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Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	57%
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	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

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
McCombie, Brian	Teacher, K-12
O'Gorman, Kevin	Teacher, K-12
Hefner, Kate	Assistant Principal
Irons, Zach	Teacher, K-12
Cartmell, Catlin	Teacher, K-12
Rowland, Shannon	Teacher, ESE
Kloese, Michelle	Assistant Principal
Tippman, Brian	Administrative Support
White , Wendy	Teacher, K-12

Duties

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

Administration Team:

Cindy J. Hall, Principal - School Wide Systems - Math - PRIDE Teacher Observations / Conferences / Mid-Year Reviews / End-Year Reviews / IPDP etc./

Hefner, Kate; Assistant Principal - Science and Encores- PRIDE Teacher Observations / Conferences / Mid-Year Reviews / End-Year Reviews / IPDP etc./

Kloese, Michelle; Assistant Principal - PBS, Discipline, Social Studies, ELA PRIDE Teacher Observations / Conferences / Mid-Year Reviews / End-Year Reviews / IPDP etc./

Brian Tippman, Behavioral Specialist - PBS, Discipline

Christine Wong, TOSA - Scheduling, Testing, Data, Behavior

Chelsea Tuggle, Counselor Guidance

Sally Pearson, Counselor - Guidance

Shannon Rowland, ESE / GIFTED Liaison

The administration team works to align best practices with the needs of the school as well as the district initiatives. Weekly and Monthly professional Development opportunities are available for all WMS staff and have targeted & relevant topics such as: John Hattie Visible Learning Strategies, Saphiers work using information and resources found in the Corwin online Tile Resource, iReady Data, FSA data & classroom data.

Walk throughs are conducted on weekly basis and results in instructional coaching and discussions of best practices.

Lead Teachers:

Brian McCombie: Math Department Chair

Wendy White: Language Arts Department Chair

Zach Irons: Social Studies Department Chair

Kevin O'Gorman Science Department Chair

Lead Teachers work closely as systems via weekly teacher leadership meetings with Admin, PLC meetings, Cabinet Meetings to engage in planning conversations regarding the differentiation of instruction and lesson delivery to ensure maximum student achievement.

Early Warning Systems

Year 2017-18

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	73	51	85	0	0	0	0	209
One or more suspensions	0	0	0	0	0	0	32	36	49	0	0	0	0	117
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	74	80	76	0	0	0	0	230

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	35	32	46	0	0	0	0	113

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 9/6/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	31	60	64	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	44	50	41	0	0	0	0	135
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	74	81	62	0	0	0	0	217
	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	21	41	34	0	0	0	0	96

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	31	60	64	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	44	50	41	0	0	0	0	135
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	74	81	62	0	0	0	0	217
	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	21	41	34	0	0	0	0	96

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that scored the lowest is "attendance below 90%." While it does not appear to be a trend, it is an area of concern.

Which data component showed the greatest decline from prior year?

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

Which data component had the biggest gap when compared to the state average?

Woodland Middle School is 1% below state average in ELA lowest 25th percentile.

has no gaps in comparison to the state average. Woodland Middle Score scores above Florida averages

Which data component showed the most improvement? Is this a trend?

The suspension rate has gone down. This is something Woodland Middle School administration and staff have worked very hard on.

Describe the actions or changes that led to the improvement in this area.

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 during Faculty Meetings.

Students who score in the lower percentile in Reading & Math are identified and are strategically placed in Intensive Language Arts/ Intensive Math Class 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.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	63%	53%	57%	61%	52%
ELA Learning Gains	57%	57%	54%	54%	52%	53%
ELA Lowest 25th Percentile	46%	48%	47%	48%	43%	45%
Math Achievement	68%	74%	58%	57%	70%	55%
Math Learning Gains	67%	67%	57%	55%	65%	55%
Math Lowest 25th Percentile	51%	61%	51%	41%	53%	47%
Science Achievement	58%	62%	52%	53%	57%	50%
Social Studies Achievement	75%	78%	72%	67%	78%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	73 (31)	51 (60)	85 (64)	209 (155)
One or more suspensions	32 (44)	36 (50)	49 (41)	117 (135)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	74 (74)	80 (81)	76 (62)	230 (217)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	59%	63%	-4%	52%	7%
	2017	57%	65%	-8%	52%	5%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	57%	62%	-5%	51%	6%
	2017	56%	64%	-8%	52%	4%
Same Grade Comparison		1%				
Cohort Comparison		0%				
08	2018	62%	70%	-8%	58%	4%
	2017	55%	65%	-10%	55%	0%
Same Grade Comparison		7%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	63%	66%	-3%	52%	11%
	2017	50%	66%	-16%	51%	-1%
Same Grade Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2018	64%	73%	-9%	54%	10%
	2017	49%	54%	-5%	53%	-4%
Same Grade Comparison		15%				
Cohort Comparison		14%				
08	2018	52%	63%	-11%	45%	7%
	2017	72%	75%	-3%	46%	26%
Same Grade Comparison		-20%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	58%	62%	-4%	50%	8%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	92%	69%	23%	63%	29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	80%	-6%	71%	3%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	77%	16%	62%	31%
2017	100%	71%	29%	60%	40%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	71%	29%	56%	44%
2017	100%	70%	30%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	45	45	28	46	41	12	28	27		
ELL	18	37	42	43	61	63	25	58			
ASN	75	83		92	75						
BLK	40	48	47	43	52	33	30	69	36		
HSP	57	49	31	63	66	65	54	81	71		
MUL	50	42		43	50	45					
WHT	65	61	51	74	71	52	65	74	71		
FRL	54	52	44	63	66	49	54	71	60		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	35	37	24	51	55	13				
ELL	21	48	52	40	53	54	22				
ASN	79	67		79	83						
BLK	39	48	42	38	51	46	45		42		
HSP	54	61	49	57	60	44	55		46		
MUL	70	63		65	55		75				
WHT	61	57	49	70	74	60	60		56		
FRL	51	54	48	59	63	51	55		47		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	WMS will increase the math acceleration rate to 74%
Rationale	
Intended Outcome	WMS will have a have a 74% acceleration rate for Algebra as well as 6th & 7th grade advanced students. WMS will also have a 95% pass rate for the Algebra EOC WMS will increase participation of diverse students enrolled in middle school accelerated math offerings - (minority student groups will increase by 5% Black 41% & Hispanic 76%)
Point Person	Cindy Hall (cindy.hall@sarasotacountyschools.net)
Action Step	
	iReady period scheduled during the first 25 minutes of each day provides iReady & Algebra Nation resources for students. Math teachers will use iReady diagnostic test data, progress monitoring, formative and summative data and additional toolbox and learning resources. (8th grade) Three algebra classes that are blocked and allow for intervention and more in-depth instruction. (7th Grade) District grant to explore lesson design with learning walks. Teachers are developing data charts for each period in the classroom to provide added incentives for student work. Algebra Nation Online Resources Khan Academy Online Resources IXL Resources for Math Visible Learning Lesson Design / Lesson Plans / Planning Internal Data Dashboard Usage - All Math teachers
Description	Master Schedule allows for all core teachers to have planning during the same period to allow for vertical alignment planning, data analysis and in-depth planning. Professional Development: High Expectations Teaching (John Saphier) Clarity in classroom behavior and classroom learning Criteria for Success One size does not fit all – expand your repertoire Standards Alignment Standards-based Instruction Standards-based Grading Visible Learning (John Hattie) Student-centered classrooms Building Relationships Approaching learning from the perspective of the learner
Person Responsible	Brian McCombie (brian_mccombie@sarasota.k12.fl.us)

Plan to Monitor Effectiveness

Description Collect Data Weekly/ Every 4 weeks
Grades in Classroom
Weekly Conversations w/ Algebra Teacher
Intervention- iReady 25 minutes of Algebra Nation & Teacher Differentiated Assistance
Intervention time & during blocked period

Person Responsible Cindy Hall (cindy.hall@sarasotacountyschools.net)

Activity #2	
Title	WMS will increase (by 5%) the number of students in the lowest 25th percentile making learning gains in Math to 56%
Rationale	
Intended Outcome	By the end of the 2018-2019 school year, there will be a 5% increase in the number of students in the lowest 25th percentile demonstrating a learning gain in the lowest quartile on the Math FSA
Point Person	Catlin Cartmell (catlin.cartmell@sarasotacountyschools.net)
Action Step	
Description	<p>iReady period scheduled during the first 25 minutes of each day provides iReady. Math teachers will use</p> <p>iReady diagnostic test data, progress monitoring, formative and summative data and additional toolbox and learning resources.</p> <p>6th Grade Intensive math (2 sections)</p> <p>7th Grade Intensive math (2 sections)</p> <p>2 sections of teacher support in class & pull out</p> <p>(7th Grade) District grant to explore lesson design with learning walks.</p> <p>Morning tutoring program</p> <p>Teachers are developing data charts for each period in the classroom to provide added incentives for student work.</p> <p>Master Schedule allows for all core teachers to have planning during the same period to allow for vertical alignment planning, data analysis and in-depth planning.</p> <p>Daily support facilitation for ESE students in math (needs based)</p> <p>IXL & Kahn Academy Practice for students to fill in learning gaps.</p> <p>Internal Data Dashboard usage for all Math teachers</p> <p>Specific Strategies & Interventions</p> <p>Task Cards</p> <p>Small group whiteboard practice</p> <p>Fluency games (Number battle card games, number cubes, integers war, magic number squares, matchstick puzzles, ect.)</p> <p>Fluency practice (Cover-Copy-Compare, Solve-pair-share, Math Fact Stations, Number Trails, Scavenger Hunts)</p> <p>Graphic Organizers for Vocabulary Comprehension (Frayer Models, Concept Maps,</p>

Foldables)
Tarsia Puzzles
Number Talks (My Favorite No, Multiple Representations, Language Frames, Gallery Walks, I Think I Wonder)
Self-Assess Check Lists
Word Problem Mnemonics (Cubes)

Professional Development:
High Expectations Teaching (John Saphier)
Clarity in classroom behavior and classroom learning
Criteria for Success
One size does not fit all – expand your repertoire

Standards Alignment
Standards-based Instruction
Standards-based Grading

Visible Learning (John Hattie)
Student-centered classrooms
Building Relationships
Approaching learning from the perspective of the learner

Person Responsible Cindy Hall (cindy.hall@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Collect Data Weekly/ Every 4 weeks
Grades in Classroom
FSA Data
iReady Data
Planned interventions w/ teachers / math resources/paras/admin team members

Person Responsible Cindy Hall (cindy.hall@sarasotacountyschools.net)

Activity #3

Title WMS will increase (by 5%) the number of students in the lowest 25th percentile making learning gains in ELA to 51%

Rationale

Intended Outcome By the end of the 2018-2019 school year, there will be a 5% increase in the number of students demonstrating a learning gain in the lowest quartile on the ELA FSA

Point Person Cindy Hall (cindy.hall@sarasotacountyschools.net)

Action Step

iReady period scheduled during the first 25 minutes of each day provides iReady

ELA Blocked classes for grades 6,7 & 8

ELA 3 sections of teacher support at 6th, 7th & 8th (push in/ pull out)

ESOL support in classrooms that provide strategies and assistance to struggling ESOL students

ESE support in classrooms that provide strategies and assistance to struggling ESE students

Teachers will use, along with iReady, district resources and additional text to provide instruction, intervention, stretch, to teach & assess standard based instruction to and for students

IXL Resources for ELA

Visible Learning Lesson Design / Lesson Plans / Planning

Description Standards-Based Resources

Master Schedule allows for all core teachers to have planning during the same period to allow for vertical alignment planning, data analysis and in-depth planning.

Daily support facilitation for ESE students in ELA.

Specific Strategies / Interventions:

Phonics Support :

Curriculum and Associates Phonics for Reading Third Level

One-on-one phonics screener

Word Attack for Older Students

Graphic Organizers:

Sentence Frames

Language Frames

Frustration Model

Venn Diagrams

T-Charts

Comprehension & Vocabulary:
Chunking Text
Rev It Up Visuals
Building Background Knowledge

Data Chats:
Data Chats w/ Students using iReady Data
Data Chats w/ Students using results from the phonics data screener
Professional Development:

High Expectations Teaching (John Saphier)
Clarity in classroom behavior and classroom learning
Criteria for Success
One size does not fit all – expand your repertoire

Standards Alignment
Standards-based Instruction
Standards-based Grading

Visible Learning (John Hattie)
Student-centered classrooms
Building Relationships
Approaching learning from the perspective of the learner

Tim Shanahan
Text Complexity – Close Reading

Person Responsible Wendy White (wendy.white@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Collect Data Weekly/ Every 4 weeks
Grades in Classroom
FSA Data
iReady Data
Planned interventions w/ teachers / ELA resources/Intervention Teachers/admin team members

Person Responsible Cindy Hall (cindy.hall@sarasotacountyschools.net)

Activity #4	
Title	WMS will decrease the number of absences & tardy students.
Rationale	
Intended Outcome	By June 2019, WMS will reduce the number of overall tardies by 25% (2463 to less than 1847 total tardies) By the end of 2018-2019, 95% of WMS students will have an attendance rate of 90% or higher.
Point Person	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)
Action Step	
Description	Adhere to the School Attendance Procedures Flowchart - Calling home after 3 unexcused absences, attendance secretary sends a letter after 5 unexcused absences. Attendance Data - Attendance / OSS dashboard School Wide Support Team works with the Social Worker, District Truancy Worker and attendance secretary to contact truant students last year by being proactive and reaching out to the families to intervene early. WMS tardy Card Intervention - builds responsible behavior by reinforcing the school wide expectation "be punctual" as well as to reduce the number of tardies across the campus. Implementation of guidance referral to identify students to prior to SWST intervention truancy levels. PBS - Reward students with perfect attendance
Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Attendance reports will be used as well as the data from the Attendance / OSS dashboard to determine if absenteeism has decreased.
Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

Activity #5

Title	WMS will decrease the number of student incidents resulting in OSS
Rationale	WMS will decrease the number of student incidents resulting in OSS by 25%
Intended Outcome	By June 2019, WMS will reduce the number of student incidents resulting in OSS by a minimum of 25% (125 to less than 93 total incidents resulting in OSS) By June 2019, WMS will reduce the number of ESE student incidents resulting in OSS by a minimum of 25% (54 to less than 40).
Point Person	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

Action Step

Description	<p>Addition of Morning School (2 hrs) one time per month</p> <p>Addition of Evening School (2 hrs) one time per month</p> <p>Continued implementation of the "Pre-Referral" form</p> <p>Restorative Conferences w/ Assistant Principal / Behavior Specialist</p> <p>Reflective Behavior Lessons</p> <p>Revision of Cafe procedures</p> <p>Behavior Specialist provides support and de-escalation techniques.</p> <p>The PBS program- provide incentives for students to be successful academically and behaviorally in order for students to remain in the classroom for instruction.</p>
Person Responsible	Brian Tippman (brian.tippman@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	<p>Data will be looked at on a monthly basis. A comparison will be made with the prior years data.</p> <p>The tracking of the following OSS alternatives will also be tracked: Morning Detention & Night Detention</p>
Person Responsible	Brian Tippman (brian.tippman@sarasotacountyschools.net)

Activity #6	
Title	WMS will decrease the number of Office Discipline Referrals
Rationale	
Intended Outcome	By June 2019, WMS will reduce the number of Office Discipline Referrals (ODRs) by a minimum of 25% (700 to less than 525 ODRs). By June 2019, WMS will reduce the number of Office Discipline Referrals for ESE students by a minimum of 25%.
Point Person	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)
Action Step	
	Continued implementation of the "Pre-Referral" form
	Restorative Conferences w/ Assistant Principal / Behavior Specialist
	Reflective Behavior Lessons
	Breakfast Detentions
	Lunch Detentions
	Revision of Cafe procedures
	Behavior Specialist provides support and de-escalation techniques.
Description	<p>The PBS program- provide incentives for students to be successful academically and behaviorally in order for students to remain in the classroom for instruction.</p> <ul style="list-style-type: none"> - Wildcat Paws from staff - Monthly redemption days for prizes - PBS Field Day - PBS Dances - Positive Referrals <p>Civility Squad Cadets To be nominated as Civility Squad Cadet, the student must be a current Woodland Middle School student. The student must exemplify character in and out of the classroom in accordance to the characteristics outlined in our Civility Initiative - Respect Others, Listen, Accept Others, Stay Positive, Keep Your Cool, Speak Kindly, Pay Attention, Say Thank you, Rediscover Silence, and Make a Difference.</p> <p>The selected student's family will be invited to participate in one of three Civility Squad Cadet Induction Ceremonies where they will receive a Civility Squad Cadet Certificate. The student's picture and name will be showcased at school and on the school website and students will be tasked with the ability to recognize civility among their peers.</p>
Person Responsible	Brian Tippman (brian.tippman@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Data for the Pre-Referral will be looked at on a monthly basis. A comparison will be made with the prior years data.

The tracking behaviors resulting in a Pre-Referral will be tracked in order to come up with creative ideas to decrease the ongoing behaviors that result in a Pre-Referral

Person Responsible Brian Tippman (brian.tippman@sarasotacountyschools.net)

Activity #7	
Title	WMS will have a 5% or higher increase in proficiency in grade 8 science from 58% to 63% as measured by the FCAT 2.0 Science Exam.
Rationale	
Intended Outcome	WMS will have a 5% or higher increase in proficiency in grade 8 science from 58% to 63% as measured by the FCAT 2.0 Science Exam.
Point Person	Kate Hefner (kate.hefner@sarasotacountyschools.net)
Action Step	
	Internal Data Dashboard usage for all Science teachers
	Strategic Plan: 6,7,8 Spiral review of Test Specs & Vocabulary - 6th spirals Earth Space science concepts - 7th spirals Earth Space science concepts and Life Science concepts - 8th spirals Earth Space science concepts, Life Science concepts and Physical Science
	6,7,8 Spiral review of Interpretation of graphs & charts
	Inquiry based instruction
	Closely Progress Monitor student Comprehension & Learning of concepts through the use of continuous Formative & Standards based assessments Summative Assessments.
	Create a classroom culture of Students Owning their Learning via use of rubrics, interactive notebooks / spirals, Cornell Notes, & Self-Assessment.
	ESOL support in classrooms that provide strategies and assistance to struggling ESOL students
Description	ESE support in classrooms that provide strategies and assistance to struggling ESE students
	Teachers will use, along with iReady, Discovery Techbook and additional text to provide instruction, intervention, stretch, to teach & assess standard based instruction to and for students
	Teachers are developing data charts for each period in the classroom to provide added incentives for student work.
	Master Schedule allows for all core teachers to have planning during the same period to allow for vertical alignment planning, data analysis and in-depth planning.
	Daily support facilitation for ESE students in Science (needs based)
	Professional Development:

Discovery Techbook Professional Development

High Expectations Teaching (John Saphier)
Clarity in classroom behavior and classroom learning
Criteria for Success
One size does not fit all – expand your repertoire

Standards Alignment
Standards-based Instruction
Standards-based Grading

Visible Learning (John Hattie)
Student-centered classrooms
Building Relationships
Approaching learning from the perspective of the learner

Tim Shanahan
Text Complexity – Close Reading

Person Responsible Kevin O'Gorman (kevin.o'gorman@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Collect Data based on Science Unit Tests
Grades in Classroom
FCAT Data
Planned interventions w/ teachers /paras/admin team members

Person Responsible Kate Hefner (kate.hefner@sarasotacountyschools.net)

Activity #8

Title WMS will have a 77% or higher proficiency in Civics as measured by the EOC.

Rationale

Intended Outcome WMS will have a 77% or higher proficiency in Civics as measured by the EOC.

Point Person Kate Hefner (kate.hefner@sarasotacountyschools.net)

Action Step

Strategic Plan:
7th & 8th grade spiral review of Test Specs & Vocabulary

Inquiry based instruction

Internal Data Dashboard usage for all Social Studies teachers

Closely Progress Monitor student Comprehension & Learning of concepts through the use of continuous Formative & Standards based assessments Summative Assessments.

Text Complexity – Close Reading Strategies

Description

Create a classroom culture of Students Owning their Learning via use of rubrics, interactive notebooks / spirals, Cornell Notes, & Self-Assessment.

ESOL support in classrooms that provide strategies and assistance to struggling ESOL students

ESE support in classrooms that provide strategies and assistance to struggling ESE students

Teachers will use, along with iReady, district resources and additional text to provide instruction, intervention, stretch, to teach & assess standard based instruction to and for students

Master Schedule allows for all core teachers to have planning during the same period to allow for vertical alignment planning, data analysis and in-depth planning.

Person Responsible Zach Irons (zach.irons@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Collect Data based on Social Studies Unit Tests
Grades in Classroom
Planned interventions w/ teachers /paras/admin team members

Person Responsible Kate Hefner (kate.hefner@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The Woodland Middle School website displays the school's mission and vision statement.

Woodland Middle School utilizes the connect ed system to keep parents informed of important information and events.

Gradebook allows all families to view their students academic progress as well as attendance.

Teachers and other staff members call parent, send emails or letters, and hold conferences to discuss their child's progress academically and behaviorally.

Parents and community members are invited to attend the following events:

- Back to School Day
- Open House
- Stem Carnival
- Showcase Night
- Athletic Events
- Music Productions
- Plays
- Promotional ceremonies
- Donuts for Dads
- Volunteer Appreciation Breakfast
- Muffins for Moms
- ESOL Night

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

PFEP Link

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

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

The Woodland Middle School Wide Support Team (SWST) consists of: Two Guidance Counselors, an ESE Liaison, Behavior Specialist, School Psychologist, Social Worker, Principal,Assistant Principals, TOSA, and Truancy Workers. The SWST meets weekly on Thursday 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.

Students with IEP's have a case manager who keeps in close contact with them. They provide extra academic support as well as social emotional support.

Furthermore, School Counselors meet with students when requested, facilitate classroom lessons, and connect resources as needed.

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.

Our College & Career class exposes students to careers which in turn allows students the knowledge as to what electives they will want in High School.

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: Visible Learning, text complexity & difficulty, Inquiry Based Instruction, Fluency in Math & Language Arts. Training will also focus on topics such as Florida Standards, Text Complexity, 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.

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

College and Career awareness is developed through the use of Naviance Student for grades 6 through 8. Naviance is a developmentally appropriate curriculum, which allows students opportunities to set goals based on passions, interests, dreams, and vision. Through the college and career readiness program, students are introduced to the 16 career clusters and approximately 100 careers through weekly lessons, as well as visits from guest speakers and career exploration field trips to businesses in the area. While bridging the connection between academic achievement and post-secondary options, in partnership with the Education Foundation, students have the opportunity to participate in college exploration trips to one of our local colleges. Through the Naviance Student program, students create individual portfolios, which include a high school readiness profile with post-secondary aspirations. This profile assists students and counselors in selecting classes for high school, setting them on the path to success.

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

Part V: Budget

Total:	\$0.00
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