

Sarasota County Schools

# Woodland Middle School



## 2019-20 Schoolwide Improvement Plan

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# Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

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

## Demographics

**Principal: Mark Grossenbacher**

Start Date for this Principal: 7/10/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	63%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (59%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (54%) 2014-15: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Woodland Middle School

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www.sarasotacountyschools.net/woodland

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	57%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<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	Job Duties and Responsibilities
Hall, Cindy	Principal	
McCombie, Brian	Teacher, K-12	Math Department Chair
O'Gorman, Kevin	Teacher, K-12	Science Department Chair
Hefner, Kate	Assistant Principal	
Kloese, Michelle	Assistant Principal	
White , Wendy	Teacher, K-12	ELA Department Chair
Pearson, Sally	School Counselor	
Lasker, Michael	Administrative Support	Behavior Specialist
Striscko, Marie	Administrative Support	ESE Liaison
Young, Rebekah	Teacher, K-12	ESOL Liaison & Reading Interventions
Bosnoian, Tammy	Teacher, K-12	Social Studies Department Chair

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	344	336	321	0	0	0	0	1001
Attendance below 90 percent	0	0	0	0	0	0	39	46	58	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	9	12	18	0	0	0	0	39
Course failure in ELA or Math	0	0	0	0	0	0	20	18	16	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	0	0	0	52	66	63	0	0	0	0	181

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	16	10	20	0	0	0	0	46

**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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

62

**Date this data was collected or last updated**

Wednesday 9/4/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	35	32	46	0	0	0	0	113

**Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	35	32	46	0	0	0	0	113

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	60%	64%	54%	58%	62%	52%
ELA Learning Gains	56%	58%	54%	57%	59%	54%
ELA Lowest 25th Percentile	44%	50%	47%	47%	47%	44%
Math Achievement	65%	74%	58%	64%	71%	56%
Math Learning Gains	59%	66%	57%	68%	66%	57%
Math Lowest 25th Percentile	41%	56%	51%	54%	55%	50%
Science Achievement	52%	61%	51%	58%	59%	50%
Social Studies Achievement	85%	85%	72%	0%	91%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	344 (0)	336 (0)	321 (0)	1001 (0)
Attendance below 90 percent	39 (73)	46 (51)	58 (85)	143 (209)
One or more suspensions	9 (32)	12 (36)	18 (49)	39 (117)
Course failure in ELA or Math	20 (0)	18 (0)	16 (0)	54 (0)
Level 1 on statewide assessment	52 (74)	66 (80)	63 (76)	181 (230)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	63%	-4%	54%	5%
	2018	59%	63%	-4%	52%	7%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	60%	64%	-4%	52%	8%
	2018	57%	62%	-5%	51%	6%
Same Grade Comparison		3%				
Cohort Comparison		1%				
08	2019	55%	66%	-11%	56%	-1%
	2018	62%	70%	-8%	58%	4%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	56%	67%	-11%	55%	1%
	2018	63%	66%	-3%	52%	11%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	68%	73%	-5%	54%	14%
	2018	64%	73%	-9%	54%	10%
Same Grade Comparison		4%				
Cohort Comparison		5%				
08	2019	39%	65%	-26%	46%	-7%
	2018	52%	63%	-11%	45%	7%
Same Grade Comparison		-13%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	51%	62%	-11%	48%	3%
	2018	58%	62%	-4%	50%	8%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	85%	-1%	71%	13%
2018	74%	80%	-6%	71%	3%
Compare		10%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	73%	24%	61%	36%
2018	93%	77%	16%	62%	31%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	100%	71%	29%	56%	44%
Compare		0%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	35	28	24	31	28	16	58			
ELL	19	55	54	38	51	45	18	73			
ASN	94	60		88	60						
BLK	46	54	36	43	48	40	23	69	73		
HSP	59	65	61	60	56	31	50	82	67		
MUL	48	48		50	50	55					
WHT	62	54	40	70	61	45	57	88	70		
FRL	55	54	45	61	55	38	44	80	61		
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		

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
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		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	608
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math and ELA Lowest Quartile proficiency percentages are below district and state averages. The trend the past two years shows an increase in the gap between the school and state performance and school and district performance. A contributing factor is a need to develop consistency among core instructional practices across grade levels and differentiating instruction to provide tier 2 and tier 3 interventions to students with academic deficits.

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

Our 8th Grade Math cohort shows a decline of 25% compared to their prior year performance in 7th grade. Factors that contributed to this decline include acceleration initiatives in mathematics and the need to match instructional practices to student needs revealed through ongoing progress monitoring.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Lowest Quartile performance is 10 percentage points below the state average. The trends indicate that math performance has been declining for two consecutive years. Contributing factors indicate a need to align high-yield instructional practices with findings from ongoing data analysis and progress monitoring, provide tier 2 and tier 3 interventions to students with academic deficits, and use reassessment data to analyze effectiveness of reteaching and interventions to determine if mastery was achieved.

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

Social Studies Achievement increased by 10 percentage points. Civics teachers incorporated common assessments to enhance implementation of standards-based lesson design and data-driven instruction via ongoing spiraling of standards and content specific literacy instructional practices. Teachers used frequent checks for understanding to inform flexible grouping and reteach and reassess students who did not demonstrate initial mastery of the standards.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Scoring level 1 on FSA
2. Course Failures

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

1. Increase Lowest Quartile Performance in Mathematics
2. Increase Lowest Quartile Performance in ELA
3. Social Emotional Learning
4. Increase Science Achievement
5. Increase percent of students enrolled in accelerated options

## **Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	ELA Lowest Quartile Performance
<b>Rationale</b>	ELA Lowest Quartile Learning Gains percentages are below district and state averages. The trends in ELA proficiency and learning gains show that our students are maintaining percentile rankings, while the lowest quartile gains the past four years show a steady decrease in percentile rankings by one or two percentage points annually.
<b>State the measurable outcome the school plans to achieve</b>	Woodland Middle School's literacy goal for the 2019-2020 school year is to increase ELA Lowest Quartile Learning Gains by 3 or more percentage points (47%). This goal aligns our school performance to achieve the same level as the state in the 2018-19 school year. It is also WMS' goal to increase to increase SWD performance by 3 percentage points in all areas: ELA Lowest Quartile Gains (31%), Overall SWD Learning Gains (38%), and SWD Achievement (20%).
<b>Person responsible for monitoring outcome</b>	Kate Hefner (kate.hefner@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	All Woodland teachers will implement close reading strategies as well as direct vocabulary instruction to support students in every curricular area. ILA teachers will scaffold instruction and use flexible grouping practices to meet students needs through data informed planning and teaching as a Tier Two intervention. Tier Three intervention will be provided through specific research-based reading programs for all students who show proficiency in phonics and decoding below the third grade level.
<b>Rationale for Evidence-based Strategy</b>	The instructional strategies will be implemented by all Woodland teachers to increase comprehension of grade-level texts. Tier One strategies will include: scaffolded instruction (Vygotsky, 1978), flexible grouping (Tomlinson 2003), and direct vocabulary instruction (Fisher 2007; Fisher & Frey 2008). Tier Two strategies for students performing below grade level standards will receive small group instruction through flexible grouping practices (Tomlinson 2003) which are informed through ongoing progress monitoring. Students receiving intensive Tier Three services will work through an evidence-based and research-validated reading program, receiving direct small-group instruction in phonics and decoding provided by a certified reading specialist.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. 2018-2019 performance data was analyzed to identify students who scored a level 1 on the ELA FSA. Students were scheduled in ILA classes to receive Tier 3 interventions. DAR testing and REWARDS program testing were conducted along with iReady diagnostic data to match the best intervention to meet the student's need.</li> <li>2. ILA teachers attended and will again attend county training to better understand county literacy initiatives and reading curriculum options to match instruction to student learning needs.</li> <li>3. Monthly Data Digs will be conducted to monitor student progress and reveal additional instructional areas of need. Weekly data review of student performance in iReady.</li> <li>4. The School Leadership Team will work with Professional Learning Communities to strengthen cohort competencies in close reading strategies, direct vocabulary instruction practices, and research-based interventions.</li> </ol>
<b>Person Responsible</b>	Wendy White (wendy.white@sarasotacountyschools.net)



<b>#2</b>	
<b>Title</b>	Math Lowest Quartile Performance
<b>Rationale</b>	Math Lowest Quartile Learning Gains category percentages show the greatest decline (10 percentage points) over the past year and show the greatest gap compared to district (15 percentage points) and state (10 percentage points) averages. The trends in math overall proficiency showed an incline for two consecutive years totaling an 11 point percentage increase, with a slight decline of 3 percentage points this past year.
<b>State the measurable outcome the school plans to achieve</b>	Woodland Middle School's math goal for the 2019-2020 school year is to increase Math Lowest Quartile Learning Gains by 5 or more percentage points (46%) and to increase SWD performance by 3 percentage points in all areas: Math Lowest Quartile Gains (31%), Overall SWD Learning Gains (34%), and SWD Achievement (27%).
<b>Person responsible for monitoring outcome</b>	Cindy Hall (cindy.hall@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	All Woodland Middle math teachers will implement standards-based learning and research-based instructional strategies that incorporate real-world problem solving, visual representations, explicit instruction with "think-alouds", and direct vocabulary instruction to support students in every curricular area. Math teachers will scaffold instruction, implement guided practice and use flexible grouping to meet students needs through data- informed planning and teaching as a Tier Two intervention. Pull-out Tier Three services will be provided by a certified math teacher to students during intensive math hour. Students are identified through routine progress monitoring of standards-based assessments.
<b>Rationale for Evidence-based Strategy</b>	Woodland Middle math teachers will integrate the following strategies as a Tier One instructional focus for all students: real-world problem solving (Freudenthal 1977), visual representations (Krawec 2014), explicit instruction with "think-alouds" (Fisher and Frey 2008), and direct vocabulary instruction (Fisher and Frey 2008). Identified students will receive Tier Two supports through guided practice and flexible grouping (Tomlinson 2003) and Tier Three supports through individualized instruction (Tomlinson 2003) with a certified math teacher.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The School Leadership Team will work with Professional Learning Communities to strengthen cohort competencies in implementing standards-based common assessments and progress monitoring.</li> <li>2. Using iReady and standards-based assessment data, teachers will conduct monthly data chats to set individualized learning goals with students.</li> <li>3. Teachers will implement Standards Mastery Assessments 1-2 times per quarter to reflect on instructional practices and evaluate impact on student achievement.</li> <li>4. Monthly Data Digs will be conducted to monitor student progress and reveal additional instructional areas of need.</li> <li>5. Used student data when building the master schedule to allocate additional staffing in on-level math classes</li> </ol>
<b>Person Responsible</b>	Brian McCombie (brian_mccombie@sarasota.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Social Emotional Learning
<b>Rationale</b>	Environments that integrate Social Emotional Learning (SEL) practices have a positive impact on both student educational and behavioral performance. SEL provides students with reflective techniques to self-monitor stress and limit behavioral conflicts. Teachers play an integral role in fostering a healthy educational environment. Providing teachers with a foundation of understanding in SEL competencies will result in reduction of stress in the learning environment.
<b>State the measurable outcome the school plans to achieve</b>	By the end of the 19-20 school year, the number of incidents resulting in out of school suspension will decrease by 10 percent (<55), all teachers and administrators will have completed the Kognito mental health awareness training, members of the admin team will be trained in restorative meetings, and all staff and students will have the opportunity to participate in a 5-hour training on mental health awareness.
<b>Person responsible for monitoring outcome</b>	Cindy Hall (cindy.hall@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	All teachers will engage in professional development opportunities that incorporate the 5 Tenets of Social and Emotional Learning: Identity and Agency, Emotional Regulation, Cognitive Regulation, Social Skills, and Public Spirit. Teachers will begin integrating ways to foster the 5 tenets during everyday lessons (Durlak et al., 2011; Fisher and Frey 2019)
<b>Rationale for Evidence-based Strategy</b>	Social Emotional Learning strategies provide a safe and positive environment for students to learn. Research shows that students who possess "soft skills" are successful in the workplace, in relationships, and in the community.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. All teachers will participate in a professional development opportunity for Social Emotional Learning in addition to the KOGNITO health awareness training</li> <li>2. Implement CHAMPS as a school-wide PBIS initiative to establish high expectations for student behaviors and consistency through a shared common language among and staff and student.</li> <li>3. Implement a peer mediation program comprised of 7th and 8th graders that will support students in problem-solving social conflicts.</li> <li>4. Provide opportunities for students to participate in 5 hours of mental health training</li> <li>5. Establish a staff wellness and social committee that promotes positive relationships and culture building</li> <li>6. Modify current reflective practices in In-School Restriction to incorporate reflective opportunities for students.</li> </ol>
<b>Person Responsible</b>	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

#4

**Title** Science Achievement

**Rationale**

Woodland Middle School's Science performance data has decreased 6 percentage points from the 2017-2018 FSA administration to the 2018-2019 administration. This has widened the gap from district performance from 6% to 9%. While Woodland has maintained scores above the state performance level, that margin has also decreased from 6% above state performance levels in 2018 to 1% above the state performance levels in 2019.

**State the measurable outcome the school plans to achieve**

As a result, Woodland Middle School's 2019-2020 Science goal is to increase FSA scores by 5 percentage points in an attempt to narrow the performance gap with the district by more than 50% and continue to outperform state proficiency levels. It is WMS' goals to increase SWD performance in science achievement 3 percentage points (19%).

**Person responsible for monitoring outcome**

Cindy Hall (cindy.hall@sarasotacountyschools.net)

**Evidence-based Strategy**

Woodland Middle School Science teachers will implement the following strategies in an attempt to achieve this performance goal:

1. Teacher modeling of academic vocabulary learning to provide students with examples of strategies that they can implement when encountering content vocabulary that they don't know.
2. Accountable talk practices to ensure that students are repeatedly using newly acquired academic language and are participating in rigorous discussion about newly acquired knowledge of science content.
3. Spiraling curriculum to ensure retention of materials from year to year.

**Rationale for Evidence-based Strategy**

The instructional strategies chosen will be implemented by Science teachers as Tier One support for all science students. Teachers will use modeling strategies for text analysis and vocabulary acquisition (Tovani, 2000). This should provide students with models of thinking to promote cognitive awareness of text comprehension and examples of word-solving strategies when faced with unknown content vocabulary.

Accountable Talk strategies will be used to ensure that students are having content rich discussions using academic language in science. This should build opportunities to increase rigorous thinking about the content and provide authentic experiences for using newly acquired academic language. (Cazden 2001)

Science teachers will also spiral curriculum to ensure retention of learning from grade 6 to grade 8 when students are being assessed. Spiraling learning will give students repeated exposure to concepts and ask students to build on learning with each revisit of material.(Bruner 1960)

**Action Step**

**Description**

1. Science teachers will plan with their PLCs to discuss opportunities in their lessons for modeling thinking associated with comprehension of complex science texts.
2. PLCs will identify necessary vocabulary for concept attainment and match word-solving strategies to model with the text.
3. Science PLCs will develop lessons that implement Accountable Talk strategies to ensure opportunities for rigorous discussion on content and use of academic language.
4. The science department will all use daily activators to spiral concepts and vocabulary across the three grade levels.
5. Science teachers will participate in on-going progress monitoring to ensure concept

attainment is occurring and provide opportunities for reteach and reassessment when finding that students didn't show mastery after first instruction.

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

**#5**

**Title** Middle School Acceleration

**Rationale** Woodland Middle School believes in playing an integral role in promoting College and Career Readiness. Of the many predictors of post-secondary enrollment and career success, Algebra 1 is among the highest. Research suggests that students who complete Algebra II are twice as likely to graduate college with a degree than their peers who did not (National Mathematics Advisory Panel 2008).

**State the measurable outcome the school plans to achieve** Woodland Middle School's goal is to increase middle school acceleration by a minimum of 10 percentage points from the previous year's enrollment of 74%. Additionally, by the end of the 19-20 school year, we strive to have 90 percent of eligible students enrolled in high school credit math classes will demonstrating proficiency on the End of Course Exams (EOC).

**Person responsible for monitoring outcome** Cindy Hall (cindy.hall@sarasotacountyschools.net)

**Evidence-based Strategy** All Woodland Middle algebra and geometry teachers will implement standards-based learning and research-based instructional strategies that incorporate real-world problem solving, accountable talk, small group work, visual representations, explicit instruction with "think-alouds", and independent practice. Teachers will scaffold instruction, implement guided practice and use flexible grouping to meet students needs through data-informed planning and teaching as a Tier Two intervention.

**Rationale for Evidence-based Strategy** Woodland Middle math teachers will integrate the following strategies as an instructional focus for all algebra and geometry students: real-world problem solving (Freudenthal 1977), accountable talk (Cazden 2010), visual representations (Krawec 2014), explicit instruction with "think-alouds", small group work, and independent practice (Fisher and Frey 2008).

**Action Step**

**Description**

1. Increase the number of students enrolled in high school credit math courses to 84% or higher.
2. Enroll students who earned a Level 3 on the Math FSA and who did not take Course 2 Advanced in grade 7 in to Algebra 1A and 1B to provide an extra hour of math support to those students with curricular deficits.
3. Teachers will implement Standards-based common assessments 1-2 times per quarter to reflect on instructional practices and evaluate impact on student achievement.
4. Monthly Data Digs will be conducted to monitor student progress and reveal additional instructional areas of need.

**Person Responsible** Brian McCombie (brian\_mccombie@sarasota.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

A. School Safety: Woodland Middle School staff fully believes that a safe school environment is critical to student learning. Therefore, WMS has adopted several focus areas to ensure we are providing a comfortable learning environment for all students.

**FOCUS: Training**

Teacher training in safety and mental health initiatives; student training in reporting tools, mental health awareness, and peer mediation; strengthening training for safety team and Threat Assessment Team; increase number of staff who are clinic trained

**FOCUS: Mental Health**

Kognito training for all staff; Grade level assemblies; 5 hours of mental health training for staff and students; Gatekeeper training for support team members to aid students in crisis

**FOCUS: School Safety** - A School Safety team was established during the 2018-19 school year. The new members of the team were afforded the opportunity to attend the Threat Assessment training. Safety Team additional members- café, facilities, teacher.

FSSAT Florida Safe Schools Assessment Tool; Drill Schedule and training plan; Development of lead safety team teacher; Safety Walk and Talks School-wide meeting calendar with designated time/location for regular team meetings; strengthening PBS through implementation of CHAMPS

B. Teacher Recruitment and Development: According to researchers Hanushek and Rivken (2005), "having three years of good teachers (85th percentile) in a row would overcome the average achievement deficit between low-income kids on free or reduced-price lunch and others". Teacher recruitment and development is a high priority at Woodland Middle School and finding highly-qualified teachers is a district-wide, state-wide, and national challenge. As a result, creating a supportive environment for our teachers is critical. With the emphasis on social-emotional learning, we recognize that this begins with our staff. It is our goal to foster a collaborative and supportive environment that equips our teachers with the tools to balance life, build community among colleagues through staff recognition, events, and celebrations, collaborate with administration, develop teacher leaders, and achieve collective efficacy within Professional Learning Communities.

## 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 Schoolwide Improvement Plan 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.**

Woodland Middle School plans to maintain open communication with families in an effort to promote academic gains and social emotional wellness. Through these partnerships, teams collaborate in addressing students needs and supports to foster growth through the middle school years.

**Communication Efforts:**

-The school website displays the school's mission and vision statement. Additionally, community

engagement announcements are designed to inform parents of events going on at the school and topics being spotlighted in classrooms.

-Teachers and other staff members will maintain open communication by calling parents, sending emails or letters, and holding conferences to discuss their child's progress academically and behaviorally. The team will work together to develop a personalized plan to help the student reach their highest level of potential while providing support as needed.

- Our College and Career Advisor will share a quarterly newsletter with families to promote partnerships in career conversations with students.

Parent and Community Outreach:

-Parents will be invited to attend our "Back to School Day," Open House, STREAM Carnival, Showcase Night, Athletic Events, Music Productions, Plays and promotional ceremonies. By opening our campus we hope to build community pride in our school.

-Parents and volunteers will be welcomed at WMS. We encourage all community members to volunteer and become actively involved at WMS.

### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

Woodland Middle School is committed to supporting the social and emotional learning needs of all students. In addition to support services provided by the guidance counselors and behavioral specialist, Woodland teachers will focus on attaining foundational understanding and building competencies in social emotional learning practices through a series of professional development sessions. Additionally, both staff and students will implement restorative practice as a method for achieving peaceful conflict resolution and minimizing lost instructional time.

Woodland Middle School recognizes that social and emotional needs are met not only through staff efforts but through the student body as well. WMS participates in the Gulf Coast Community Foundation's Civility Squad Initiative, promoting keys to civility each month and recognizing students who demonstrate these qualities. To aid students in nurturing tools for civility, a peer mediation program will provide students the opportunity to develop a student-centered support system of student leaders. During the 19-20 school year, select 7th and 8th grade students will be trained in peer mediation to work with students to resolve peer conflicts.

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

Woodland Middle School recognizes that the transition from elementary to middle school can be overwhelming to students and is committed to ensuring the transition to each level is successful.

Elementary to Middle:

At the end of the 5th grade year, WMS coordinates a visit with feeder elementary schools to preview a day in middle school. 5th graders are provided the opportunity to team build with guidance counselors, meet the support team, walk through classes, and preview elective options. In addition to visiting campus, WMS staff representatives visit elementary schools to speak with students about the transition to middle school and available program offerings.

Guidance counselors are available to assist students with academic needs, organizational tools, and support with social interactions.

Student Ambassadors work with our counselors as peer guides for students who need assistance

touring the school, finding classrooms, and making social connections.

During the course of a Woodland Middle School student's career, the College & Career class highlights a variety of careers which provides students understanding of career paths and guides them in selecting specific high school electives.

Middle to High School:

Each year, the high school guidance counselors from North Port High School meet with WMS 8th graders. Students are informed of the core classes and electives. WMS counselors then provide assistance to the 8th graders to help them navigate the course selection process. North Port High counselors meet individually with students to finalize the selection of their high school courses.

**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.**

N/A

**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 values the importance of making students subject to various careers and is committed to introducing students to 16 career clusters and approximately 100 careers by the time the student is promoted to high school. Naviance, a developmentally appropriate program provided to all students, offers a curriculum which allows opportunities to set goals based on passions, interests, dreams, and visions. Through the Naviance Student program, they will 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.

In addition to Naviance, our College and Career advisor coordinates visits from guest speakers and business leaders within the community, coordinates the Junior Achievement Career Planning event, and collaborates with teachers to provides career exploration field trips, aligned to the curriculum, to businesses in the area. In partnership with the Education Foundation, students have the opportunity to participate in college explorations to one of our local colleges, bridging the connection between academic achievement and post-secondary options.

**Part V: Budget**

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

1	III.A.	Areas of Focus: ELA Lowest Quartile Performance				\$18,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		\$1,400.00
			<i>Notes: Fisher and Frey's (2019) "PLC Playbook" and "Better Decisions and Greater Impact by Design" resources for professional development for PLC leaders.</i>			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		\$6,300.00

			<i>Notes: IXL resources for Language Arts Classrooms</i>			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		\$2,000.00
			<i>Notes: Rewards program resources for Tier 3 interventions</i>			
			1291 - Woodland Middle School			\$1,600.00
			<i>Notes: K-2 Tier 3 interventions through Just Words program</i>			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		\$5,800.00
			<i>Notes: LAFS resources for Tier 2 interventions</i>			
	1100	140-Substitute Teachers	1291 - Woodland Middle School	Other		\$1,100.00
			<i>Notes: Substitutes for teachers to attend two district workshops for intensive reading.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math Lowest Quartile Performance</b>				<b>\$6,840.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1291 - Woodland Middle School	General Fund		\$6,300.00
			<i>Notes: IXL resources for Math Classrooms</i>			
	1100	140-Substitute Teachers	1291 - Woodland Middle School	Other		\$540.00
			<i>Notes: Substitutes for 6th grade math team for district support on aligning math standards.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Social Emotional Learning</b>				<b>\$21,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1291 - Woodland Middle School	Other		\$0.00
			<i>Notes: District-provided peer mediation resources for students to train as peer counselors.</i>			
			1291 - Woodland Middle School	General Fund		\$1,300.00
			<i>Notes: ASCD's "Integrating SEL into Everyday Instruction" as a resource for all staff</i>			
			1291 - Woodland Middle School	General Fund		\$500.00
			<i>Notes: Fisher, Smith, and Frey's (2019) "All Learning is Social and Emotional" resource for PLC Leaders.</i>			
	9800	500-Materials and Supplies	1291 - Woodland Middle School	Other		\$20,000.00
			<i>Notes: PBS initiatives, CHAMPS, Civility Squad, iReady, staff and student recognition, celebrations, and rewards)</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Science Achievement</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		\$5,000.00
			<i>Notes: Science materials and supplies to stock classrooms (population growth has led to limited resources)</i>			



5	III.A.	Areas of Focus: Middle School Acceleration				\$34,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1291 - Woodland Middle School	Other		\$0.00
<i>Notes: District-provided Algebra nation for students</i>						
	1100	100-Salaries	1291 - Woodland Middle School	General Fund		\$16,860.00
<i>Notes: Extra duty days for teacher to provide instruction during planning time.</i>						
	1100	100-Salaries	1291 - Woodland Middle School	General Fund		\$12,540.00
<i>Notes: Contracts for non-WMS employees</i>						
	1100	100-Salaries	1291 - Woodland Middle School	General Fund		\$5,000.00
<i>Notes: Supplements for WMS teaches who work with students for 608 support, Algebra 1 Honors EOC Bootcamp.</i>						
					<b>Total:</b>	<b>\$86,240.00</b>