Woodland Middle School

2020-21 Schoolwide Improvement Plan

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Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

Demographics

Principal: Mark Grossenbacher

Start Date for this Principal: 7/10/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: B (59%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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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2700 PANACEA BLVD, North Port, FL 34289

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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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 develop life-long learners who are respectful, responsible, and safe 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Hall, Cindy	Principal	
O'Gorman, Kevin	Teacher, K-12	Science Department Chair
Kloese, Michelle	Assistant Principal	
White , Wendy	Teacher, K-12	ELA Department Chair
Pearson, Sally	School Counselor	School Counselor
Lasker, Michael	Administrative Support	Behavior Specialist
Striscko, Marie	Administrative Support	ESE Liaison
Young, Rebekah	Teacher, K-12	ESOL Liaison & Reading Interventions
Goldsmith, Jenna	Teacher, K-12	Social Studies Department Chair
Anthony, Everett	School Counselor	School Counselor
Schwartz, Curtis	Assistant Principal	
Davidson, Jamie	Teacher, K-12	Math Department Chair

Demographic Information

Principal start date
Sunday 7/10/2011, Mark Grossenbacher

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
22

Total number of teacher positions allocated to the school
61

Demographic Data

2020-21 Status (per MSID File)	Active
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2019-20 School Improvement (SI) Information*	

SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	307	336	320	0	0	0	0	963
Attendance below 90 percent	0	0	0	0	0	0	14	26	17	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	8	32	22	0	0	0	0	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	32	31	48	0	0	0	0	111
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	40	41	49	0	0	0	0	130
Number of student with Incomplete quarter 4(Spring 2020)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students in remote needing support	0	0	0	0	0	0	0	36	40	0	0	0	0	76

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	35	42	55	0	0	0	0	132

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 8/13/2020

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	
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

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	
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

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	
	(0)	(0)	(0)	0 (0)

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	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%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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		
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		

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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%	1
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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.

ELA and Math Lowest 25th Percentile are the two data components showing the lowest performance. Both areas are below the state and district averages. Trends the past two years have shown a widening gap between the school and state/district performance in these two areas. Math Lowest 25th Percentile was the component that showed the largest decrease from the prior school year. The Federal Index of Students with Disabilities is the one ESSA Subgroup performing below 41%. Data findings show 41% of students in the ELA Lowest 25% and 38% of students in the Math Lowest 25% are Students with Disabilities. A contributing factor to this performance is the need for teachers to scaffold first instruction. There is a need to hold students to grade level standards and utilize scaffolds to ensure all students show mastery. Educators need to strengthen core instruction through implementing effective, high impact strategies for all learners. Additionally, students need to be provided customized, differentiated instruction aligned to their current academic need.

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

The 8th grade math cohort showed a decline of 25% compared to their prior year performance as 7th grade students. An analysis of the master schedule revealed a need to better align teacher course and content knowledge with teaching assignment.

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

The Math Lowest 25th Percentile has the greatest gap when compared to the state average. The gap between the school and state was 10 percentage points. Trends show Math Lowest 25th Percentile declining over a two year period. A contributing factor to this performance is the need for teachers to scaffold first instruction. There is a need to hold students to grade level standards and utilize scaffolds to ensure all students show mastery. Educators need to strengthen core instruction through implementing effective, high impact strategies for all learners. Additionally, students need to be provided customized, differentiated instruction aligned to their current academic need.

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

Social Studies achievement showed the most improvement increasing 10 percentage points from the previous school year. This increase was attained by the development and use of common assessments to monitor the students progress toward mastery of the standards. Frequent checks for understanding to inform flexible grouping to reteach and reassess students who did not demonstrate initial mastery of the standards was also utilized. PLCs worked collaboratively to analyze common assessment data and engage in standards-based lesson design. Teachers implemented spiraling of standards and embedded content specific literacy practices in their planning and lesson delivery. Teachers scaffolded first instruction while holding all students to grade level standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Number of Students Scoring Level 1 on FSA ELA
2. Number of Students Scoring Level 1 on FSA Math

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

1. Increase Math Lowest 25th Percentile
2. Increase ELA Lowest 25th Percentile
3. Increase Performance of Students with Disabilities
4. Improve the Climate and Culture of Campus
5. Social Emotional Learning

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The ELA Lowest 25 Percentile was an area identified as a critical need because percentages are below both district and state averages. The lowest quartile has shown a decrease in percentile rankings by one or two percentage points annually over the past four years. Reading has a significant impact on all content areas thus striving readers need additional support to access deep knowledge of grade level content.
Measurable Outcome:	By June 11, 2021 the Learning Gains of the Lowest 25% will increase by 4% from 44% to 48% as measured by the ELA FSA. Attaining this goal would place our score above the state average of 47% and decrease the gap between school and district by 50%.
Person responsible for monitoring outcome:	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)
Evidence-based Strategy:	Evidence based strategies to close the achievement gap in this focus area include: use of scaffolding, flexible grouping while providing timely, effective feedback on learning progression, and high impact strategies for vocabulary instruction and close reading across the content areas. Tier three intervention will be provided through research based reading programs including Just Words and Rewards as well as Ready LAFS.
Rationale for Evidence-based Strategy:	All Woodland teachers will hold students to grade level standards while utilizing scaffolds to ensure all students show mastery (Vygotsky, 1978). Student individual needs will be met through the use of flexible grouping to differentiate instruction aligned to their current academic needs (Tomlinson, 2003). Strengthening core instruction is necessary and will be done through implementation of effective, high impact strategies for all learners (Fisher 2007, Fisher & Frey, 2008). Students receiving intensive Tier 3 services will work through an evidence-based and research-validated reading program (Just Words, Rewards, Ready LAFS, i-Ready) receiving direct, small-group instruction in phonics and decoding provided by a certified reading educator.

Action Steps to Implement

INITIAL DATA ANALYSIS AND SCHEDULING: The School Leadership Team analyzed performance data to identify students in need of academic intervention in the area of ELA. Students scoring a Level 1 or Low Level 2 on the ELA FSA were scheduled into an ILA class to receive intervention in reading. Students were placed in an ILA course to match their required level of intensity for intervention. Students showing a deficit in phonics were scheduled into an ILA course utilizing the Rewards program. Students showing a reading level in the K-2 band were scheduled into an ILA course utilizing Just Words program. The traditional ILA course utilizing the Ready LAFS and i-Ready tools was scheduled for students scoring a Level 1 or Low Level 2 on FSA and i-Ready scores at or above grade 3 indicating no need for phonics intervention.

Person Responsible	Rebekah Young (rebekah.young@sarasotacountyschools.net)

ILA PROFESSIONAL LEARNING COMMUNITY: The School Leadership Team developed an ILA Professional Learning Community consisting of three teachers who specialize in reading instruction. The ILA teachers will work collaboratively to analyze common assessment data, monitor student progress, and collaborate on high impact strategies for improving reading for both face to face and remote learners. Through PLC discussions, ILA teachers alongside ELA teachers will problem solve for students not responding to intervention. With continual progress monitoring and collaboration, the PLC will have autonomy to flexibly move students through the various levels of intervention/ILA courses. The ILA PLC will provide reading expertise when collaborating with content area teachers across campus providing data and suggested supports/scaffolding strategies to facilitate student success.

Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

DATA DIGS: Data Digs will be conducted with all teachers as departments/PLCs to monitor student progress on common assessments and reveal student learning needs related to reading. PLCs will collaboratively plan to embed scaffolds for first instruction to support striving readers. Additionally, teachers will plan for reteaching and reassessment when students are not showing mastery of standards.

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

STRENGTHEN INSTRUCTION: Professional development (PD) will be focused on high expertise teaching including providing effective feedback, vocabulary instruction, classroom discussions. PD will be targeted to the need of the students using the Middle School Decision Tree for Striving Readers. All teachers will be provided professional development in i-Ready and in targeted instruction to meet the learning needs of each individual student.

Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

INSTRUCTIONAL ROUNDS: The Administrative Team will conduct instructional rounds in ELA/ILA courses to gather information and identify patterns and trends in literacy instruction. Data from instructional rounds will be used to further plan professional development, drive data chat conversations, and promote conversations with the School Leadership Team.

Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

DATA CHATS AND LESSON PLAN REVIEW: The Administrative Team will conduct individual data chats with ELA/ILA teachers each semester to review data referencing their evaluation. Lesson plans will be collected and reviewed by the Administrative Team.

Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

BUILDING CAPACITY: Administrative team and TOSA will model effective practices for PLC planning and demonstrate use of the Collaborative Planning Team Action Plan tool to build capacity among the school Department Chairs and PLC Leaders.

Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

BEFORE/AFTER SCHOOL ACADEMIC TUTORING: Remote and Face to Face learners will be invited to participate in language arts tutoring to target individual needs.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The Math Lowest 25 Percentile was an area identified as a critical need because percentages show the greatest decline (10 percentage points) from prior year creating the greatest gap between both district and state averages. The gap between the school and district in this area widened an additional 5 percentage points. The gap between the school and state in this area widened an additional 10 percentage points.
Measurable Outcome:	By June 11, 2021 the Learning Gains of the Math Lowest 25% will increase by 4% from 41% to 45% as measured by the Math FSA. This number was set as an attainable goal to support efforts in reducing the gap between the school and district/state.
Person responsible for monitoring outcome:	Cindy Hall (cindy.hall@sarasotacountyschools.net)
Evidence-based Strategy:	Evidence based strategies to close the achievement gap in this focus area include: implementation of standards-based instructional strategies that incorporate real world problem solving, visual representation, 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 student needs through data informed planning and teaching. Tier three intervention will be provided through participation in an intensive math class including Ready MAFS and i-Ready Tools.
Rationale for Evidence-based Strategy:	All Woodland Middle math teachers will integrate the following strategies as a Tier 1 instructional focus for all students: real world problem solving (Freudenthal, 1977), visual representations (Krawec, 2014), explicit instruction with think alouds (Fischer & Frey, 2008), and direct vocabulary instruction (Fisher & Frey, 2008). Identified students will receive Tier 2 supports through guided practice and flexible grouping (Tomlinson, 2003). Students receiving intensive Tier 3 services will work through an evidence-based and research-validated reading program (Ready MAFS, i-Ready) receiving direct, small-group instruction provided by a certified math educator.

Action Steps to Implement

INITIAL DATA ANALYSIS AND SCHEDULING: The School Leadership Team analyzed performance data to identify students in need of academic intervention in the area of Math. Students scoring a Level 1 or Low Level 2 on the Math FSA will be provided the opportunity to participate in an intensive math intervention course utilizing the Ready MAFS and i-Ready tools.

Person Responsible	Rebekah Young (rebekah.young@sarasotacountyschools.net)

PROFESSIONAL LEARNING COMMUNITY: The math teachers will work collaboratively to analyze common assessment data, monitor student progress, and collaborate on high impact strategies for improving mathematics instruction for both face to face and remote learners. Through PLC discussions, math teachers alongside the intensive math teacher will problem solve for students not responding to intervention. With continual progress monitoring and collaboration, the PLC will have autonomy to flexibly move students flexibly through intervention.

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

DATA DIGS: Data Digs will be conducted with all teachers as departments/PLCs to monitor student progress on common assessments and reveal student learning needs related to mathematics. PLCs will collaboratively plan to embed scaffolds for first instruction to support striving mathematicians. Additionally, teachers will plan for reteaching and reassessment when students are not showing mastery of standards.

Person Responsible Jamie Davidson (jamie.davidson@sarasotacountyschools.net)

STRENGTHEN INSTRUCTION: Professional development (PD) will be focused on real-world problem solving, visual representations, explicit instruction with think alouds, and direct vocabulary instruction. All teachers will be provided professional development in i-Ready and in targeted instruction to meet the learning needs of each individual student.

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

INSTRUCTIONAL ROUNDS: The Administrative Team will conduct instructional rounds in math courses to gather information and identify patterns and trends in mathematics instruction. Data from instructional rounds will be used to further plan professional development, drive data chat conversations, and promote conversations with the School Leadership Team.

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

DATA CHATS AND LESSON PLAN REVIEW: The Administrative Team will conduct individual data chats with math teachers each semester to review data referencing their evaluation. Lesson plans will be collected and reviewed by the Administrative Team.

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

BUILDING CAPACITY: Administrative team and TOSA will model effective practices for PLC planning and demonstrate use of the Collaborative Planning Team Action Plan tool to build capacity among the school Department Chairs and PLC Leaders.

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

BEFORE/AFTER SCHOOL ACADEMIC TUTORING: Remote and Face to Face learners will be invited to participate in math tutoring to target individual needs.

Person Responsible Jamie Davidson (jamie.davidson@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The ESSA Subgroup of Students with Disabilities was an area identified as a critical need because percentages are below the required Federal Index of 41%. A full review of SWD data revealed that SWD decreased in each school grade component with the exceptions of Science and Social Studies Achievement. Notable decrease were identified in both ELA and Math Learning Gains for the Lowest 25%.
Measurable Outcome:	By June 11, 2021 the Federal Index for Students with Disabilities will increase by 11% from 30% to 41% as measured by the FSA. Attaining this goal would match the state requirement for an ESSA Subgroup of 41%.
Person responsible for monitoring outcome:	Marie Striscko (marie.striscko@sarasotacountyschools.net)
Evidence-based Strategy:	Evidence based strategies to close the achievement gap for Students with Disabilities center around the Universal Design for Learning (UDL) framework. Aforementioned ELA and Math practices coupled with means of engagement, means of representation, and means of action and expression will help students understand the why, what, and how of learning.
Rationale for Evidence-based Strategy:	Universal Design for Learning is a framework for working with students to improve engagement, motivation, and independence as learners (Rose & Meyer). The resources used to select this strategy was identified through Best Practices for Inclusive Education (BPIE) through the Florida Inclusion Network.

Action Steps to Implement

ESE/ILA COLLABORATION MEETING: A collaborative meeting with ESE Reading Case Managers, ILA Teachers, Reading Coach, and PDAP will allow the opportunity to work collectively to match best practices in reading instruction to student needs following the UDL framework.

Person Responsible	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)

ESE/MATH INTERVENTION COLLABORATION MEETING: A collaborative meeting with ESE Math Case Managers, Intensive Math Teacher, ESE Liaison, and PDAP will allow the opportunity to work collectively to match best practices in mathematics instruction to student needs following the UDL framework.

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

ESE PROFESSIONAL LEARNING COMMUNITY: The School Leadership Team developed an ESE Professional Learning Community consisting of four ESE teachers/Case Managers who specialize in ESE instruction. The ESE teachers will work collaboratively to analyze common assessment data, monitor student progress, and collaborate on high impact strategies for improving reading/math for both face to face and remote learners. Through PLC discussions, ESE teachers alongside Core teachers will problem solve for students not responding to intervention. With continual progress monitoring and collaboration, the PLC will determine appropriate push in services and scaffolding practices.

Person Responsible	Marie Striscko (marie.striscko@sarasotacountyschools.net)

DATA DIGS: Data Digs will be conducted with all ESE teachers to monitor and analyze student assessment data to identify specific skill deficits and plan supplemental instruction and scaffold to help all students achieve grade level standards mastery. Additionally, teachers will plan for reteaching and reassessment when students are not showing mastery of standards.

Person Responsible Marie Striscko (marie.striscko@sarasotacountyschools.net)

QUARTERLY PROGRESS REPORTING: ESE teachers will gather feedback from core teachers in terms of student performance. Progress reporting will be comprehensive focusing on the individual student's learning progression and IEP goals. ESE teachers will communicate progress to students, families, and teachers.

Person Responsible Marie Striscko (marie.striscko@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Student behavior has a direct impact on both student achievement and school climate. During the 2019-20 school year, Woodland Middle students received a total of 732 office discipline referrals. Although this was an overall decrease in total number of referrals from the prior school year, deeper analysis of student referral data indicated that 3% of students (35 students) receiving referrals, received 6 or more. This has been a consistent trend over the past three years (35-37 students). Students in this group have a greater loss of instructional time when compared to same grade peers, thus impacting instructional continuity. Strengthening Tier 2 and Tier 3 behavioral support for our most at risk students is priority. Further analysis of data related to office discipline referrals revealed Students with Disabilities and Black/African American students are receiving referrals at a higher rate resulting in an increased Risk Ratio in both student groups from the 2018-19 to 2019-20 school year. Additionally, the School Climate Survey suggests continued support with disruptive behaviors and an overall need to improve in the area of discipline.
Measurable Outcome:	By June 11, 2021 the number of students receiving 6 or more referrals will decrease by a minimum of 40%. Furthermore, by June 11, 2021, will reduce the Risk Ratio of Office Discipline Referrals to equitable levels for Students with Disabilities and Black/African American student groups as measured by the Florida PBIS Project. We anticipate that improving student behaviors of the most at-risk groups will result in improved Climate Survey outcomes as it relates to student discipline.
Person responsible for monitoring outcome:	Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)
Evidence-based Strategy:	Woodland Middle has built a comprehensive, PBIS system approach comprised of various components to support student behavior. This prevention model includes Tier 1 instruction for all students and Tier 2/Tier 3 interventions for the highest risk students. Tiered instruction and intervention will be provided through the Positive Behavioral Interventions and Support (PBIS) Plan. Components include research based frameworks such as CHAMPS (Tier 1), Check in/Check Out (Tier 2), and FBA/BIP (Tier 3). In addition, outside agencies (First Step and CINS/FINS) provide mental health services for students expressing needs through observable, at-risk behaviors.
Rationale for Evidence-based Strategy:	According to the Center on PBIS (2019), "Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day." A wide body of research suggests implementing this systems based approach is associated with improved student behavior (Horner, Sugai, & Anderson, 2010). According to Horner, Sugai, and Anderson (2010), "Check-in/Check-out (CICO) is a daily report card intervention designed to improve daily structure (e.g., prompts), social links with adults, access to academic support, and coordination between home and school."

Action Steps to Implement

PBIS: Woodland Middle School develops a school-wide PBIS plan annually. The PBIS team meets monthly (at minimum) to review student data, plan PBIS celebrations, and to educate students/staff about the expectations regularly. The Behavioral Specialist serves as PBIS Coach, receiving district based-training and observing in neighboring schools to strengthen the PBIS program at Woodland Middle.

Person Responsible	Michael Lasker (michael.lasker@sarasotacountyschools.net)

CULTURE AND CLIMATE COMMITTEE: With student behavior and discipline evident area of need for improvement from the Climate Survey, the School Administrative Team will develop a Culture and Climate Committee. The work of this committee will include: reviewing Climate Survey data, engaging in transparent conversations regarding school climate, and problem solving to improve overall school climate and culture.

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

CLIMATE SURVEYS: The Administrative Team will regularly create surveys to solicit feedback on school climate. Data from these surveys will be analyzed for trends/patterns and an overall pulse of the current climate.

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

CHAMPS: Implementation of the CHAMPS framework is a school-wide Tier 1 initiative to establish high expectations for student behavior while bringing consistency and clarity of expectations to all students and staff. The framework additionally provides a common language for student behaviors and expectations.

Person Responsible   Michael Lasker (michael.lasker@sarasotacountyschools.net)

CIVILITY SQUAD: Woodland participates in the Gulf Coast Community Foundation's Civility Squad initiative which promotes civility traits each month. Students participate in lessons and activities that relate to the character trait of the month. Students are nominated and recognized as "Civility Squad Cadets" quarterly for exemplifying these traits across campus.

Person Responsible   Bruce Jenkins (jonathan.jenkins@sarasotacountyschools.net)

PAWSOME TEACHERS AND STUDENTS: Students are recognized by staff for following the school expectations through the use of "Pawsome" student cards. Students collect the card throughout the month and are able to redeem the cards for prizes. Staff are recognized by administrators and colleagues for their hard work, receiving incentives such as a class covered by admin for extra planning.

Person Responsible   Curtis Schwartz (curtis.schwartz@sarasotacountyschools.net)

TEACHER TRAINING AND SUPPORT: Training for teaches will include CHAMPS, CPI, Restorative Practices, and Conscious Discipline. Teachers will be provided ongoing PD opportunities with the School Behavior Team. The Behavior Specialist, Behavior Tech, and ESE teachers will work to design and implement specific, targeted behavioral interventions, supports, and strategies to best match student individual behavior needs. The Behavior Team will support teachers in collecting and communicating behavioral data (TPS).

Person Responsible   Michael Lasker (michael.lasker@sarasotacountyschools.net)

CHECK IN/CHECK OUT: Students in need of Tier 2 behavioral supports have the opportunity to participate in a Check In/ Check Out (CICO) daily with an adult staff such as the Behavior Specialist, Behavior Tech, ESE Case Manager, or mentor. Students check in upon arrival, have various check points during the day as needed, and check out upon dismissal.

Person Responsible   Michael Lasker (michael.lasker@sarasotacountyschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Environments that integrate Social Emotional Learning (SEL) practices have a positive impact on both student educational and behavioral performances. SEL provides students with reflective techniques to self-monitor stress and limit behavioral conflicts or acts of violence. Social Emotional Learning and Mental Health was an area identified as a critical need due to the number of students experiencing traumas and other triggers impacting their school day. During the 2019-20 school year, Woodland Middle conducted 33 Threat Assessments, 9 of which resulted in a classification of Serious or Very Serious Substantive resulting in the development of individual safety plans and mental health referrals. The prior school year, 15 Threat Assessments were conducted with 7 categorized as Serious or Very Serious Substantive. Additionally, a total of 37 Gatekeeper Assessments were conducted during the 2019-20 school year. Students who received a Gatekeeper Assessment or Threat Assessment experience a reduced availability to learn based on their hierarchy of needs.
Measurable Outcome:	By June 11, 2021, Woodland Middle will match 100% of students identified through Gatekeeper or Threat Assessments with a direct service to meet the SEL need. Additionally, to curtail the severity of student responses to triggers, at least 90% of students will participate in both Suite 360 Mental Health Lessons and the school counselor BlackBoard course.
Person responsible for monitoring outcome:	Sally Pearson (sally.pearson@sarasotacountyschools.net)
Evidence-based Strategy:	Woodland Middle has built a comprehensive program to support Social Emotional Learning (SEL) and Mental Health. The program includes Tier 1 instruction for all students as well as Tier 2 and/or Tier 3 interventions for the highest risk students. Tiered instruction and intervention will be provided through research-based programs including Kognito, Youth Mental Health First Aid, and Suite 360. In addition, outside agencies (First Step and CINS/FINS) provide mental health services through research-based best practices in SEL.
Rationale for Evidence-based Strategy:	Students participating in SEL programs show improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. According to CASEL (2017), "SEL programming can have a positive impact up to 18 years later on academics, conduct problems, emotional distress, and drug use." Suite360 for social and emotional wellness is research and evidence-based program with content aligned with the standards developed by the National Collaborative for Academic, Social, and Emotional Learning (CASEL).

Action Steps to Implement

TIER 1 MENTAL HEALTH INSTRUCTION: All students at Woodland Middle will receive Tier 1 training in mental health and social emotional learning. Students will engage in a monthly lesson through Suite 360 related to the mental health topic of the month. Students will enroll in the school counselor BlackBoard courses to access resources and content related to mental health. All resources are technology based allowing for ease of access to all remote learners.

Person Responsible	Everett Anthony (everett.anthony@sarasotacountyschools.net)

MENTORING PROGRAMS: Woodland Middle offers two school-based mentoring programs. An in-house mentoring program allows teachers and staff to volunteer to mentor a student. Big Brothers Big Sisters (BBBS) mentoring program will be new to the school this year. The School Counseling Team is establishing a connection with BBBS to increase the access to mentors for students. In addition, school

counselors slect students to provide support through Lunch Bunch groups and a Young Men Leadership group. Select students are invited to participate in a Tier 2 small group with a School Social Worker or School Psychologist targeted to individual need. All mentoring programs are available to remote learners remotely or face to face.

Person Responsible   Everett Anthony (everett.anthony@sarasotacountyschools.net)

PEER MENTORING PROGRAM: A Peer Mediation program was developed in the 2019-20 school year. The program emphasized problem solving social conflicts between peers. Students involved are in their second year and are developing ways to connect with students remotely as well as face to face to work as peer mentors. This year peer mentors will work with students identified by school counselors in a 5 week mentoring program. Peer mentors will apply taught leadership skills and coping strategies to peers in need through the use of Community Circles. Once students complete the program, participants will remain connected to one of the peer mentors for check ins and connection throughout the remainder of the school year.

Person Responsible   Giovanna Underwood (giovanna.underwood@sarasotacountyschools.net)

TEACHER TRAINING: Mental health training for teaches includes Kognito and Youth Mental Health First Aid. Teachers also received pre-service week training in the implementation of Suite 360 and will have ongoing opportunities for PD with the School Counseling Team.

Person Responsible   Sally Pearson (sally.pearson@sarasotacountyschools.net)

COMMUNITY CIRCLES: Staff lead students in Community Circles to problem solve classroom topics and build relationships. Circles can also be Restorative to repair relationships and incorporate reflective opportunities for students.

Person Responsible   Sally Pearson (sally.pearson@sarasotacountyschools.net)

TIER 3 MENTAL HEALTH SUPPORT: Woodland has established connections with First Step and CINS/FINS to provide students with the supports identified beyond Tier 2 interventions. Students are referred through the SWST process to access these most intensive services. The SWST team monitors the progress of all students referred for intervention services and meets with the Mental Health Therapist monthly (at minimum) to review student progress. Community Action Team (CAT) Team and Youth at Risk (YAR) referrals are used in severe cases as needed. These services are available to remote students through video or phone conferencing as designed by the particular agency.

Person Responsible   Sally Pearson (sally.pearson@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Remote Learning:
Woodland Middle is implementing remote and concurrent learning and has developed tools and strategies for monitoring progress. A Remote Learner Support Form was developed as a needs assessment in which teachers refer remote students related to hurdles the child may be experiencing remotely (attendance, technology, work completion, mental health). Remote students needing additional support in attendance receive an "Engagement Visit" to develop attendance contracts and connect students to teachers. When academic engagement or work completion is denoted, students are connected to a Virtual Coach to receive small-group instruction via Zoom. To support students transitioning from remote learning to brick and mortar, a Wildcat Come Back Camp was developed for students with identified academic needs. Students are matched with small-group support based on learning need. A Reopening Committee was established and meets weekly to problem solve areas related to remote learner support. Additionally, remote learners will be monitored weekly as an instructional group in i-Ready. A proposal to fund a before/after school tutoring program for remote learners will be submitted and will offer the option to attend remotely or in person.

Support for Concurrent Instruction:
At Woodland, the following proposals have been submitted to support concurrent instruction: A sub allocation was requested to provide time for teachers to work in grade-level teams to analyze data, plan for remote learners, and share successful concurrent learning engagement strategies. The Distance Learning Playbook by Fischer, Frey, and Hattie will be utilized in this work and ongoing PD. A position was requested to provide support to concurrent classrooms during instructional time. The position would provide real-time relief for concurrent teachers experiencing technical challenges. Utilizing IXL in math/ELA/ILA will allow for independent practice of core curriculum at home and in school. The program provides real-time assessment data and feedback particularly for the remote learners. In addition to the proposals that have been submitted the Administrative Team conducts Admin Walks to connect with teachers and support with concurrent learning hurdles encountered. A Reopening Committee was established and meets weekly to problem solve areas related to concurrent teaching. A Wednesday Morning PD series will be developed to provide continual support for concurrent learning topics identified through teacher surveys including camera/microphone support, providing effective feedback through Zoom/Teams, usage of break-out rooms. A weekly, optional survey called "The Pulse" is available for teachers to share how they are doing, what they need, and what administration can do to provide additional supports.

Teacher Recruitment, Development, and Retention:
According to researchers Hanushek and Rivken (2005), "having three years of good teachers in a row would overcome the average achievement deficit between low-income kids on free or reduced-lunch price lunch and others." Teacher recruitment and development is a high priority at Woodland, and recruiting/retaining highly-qualified teachers has been a challenge. The following strategies are being implemented: The Lead SCIP Mentor has been consistent for two consecutive years and is working collaboratively with the School Leadership Team to expand a PD and support program for new teachers. With a collaboration between our school Wellness Coordinator and our school Sunshine Committee, Wildcat Wellness Wednesdays will be implemented for staff to focus on their well-being and camaraderie. Wellness events include yoga, meal planning, and staff socials. It is our goal to foster a collaborative and supportive environment that equips our teachers with the tools to balance life and build community among colleagues.

School Safety:
Woodland staff believes that a safe school environment is critical to student learning. Therefore, Woodland has adopted several safety focus areas in addition to the SEL areas identified above: A Threat Assessment Team was developed in the 2019-20 school year. The team meets regularly to review student supports and individual student Safety Plans. A School Safety Team was established during the 2018-19 school year and meets monthly. During the 2019-20 school year a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Woodland Middle School strives to maintain open communication with families in an effort to promote academic gains and social emotional wellness. Through these partnerships, teams collaborate in addressing student needs and supports that foster growth through the middle school years. Ongoing, regular communication is key. The school website and social media displays the school's mission and vision statements. Additionally, community engagement announcements are designed to inform parents of school events and spotlight students and teachers in the classroom and across campus. Remote learner families receive regular communication through these platforms. All families receive regular phone calls and text messages via the Community Engagement Platform. Teachers and other staff members maintain open communication in the following ways: parent phone calls, emails, communication platforms such as Google Voice and Remind, and parent conference to discuss academic and behavioral progress while collaboratively developing personalized plans to promote student success.

Families and community members are invited to attended school events including our Virtual Back to School Orientation, Virtual Open House, STREAM Carnival Showcase/Orientation, Winter Showcase/ Orientation Night, Athletic Events, Music/Dance/Theatrical Productions, and student ceremonies. By opening the campus for in-person and virtual events, we hope to build community pride and engagement in our school.

Woodland Middle School provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings or evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contains links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text and summary of this School-wide Improvement Plan may be found online or as a hard copy by request.

Parents and families are regularly invited to attend Woodland Middle School School Advisory Council (SAC) to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Woodland Middle School responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this school-wide improvement plan is not satisfactory to

parents, parents/families are encourages to submit such comments in writing so that the school can document and submit and parents' comments.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$28,393.64
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	1291 - Woodland Middle School	Other		$6,200.00
			Notes: Proposal submitted to district for full-day sub allocation to work in grade level teams to analyze data, develop plans for remote learners, and share successful concurrent learning engagement strategies. This includes ELA/ILA/SS/SC/Encore teachers to focus on school-wide reading.			
		510-Supplies	1291 - Woodland Middle School	Other		$1,493.64
			Notes: Proposal submitted to district to purchase The Distance Learning Playbook (Fischer, Frey, & Hattie) for ELA/ILA/Encore/SS/SC teachers for use in sub day proposal and ongoing PD throughout the school year.			
		500-Materials and Supplies	1291 - Woodland Middle School	Other		$6,300.00
			Notes: IXL online program for ELA/ILA classrooms			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		$2,000.00
			Notes: Rewards intervention materials for ILA classes			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		$1,600.00
			Notes: Just Words intervention materials for ILA classes			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		$5,800.00
			Notes: i-Ready LAFS resource for ILA intervention			
		100-Salaries	1291 - Woodland Middle School	Other		$5,000.00
			Notes: Proposal submitted to district to provide before/after school extra support			
2	III.A.	Areas of Focus: Instructional Practice: Math				$19,197.88
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	1291 - Woodland Middle School	Other		$1,600.00
			Notes: Proposal submitted to district for full-day sub allocation to work in grade level teams to analyze data, develop plans for remote learners, and share successful concurrent learning engagement strategies.			

		510-Supplies	1291 - Woodland Middle School	Other		$497.88
			Notes: Proposal submitted to district to purchase The Distance Learning Playbook (Fischer, Frey, & Hattie) for all teachers for use in sub day proposal and ongoing PD throughout the school year.			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		$5,800.00
			Notes: i-Ready MAFS resource for math intervention			
		500-Materials and Supplies	1291 - Woodland Middle School	Other		$6,300.00
			Notes: IXL online program for math classrooms			
		100-Salaries	1291 - Woodland Middle School	Other		$5,000.00
			Notes: Proposal submitted to district to provide before/after school extra support			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		140-Substitute Teachers	1291 - Woodland Middle School	Other		$600.00
			Notes: Proposal submitted to district for full-day sub allocation to work as ESE team to analyze data, develop plans for remote learners, and share successful concurrent learning engagement strategies. Time included for ELA/ILA meeting.			
4	**III.A.**	**Areas of Focus: Culture & Environment: Discipline**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	9800	500-Materials and Supplies	1291 - Woodland Middle School	Other		$10,000.00
			Notes: PBIS incentives, teacher and student recognition/rewards, celebrations, Civility Squad, CHAMPS			
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$6,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		$1,000.00
			Notes: Materials needed for Peer Mediation continued training and support.			
		500-Materials and Supplies	1291 - Woodland Middle School	Other		$0.00
			Notes: District purchased Suite 360 for Tier 1 instruction in Mental Health.			
	1100	500-Materials and Supplies	1291 - Woodland Middle School	General Fund		$5,000.00
			Notes: SEL initiatives, Civility Squad, student celebrations/recognition related to SEL, mentoring			
					Total:	**$64,191.52**