

Woodland Middle School



2016-17 Schoolwide Improvement Plan

Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	A

**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 is pending approval by the Sarasota County School Board.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Woodland Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 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.

b. 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. It is our goal that administration is not only visible, but approachable to our students and families. In addition, our SRO and Security Monitor actively patrol school grounds to ensure the safety of all students, staff and visitors. 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.

c. 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 four 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. Another proactive approach WMS utilizes is our "Intervention Reports." These allow our teachers to address situations without a discipline referral. In turn, students are counseled on strategies that allow them to be successful in the classroom in regards to off task behaviors etc. At Woodland Middle, students pride themselves on being role models to younger children and becoming future leaders.

d. 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, Behavior Specialist, School Psychologist, Social Worker, Principal, Assistant 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.

3. Early Warning Systems

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

a. 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 during our first faculty meeting & will continue to be emphasized 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.

All Language Arts, Math & Reading teachers review iReady data and implement instruction that targets the individual needs of all students.

The Woodland Middle School Behavior Specialist reviews discipline referrals and suspensions and offer teachers interventions and strategies for a student's behavioral success.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	12	16	16	0	0	0	0	44	
One or more suspensions	0	0	0	0	0	0	6	9	12	0	0	0	0	27	
Course failure in ELA or Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2	
Level 1 on statewide assessment	0	0	0	0	0	0	37	50	46	0	0	0	0	133	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	9	6	13	0	0	0	0	28	

c. 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 (i-ready)
- Differentiated Instruction in all subject areas (including encores)
- Tier 1, 2 & 3 interventions based on student needs.
- Mentoring - small group, mentoring provided with Behavior Specialist and Guidance Counselor
- ESE students are placed in their Least Restrictive Environment (LRE)
- Reading with a Purpose
- Writing to explain & justify with relevant details
- Guided instruction which allows for guiding questions that make students think deeply
- Lessons that focus on D.O.K levels 2,3,4 (Depth of Knowledge)
- Intensive Language Arts classes (Small Group, differentiated instruction)
- Critical Thinking Class (Small Group, differentiated instruction)

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 "Donuts for Dads," and our Volunteer Appreciation Breakfast.

Parents and volunteers are always welcomed at WMS. We encourage all community members to volunteer and become actively involved at WMS.

2. 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. WMS embraces our community and its many offerings and establishes a mutual partnership with many local business and community members. As of now, our Business Coordinator has secured 15 business partners and currently is attempting to obtain more.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Hall, Cindy	Principal
Wong, Christine	Administrative Support
Tuggle, Chelsea	School Counselor
Hoffman, Christi	Administrative Support
Chase, Ryan	Assistant Principal

b. Duties

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

Cindy J. Hall, Principal; Ryan Chase; Assistant Principal; Christine Wong, TOSA; Christi Hoffman, Behavioral Specialist; Chelsea Tuggle, Counselor

Administrative Staff Meetings (Weekly)

Monthly - Faculty Meetings w/ Instructional Professional Development

Monthly - Curriculum Leader Meetings

Weekly - Teacher PLC Meetings facilitated by PLC Curriculum Leaders

Monthly - Department Meetings facilitated by Department Chairs

Monthly - SAC Meeting

Professional Development Wednesdays

- Developed by Literacy Leadership Team using Teacher Input of PD Needs

Weekly - PBS Meetings

Weekly - Literacy / Leadership Weekly Planning Meeting

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 Administrative 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 2016-2017 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

2. 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 intervention sheets or 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 Florida Standards, 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, iReady 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.
- Coordinate with district departments to utilize and implement district-provided resources to positively impact student achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chelsea Tuggle	Education Support Employee
Cindy Hall	Principal
Gary French	Teacher
Kristina Beecher	Teacher
Barbara Leslie	Education Support Employee
Linda Booher	Parent
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
Emily Thompson	Teacher
Donna Battiatà	Parent
Brian McCombie	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviews SIP plan on a yearly basis.

b. 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.

c. Preparation of the school's annual budget and plan

SAC determines how funds are distributed for the 2016-2017 school year.

2. 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 2016-2017 school year.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hall, Cindy	Principal
Wong, Christine	Administrative Support
Booher, Linda	Paraprofessional
Waple, Emily	Teacher, K-12
McCombie, Brian	Teacher, K-12
Bosnoian, Tammy	Teacher, K-12
O'Gorman, Kevin	Teacher, K-12
Chase, Ryan	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 components of the iEngage model will be done and implemented in LA, SS, SC, and Math:

Purpose & Modeling, 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.

The WMS Staff uses the following strategies to promote literacy in all subject areas:

- Cornell Notes
- Close Reading
- Interactive Notebooks
- Text Analysis of multiple texts per day
- Emphasis on textual evidence and supporting details
- Exposure to a multitude of texts based on varying complexity levels

D. Public and Collaborative Teaching

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

1. 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. This school year, all WMS core classes share common planning, this allows teachers to develop vertical alignments for each subject area. This allows teachers to work in a collaborative manner while working on meeting the needs of each and every student no matter the grade.

Department Meetings are held monthly in every subject level to pass down content area information to relevant teachers.

Teachers are given leadership opportunities by providing teachers to facilitate weekly professional development opportunities. This allows teachers to share their knowledge and passion to others.

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.

2. 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.

3. 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. Mentors and mentees meet at least once a week, however, in many cases they meet daily go over critical areas of the SCIP program as well as curriculum.

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

In addition, WMS has embraced the iReady program. This standards based program allows teachers to obtain accurate data on all their students, as a result, teachers plan lessons that are needs based on a daily basis. This allows for a fully differentiated classroom.

b. Instructional Strategies

1. 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: Previous years FSA data, iReady, Pre-assessments

Mid-year: iReady, District Benchmark Assessment

End of year: FCA, FSA, Final iReady Diagnostics and EOC exams

In order to meet needs, students will be using iReady to meet their individual needs in Language Arts & Math Intensive Language Arts is also provided for students scoring a 1 on the FSA.

Data from iReady is used to develop groups based on student needs. Teachers then plan needed curriculum in a differentiated manner to reach the needs of each student.

2. 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 - PD is needed to ensure that all WMS teachers not only have best practices in hand, but also have the ability to remain life - long learners and leaders.

Strategy Rationale

Weekly Professional Development opportunities occur on several components of teaching and strategies.

- iEngage Lesson Designs
- Close Reading
- Instructional Technology
- Cornell Notes
- Accountable Talk
- Data Collection / Analysis
- Differentiated Instruction
- Text Complexity
- Depth of Knowledge
- Writing to Explain/Justify across content areas

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

Formative assessments, benchmark tests, teacher created tests

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. 5th Grade students from our local elementary schools are invited to WMS, this allows future students to see the many offerings WMS has to offer.

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.

Junior Achievement Career Planning event in December.

b. College and Career Readiness

1. 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.

The Junior Achievement Career Planning event in December exposes students to a multitude of career choices & information.

2. 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.

STEM classes (Exploring Technology, Technology Communication & Robotics) prepare students with the technology skills today needed for a competitive job market.

Our Career & Technical Education (CTE) Classes engage our students into deep learning opportunities on a daily basis. As a result of these classes, students become more acclimated with the proper use of Microsoft tools. As a result, our students are able not only to take, but show mastery on the SPARK exam.

Moreover, our core curriculum follow Florida Standards which align with the needs of effective student learning.

3. 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 students work together to solve complex real-world problems whilst using accountable talk. These tasks are crucial as they prepare students for how to effectively work and communicate effectively with a team while remaining respectful and patient.

All of our Math & Science classrooms are TechActive. In addition, 90% of our Language Arts & Social Science classrooms are TechActive. By exposing our students to technology at an early age, students will have the basic and sometimes intermediate technology skills needed to be prepared for not only High School, but college as well.

4. 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.

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.

Classroom lessons encourage students to think deeply, justify & elaborate daily.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For the 2016 - 2017 school year, WMS will have a 63% math proficiency rate for the 2017 school year as measured by the FSA exam.
- G2.** For the 2016- 2017 school year, WMS will have a 63% reading proficiency rate for the 2017 school year as measured by the FSA
- G3.** For the 2016 - 2017 school year, 63% 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. For the 2016 - 2017 school year, WMS will have a 63% math proficiency rate for the 2017 school year as measured by the FSA exam. 1a

G085663

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	63.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- i- Ready Data i- Ready Curriculum Differentiated Lessons Big ideas Math Text Book IXL Fluency Practice Para Professionals iEngage Lesson design,C-Palms,PLC's that create lesson plans aligned to standards, common assessments, district assessments.

Plan to Monitor Progress Toward G1. 8

All students will participate in iReady activities / standards based instruction a minimum 45 minutes a week in Math. Teachers will participate in iEngage lesson design as well as implement the lessons. 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 9/5/2016 to 5/29/2017

Evidence of Completion

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

G2. For the 2016- 2017 school year, WMS will have a 63% reading proficiency rate for the 2017 school year as measured by the FSA **1a**

 G085664

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	63.0

Targeted Barriers to Achieving the Goal **3**

- Students Are Not Reading On Grade Level

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Spring Board Text Books
- HMH Text Books
- i-Ready
- Supplemental Informational Texts
- Rev it Up Vocabulary
- W.O.W

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

Classroom walkthrough forms/ School & District Assessments

Person Responsible

Cindy Hall

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Teacher ongoing evaluation form using the Informational Information System, Curriculum Leader Meeting notes, data from progress monitoring assessments and increased FSA & iReady scores

G3. For the 2016 - 2017 school year, 63% of WMS students will show proficiency on the Science FCAT 2.0.

1a

G085665

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0

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. Students are expected to retain information over the course of three years to demonstrate proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Classroom walkthrough forms/School and District Assessments

Person Responsible

Ryan Chase

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

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 2016 - 2017 school year, WMS will have a 63% math proficiency rate for the 2017 school year as measured by the FSA exam. **1**

 G085663

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

 B227627

G1.B1.S1 Teachers will monitor student math fluency skills and implement classroom interventions to address deficits with the usage of i-Ready Data and supplemental curriculum & strategies. **4**

 S240175

Strategy Rationale

Action Step 1 **5**

Progress Monitoring & The Development of Interventions

Person Responsible

Brian McCombie

Schedule

Quarterly, from 8/22/2016 to 5/29/2017

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

Weekly, from 8/29/2016 to 5/29/2017

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

Brian McCombie

Schedule

Quarterly, from 9/9/2016 to 5/22/2017

Evidence of Completion

Results of i-Ready Diagnostics, math fluency assessments, benchmark assessments and EOC assessment

G2. For the 2016- 2017 school year, WMS will have a 63% reading proficiency rate for the 2017 school year as measured by the FSA **1**

 G085664

G2.B1 Students Are Not Reading On Grade Level **2**

 B227628

G2.B1.S1 Students scoring a level 1 on the FSA reading test will participate in an Intensive Language Arts Class class **4**

 S240177

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

Emily Waple

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

Evidence of Completion

i-Ready Data

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 9/5/2016 to 5/27/2017

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

Use i-Ready Data to Build Lessons That meet Student Needs

Person Responsible

Emily Waple

Schedule


Weekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Formative Assessments/Summative Assessments/ Standardized Tests

G3. For the 2016 - 2017 school year, 63% of WMS students will show proficiency on the Science FCAT 2.0.

1

 G085665

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. Students are expected to retain information over the course of three years to demonstrate proficiency. 2

 B227629

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

 S240179

Strategy Rationale

Action Step 1 5

Cornell Note Taking

Person Responsible

Ryan Chase

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

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

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

Person Responsible

Cindy Hall

Schedule

Monthly, from 9/5/2016 to 5/29/2017

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

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

Observation of classroom instructional strategies.

Person Responsible

Cindy Hall

Schedule

Weekly, from 9/5/2016 to 5/29/2017

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 5/29/2017

Evidence of Completion

Increased proficiency on FCAT 2.0 Science in 2015.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1  M319115	Progress monitoring of math fluency	McCombie, Brian	9/9/2016	Results of i-Ready Diagnostics, math fluency assessments, benchmark assessments and EOC assessment	5/22/2017 quarterly
G2.B1.S1.MA1  M319119	Classroom Walk through forms, lesson plans, student performance data	Hall, Cindy	9/5/2016	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	5/27/2017 quarterly
G1.MA1  M319117	All students will participate in iReady activities / standards based instruction a minimum 45...	Hall, Cindy	9/5/2016	Professional Development, PLC ,Curriculum Leader/Department Meetings ,Classroom observations and student learning gains as evidenced by assessment results.	5/29/2017 quarterly
G2.MA1  M319120	Classroom walkthrough forms/ School & District Assessments	Hall, Cindy	9/5/2016	Teacher ongoing evaluation form using the Informational Information System, Curriculum Leader Meeting notes, data from progress monitoring assessments and increased FSA & iReady scores	5/29/2017 quarterly
G3.MA1  M319123	Classroom walkthrough forms/School and District Assessments	Chase, Ryan	9/5/2016	Teacher ongoing evaluation form using the Instructional Information System,curriculum leader meeting notes, Data from progress monitoring assessments and Increased FCAT Science proficiency scores.	5/29/2017 quarterly
G1.B1.S1.MA1  M319116	Classroom Walk Through - Data Review	Hall, Cindy	8/29/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/29/2017 weekly
G1.B1.S1.A1  A310903	Progress Monitoring & The Development of Interventions	McCombie, Brian	8/22/2016	Math fluency test results	5/29/2017 quarterly
G2.B1.S1.MA1  M319118	Use i-Ready Data to Build Lessons That meet Student Needs	Waple, Emily	9/5/2016	Formative Assessments/Summative Assessments/ Standardized Tests	5/29/2017 weekly
G2.B1.S1.A1  A310904	Increased reading of informational text and the use of textual evidence to demonstrate...	Waple, Emily	9/5/2016	i-Ready Data	5/29/2017 quarterly
G3.B1.S1.MA1  M319121	Science Benchmark assessments. Formative and summative classroom assessments.	Hall, Cindy	9/5/2016	Increased proficiency on FCAT 2.0 Science in 2015.	5/29/2017 one-time
G3.B1.S1.MA1  M319122	Observation of classroom instructional strategies.	Hall, Cindy	9/5/2016	Consistent implementation of the iEngage Instructional Model. Increased FCAT 2.0 scores for 2016	5/29/2017 weekly
G3.B1.S1.A1  A310905	Cornell Note Taking	Chase, Ryan	9/5/2016	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	5/29/2017 quarterly
G3.B1.S1.A2  A310906	iEngage/Standards-Based Instruction/ Common Core/Text Complexity	Hall, Cindy	9/5/2016	Written on Board: Content Purposes, Language Purpose with target vocab & language frame, Accountable Team Task (rigorous application linking to Content Purpose) Ongoing teacher observations	5/29/2017 monthly

V. Professional Development Opportunities

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

G2. For the 2016- 2017 school year, WMS will have a 63% reading proficiency rate for the 2017 school year as measured by the FSA

G2.B1 Students Are Not Reading On Grade Level

G2.B1.S1 Students scoring a level 1 on the FSA reading test will participate in an Intensive Language Arts Class 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

Emily Thompson

Participants

All Language Arts / Reading Staff

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

G3. For the 2016 - 2017 school year, 63% 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. Students are expected to retain information over the course of three years to demonstrate proficiency.

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

Cornell Note Taking

Facilitator

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

Participants

All WMS Instructional Staff

Schedule

Quarterly, from 9/5/2016 to 5/29/2017

PD Opportunity 2

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

Facilitator

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

Participants

All WMS Instructional Staff

Schedule

Monthly, from 9/5/2016 to 5/29/2017

VI. Technical Assistance Items

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

G1. For the 2016 - 2017 school year, WMS will have a 63% math proficiency rate for the 2017 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 with the usage of i-Ready Data and supplemental curriculum & strategies.

TA Opportunity 1

Progress Monitoring & The Development of Interventions

Facilitator

B.McCombie

Participants

WMS Math Department

Schedule

Quarterly, from 8/22/2016 to 5/29/2017

VII. Budget

1	G1.B1.S1.A1	Progress Monitoring & The Development of Interventions	\$0.00
2	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
3	G3.B1.S1.A1	Cornell Note Taking	\$0.00
4	G3.B1.S1.A2	iEngage/Standards-Based Instruction/Common Core/Text Complexity	\$0.00
Total:			\$0.00