased FCAT Science proficiency scores.	6/2/2016 quarterly
G3.B1.S1.MA1	Science Benchmark assessments. Formative and summative classroom assessments.	Hall, Cindy	8/24/2015	Increased proficiency on FCAT 2.0 Science in 2015.	5/27/2016 one-time
G3.B1.S1.MA1	Observation of classroom instructional strategies.	Hall, Cindy	8/24/2015	Consistent implementation of the iEngage Instructional Model. Increased FCAT 2.0 scores for 2016	5/27/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** For the 2015 - 2016 school year, WMS will have a 55% math proficiency rate for the 2016 school year as measured by the FSA exam.

**G1.B1** Math fluency deficits which interfere with grasping and mastering higher level math skills

**G1.B1.S1** Teachers will monitor student math fluency skills and implement classroom interventions to address deficits. Supplemental math fluency opportunities will be provided for struggling students.

### **PD Opportunity 1**

Progress Monitoring & The Development of Interventions

#### **Facilitator**

C.Tuggle, E. Smith , B.McCombie

#### **Participants**

All WMS Staff

#### **Schedule**

Quarterly, from 8/24/2015 to 5/27/2016

**G2.** For the 2015- 2016 school year, WMS will have a 55% reading proficiency rate for the 2016 school year as measured by the FSA

**G2.B1** Students with reading deficits in regards to non-fiction and informational texts

**G2.B1.S1** Level 1 and Level 2 Reading FCAT students will participate in an Intensive Reading class

### **PD Opportunity 1**

Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.

#### **Facilitator**

Chrissy Wong

#### **Participants**

All Language Arts / Reading Staff

#### **Schedule**

Quarterly, from 8/24/2015 to 8/24/2015

**G2.B1.S2** Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, use literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness

**PD Opportunity 1**

iEngage Lesson Design PD

**Facilitator**

E.Smith, E.Walters, T.Bosonian, B.McCombie, C.Wong, E.Thompson

**Participants**

ALL WMS STAFF

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**G2.B2** Students are in need of vocabulary comprehension strategies to comprehend text.

**G2.B2.S1** WMS Teachers will use Cornell Notes during content area and reading instruction. Teachers will implement the iEngage (Gradual Release) Instructional model daily. Teachers will actively utilize Word Walls in regards to content specific vocabulary. Teachers will use Reciprocal Teaching methods during instruction

**PD Opportunity 1**

Reciprocal Teaching

**Facilitator**

C. Wong, S. Balmer, E.Thompson

**Participants**

All WMS Staff

**Schedule**

Quarterly, from 8/14/2015 to 5/29/2016

## **PD Opportunity 2**

Vocabulary WOW - Frayer Model

### **Facilitator**

S. Balmer, E. Thompson

### **Participants**

All WMS Staff

### **Schedule**

Quarterly, from 8/14/2015 to 8/14/2015

## **PD Opportunity 3**

Cornell Notes

### **Facilitator**

E. Thompson, T. Bosonian, E. Smith, E. Walters, B. McCombie

### **Participants**

All WMS Staff

### **Schedule**

Quarterly, from 8/24/2015 to 5/29/2016

## **PD Opportunity 4**

iENgage Lesson Design

### **Facilitator**

E. Thompson, T. Bosonian, E. Smith, E. Walters, B. McCombie, C. Wong

### **Participants**

All WMS Staff

### **Schedule**

Monthly, from 8/24/2015 to 5/29/2016

**G3.** For the 2015 - 2016 school year, 60% of WMS students will show proficiency on the Science FCAT 2.0.

**G3.B1** Students will need to learn to become accustomed to thinking deeply and critically during hands on learning activities to develop deep content understanding.

**G3.B1.S1** Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, use literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness

### **PD Opportunity 1**

Offer training that reinforces the use of the iEngage Instructional Model within classrooms

#### **Facilitator**

E.Smith, E.Walters, T.Bosonian, B.McCombie, C.Wong, E.Thompson

#### **Participants**

All WMS Instructional Staff

#### **Schedule**

Quarterly, from 8/25/2015 to 5/27/2016

### **PD Opportunity 2**

Cornell Note Taking

#### **Facilitator**

E.Smith, E.Walters, T.Bosonian, B.McCombie, C.Wong, E.Thompson

#### **Participants**

All WMS Instructional Staff

#### **Schedule**

Quarterly, from 8/25/2015 to 5/27/2016

**PD Opportunity 3**

iEngage/Standards-Based Instruction/Common Core/Text Complexity

**Facilitator**

E.Smith, E.Walters, T.Bosonian, B.McCombie, C.Wong, E.Thompson

**Participants**

All WMS Instructional Staff

**Schedule**

Biweekly, from 8/25/2015 to 5/27/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Progress Monitoring & The Development of Interventions	\$0.00
2	G1.B1.S2.A1		\$0.00
3	G2.B1.S1.A1	Increased reading of informational text and the use of textual evidence to demonstrate comprehension in all core classrooms as well as encore classes.	\$0.00
4	G2.B1.S2.A1	iEngage Lesson Design PD	\$0.00
5	G2.B2.S1.A1	Reciprocal Teaching	\$0.00
6	G2.B2.S1.A2	Vocabulary WOW - Frayer Model	\$0.00
7	G2.B2.S1.A3	Cornell Notes	\$0.00
8	G2.B2.S1.A4	iENGage Lesson Design	\$0.00
9	G3.B1.S1.A1	Offer training that reinforces the use of the iEngage Instructional Model within classrooms	\$0.00
10	G3.B1.S1.A2	Cornell Note Taking	\$0.00
11	G3.B1.S1.A3	iEngage/Standards-Based Instruction/Common Core/Text Complexity	\$0.00
<b>Total:</b>			<b>\$0.00</b>