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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: 8/24/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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 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	Position Title	Job Duties and Responsibilities
Grossenbacher, Mark	Principal	Monitors and evaluates ELA, Climate and Culture, Teacher Recruitment and Retention
Kloese, Michelle	Assistant Principal	Monitors and evaluates Science and Social Studies (and literacy across content areas), SEL Lead
Alampi, Mary	Teacher, Adult	ELA Department Chair
Davidson, Jamie	Teacher, K-12	Math Department Chair
Goldsmith, Jenna	Teacher, K-12	Social Studies Department Chair, Civics PLC Leader
Jenkins , Bruce	Teacher, K-12	Encore Department Chair
Lasker, Michael	Behavior Specialist	PBIS Coach, Behavior/Discipline Team Lead
Striscko, Marie	Other	ESE Liaison, ESE Team Lead
Jenkins, Julie	Teacher, K-12	ESOL Liaison, ESOL Teacher
Davis, Sarah	Teacher, K-12	Master Scheduling, Small Group Instructional Support, ESE Support, Testing Coordinator, Progress Monitoring, Course Recovery
Johnson, Heather	Teacher, K-12	Science Department Chair, Physical Science PLC Leader
Morales, Lauren	Other	SWST Lead, Attendance Monitoring, SEL
Terry, Trenton	Assistant Principal	Monitors and evaluates Math, PBIS/Discipline/ESE Lead

Demographic Information

Principal start date

Tuesday 8/24/2021, 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

60

Total number of students enrolled at the school

969

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	315	332	328	0	0	0	0	975
Attendance below 90 percent	0	0	0	0	0	0	11	21	25	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	7	30	21	0	0	0	0	58
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	27	44	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	35	44	0	0	0	0	117
Number of students with a substantial reading deficiency	0	0	0	0	0	0	28	37	64	0	0	0	0	129

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	31	32	43	0	0	0	0	106

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	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - 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	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	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	42	55	0	0	0	0	132

The number of students identified as retainees:

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

2020-21 - 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	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	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	42	55	0	0	0	0	132

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	64%	54%	61%	63%	53%
ELA Learning Gains				56%	58%	54%	57%	57%	54%
ELA Lowest 25th Percentile				44%	50%	47%	46%	48%	47%
Math Achievement				65%	74%	58%	68%	74%	58%
Math Learning Gains				59%	66%	57%	67%	67%	57%
Math Lowest 25th Percentile				41%	56%	51%	51%	61%	51%
Science Achievement				52%	61%	51%	58%	62%	52%
Social Studies Achievement				85%	85%	72%	75%	78%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	59%	63%	-4%	54%	5%
Cohort Comparison						
07	2021					
	2019	60%	64%	-4%	52%	8%
Cohort Comparison		-59%				
08	2021					
	2019	55%	66%	-11%	56%	-1%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	67%	-11%	55%	1%
Cohort Comparison						
07	2021					
	2019	68%	73%	-5%	54%	14%
Cohort Comparison		-56%				
08	2021					
	2019	39%	65%	-26%	46%	-7%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	51%	62%	-11%	48%	3%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	85%	-1%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	73%	24%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	69%	31%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Woodland Middle School monitors the progress of all students throughout the school year. The i-Ready Diagnostic is used three times per year to progress monitor reading and math in grades 6-8. The data from the Diagnostic has been included in the following table. Additionally, reading and math are monitored through i-Ready Standards Mastery at regular intervals once designated standards have been taught. Progress is monitored in science and social studies courses through district benchmark assessments in grades 6-8. Science and social studies also utilize reading data specific to comprehension of informational text collected through the i-Ready Diagnostic.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	52	58
	Economically Disadvantaged	41	49	60
	Students With Disabilities	19	17	29
	English Language Learners	23	0	23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	49	57
	Economically Disadvantaged	33	48	64
	Students With Disabilities	17	24	35
	English Language Learners	8	13	21
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	47	53
	Economically Disadvantaged	45	42	51
	Students With Disabilities	5	7	10
	English Language Learners	11	0	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	36	44
	Economically Disadvantaged	39	42	47
	Students With Disabilities	3	7	7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	69
	Economically Disadvantaged	0	0	100
	Students With Disabilities	0	0	38.18
	English Language Learners	0	0	36.84
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		48	51	54
	Economically Disadvantaged		40	39	45
	Students With Disabilities		13	16	21
	English Language Learners		13	14	20
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		32	8	14
	Economically Disadvantaged		25	29	38
	Students With Disabilities		6	0	5
	English Language Learners		13	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	0	53
	Economically Disadvantaged		0	0	47.2
	Students With Disabilities		0	0	21.6
	English Language Learners		0	0	5.9
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	35	34	19	27	23	23	35			
ELL	40	52	41	40	45	37	10	45			
ASN	71	69		71	63						
BLK	31	40	41	33	27	26	38	56	59		
HSP	56	54	46	51	49	33	44	73	79		
MUL	49	53		43	45	38	50	62			
WHT	62	58	44	64	52	35	59	73	70		
FRL	50	54	46	49	42	28	48	71	67		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	563
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	69
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
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	49
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	58
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Woodland Middle School increased in two school grade categories in the 2020-21 school year- Science Achievement (2%) and Acceleration (1%). Trends in core content areas school-wide show a decrease in overall achievement in ELA (-2%), Math (-7%), and Social Studies (-15%). When analyzing deeper into ELA and Math, both learning gains and learning gains of the lowest 25% also decreased in all areas. When progress monitoring with i-Ready throughout the 2020-21 school year, each grade level consistently improved from the fall to winter to spring administration in both reading and mathematics. i-Ready data accurately represented student performance when compared to achievement levels on the FSA. Grade level analysis shows grades six and eight with higher percentages in all three ELA categories when compared to the school. The opposite is shown in math showing only grade seven with higher percentages in all three math categories when compared to the school. When analyzing data in subgroups, SWD indicate a gap in their performance between them and their peers in each core content area and school grade category. ELL students, however, performed above their peers in two categories-ELA learning gains of the lowest 25% and math learning gains of the lowest 25%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

English Language Arts learning gains of the lowest 25% and Mathematics learning gains of the lowest 25% are the two data components showing the lowest overall performance demonstrating the greatest need for improvement. ELA learning gains of the lowest 25% remained stagnant at 44% in the 2021 and 2019 school years. This was a decrease of 2% from 2018. Math learning gains of the lowest 25% have declined each year from 51% in 2018, 41% in 2019, to 33% in 2021. Trends the past two years have shown a widening gap between both state/district performance in these categories. Learning gains of the lowest 25% in ELA need the most improvement in grade 7 (current 8) while math in grade 6 (current 7). The Federal Index of Students with Disabilities is the one ESSA Subgroup performing below 41%. Data findings show 34% of SWD in the lowest 25% made a learning gain while 23% of SWD in the lowest 25% made a learning gain in math. Additionally, when analyzing math data overall mathematics achievement has decreased 10% since 2018 and mathematics learning gains decreased 18%. Social Studies achievement indicated the greatest decline overall for the content areas at 70% which is 15% less than in 2019. Although the decline was the greatest, Social Studies is still the highest performing area.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Being absent from a true face to face school for over 16 months has been a large contributing factor for the need for improvement in this area. Remote learning posed challenges for students learning

from home as well as impacted the overall classroom environment. Additionally, student absences due to sickness and/or quarantine left many students missing key instruction, practice, and continuity of instruction. These areas already indicated a need prior to remote and concurrent learning, and the inability for true measures of student learning through progress monitoring brought further challenges in meeting the various needs of learners. Each of these groups of students need targeted and routine progress monitoring related to their growth and proficiency toward meeting academic standards. We plan to use progress monitoring data to track, monitor, and adjust instruction to meet students at their academic gaps. Instructional continuity will expedite student progress and reduce gaps for all students identified. The school-wide focus will be to teach and incorporate the strategies of classroom discussions, teacher clarity, and formative assessment with our staff and students. Social Studies, although our strongest content area, showed a decline. Social Studies success has historically been attributed to the strong PLC, and two of the three teachers resigned leaving one position a long term substitute. This year teachers have been hired and the PLC leader will have the opportunity to build a strong PLC once again.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science achievement showed the most improvement increasing 2 percentage points from the previous assessment administration in 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strengthening of the Professional Learning Community (PLC) at the eighth grade level was a key factor contributing to the improvement of science assessment scores. Teachers met on a regular basis to analyze assessment data and plan opportunities to reteach standards based on the strengths and content expertise of each teacher. Teachers observed one another in the classroom learning best practices in science education. Teachers provided feedback to each other and learned new approaches utilizing the technology and lab equipment to the fullest capacity. Additionally, teachers implemented spiraling of standards and embedded content specific literacy practices into their planning and lesson delivery.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning at Woodland Middle an integrated approach of routine progress monitoring and targeted strategies will be embedded in the day to day operations. We will use i-Ready AP1 data as a baseline for all students and various other assessments at each grade level where appropriate (FSA, DAR, Standards Mastery). Data will be monitored and tracked in order to adjust instruction and meet students at their academic gaps. Students striving to reach these benchmarks will have opportunities for extended learning through an Instructional Continuity Team, Jump Start Program, and Academic Support Groups. We will focus on three key strategies that will permeate campus through staff meetings, PLCs, reflective lesson template reviews, etc. These strategies are classroom discussions, teacher clarity, and formative assessments. Within those three strategies we will integrate rigor and purpose with target look fors clearly outlined, communicated, and supported as well as embedding literacy school-wide through continued use of the Focus Five.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher feedback will also be an integral part of our development for teachers. Administrators will provide feedback weekly on a reflective lesson plan template submitted as well as conduct frequent observations paired with specific feedback related to the strategies we will implement school-wide to accelerate learning. There will be opportunities for instructional rounds visits with the Literacy

Leadership Team and Intensive Reading (IR) Walkthroughs. PLCs and monthly grade level team planning time will afford teachers collaborative opportunities with colleagues to plan interventions and review student progress towards a goal. Data chats will be facilitated by school and district leaders. i-Ready professional development will be offered in a three part series with each administration. The series includes PD on the Diagnostic best practices prior to administration, a data chat to analyze data, and AMPing (alerts, minutes, pass rates) the online instruction to maximize time in a personalized learning path. Professional development with a focus on classroom discussions, teacher clarity, and formative assessments will be planned and delivered. These may include teachers working together to analyze student samples among their teams/departments, workshops with school and district leaders, and book studies.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability, the leadership team established a classroom "look-fors" related to purpose and rigor as the fit into what our data reflection team has determined about students' current levels of performance. We will reflect and revise "look-fors" as we monitor our students' levels of performance throughout the year and future years, continuing to build upon previous skills. A reflective lesson plan template was developed and implemented with teachers. Teachers submit the reflective template weekly to engage in active dialogue between teachers and administration. A Literacy Leadership Team was developed to analyze reading data and discuss literacy school-wide. Intensive Reading Walkthroughs will be conducted weekly to collect data and analyze trends in IR classes in order to identify needs and strengthen literacy instruction for our most striving students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Learning Gains of the lowest 25% in ELA is one of the two areas of focus Woodland Middle School identified as a critical need when analyzing 2021 ELA data. The lowest 25% has shown a decrease by one or two percentage points over the past four years while maintaining 44% in both 2019 and 2021. When compared to historical data, the ELA lowest 25% had percentages at Woodland fall below both district and state averages. Reading has a significant impact on all content areas thus thriving readers need additional support to access deep knowledge of grade level content.
Measurable Outcome:	<p>Priority Goal: By May 27, 2022, the ELA Learning Gains of all students will increase 4% from 56% to 60% of students making a learning gain as measured by the ELA FSA. Additionally, ELA Learning Gains of the Lowest 25% will increase by 6% from 44% to 50% as measured by the ELA FSA.</p> <p>Additional ELA Goals: By May 27, 2022, ELA Achievement will increase 4% from 58% to 62% of students proficient as measured by the ELA FSA.</p>
Monitoring:	Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as to adjust instruction to meet students at their academic gaps. i-Ready AP1 data will be used as a baseline for all students. Other assessments will be used where appropriate (FSA, DAR, Standards Mastery). Frequent observations will be conducted and specific feedback will be used for collaborative planning and progress monitoring. The school Literacy Leadership Team will participate in instructional rounding visits and debriefing sessions. WMS established a classroom "look fors" that provide a common language and clarity of the common practices related to the strategies we will be implementing. Administrators will review the reflective lesson plan template submitted by teachers weekly and will provide feedback and engage in active dialogue with teachers and other members of the admin team. Intensive Reading (I)R walkthroughs will be conducted weekly in IR classes using a Forms.
Person responsible for monitoring outcome:	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)
Evidence-based Strategy:	Evidence based strategies that will be applied to this area include: use of formative assessments to continually monitor student understanding and inform instruction, use of classroom discussions in which students are explaining their thinking/questioning each other/uncovering misconceptions, and teacher clarity of the learning intention and success criteria. Each of these strategies were researched by John Hattie and yield a high effect size. Student individual needs will be met through the use of flexible grouping to differentiate instruction aligned to their current academic needs. These flexible groups will be met through one of three programs: Instructional Continuity, Academic Support, or Jump Start. Additionally, Woodland Middle School will continue to implement a comprehensive tier 3 reading intervention plan through Intensive Reading classes. Intensive Reading (IR) teachers, all of which are certified in reading, will support instruction through targeted reading interventions that are evidence based and research validated (Just Words, Rewards/Rewards+, LAFS).
Rationale for Evidence-	These strategies were selected based on the body of research conducted by John Hattie, Fisher and Frey, and Tomlinson. Each of the strategies and interventions Woodland will be implementing are evidence-based and research-validated. The leadership and

based Strategy:

administrative teams have participated in district initiated professional development and book studies centered on Visible Learning and Differentiated Instruction at both the local and district level.

Action Steps to Implement

Instructional Continuity (IC) Program: The IC program consists of before/after school tutoring. During the school day tutoring may be arranged for students with transportation challenges. Groups are fluid based on changing needs. Students identified will be proactively scheduled into the IC team and identified for IC due to absences/quarantine, teacher reported grades in ELA, or a specific skill deficit in ELA. Students have flexibility to attend one-five days per week. The duration and frequency may be adjusted on a week by week basis. Students with a need in ELA will be tutored by an ELA teacher. After small group instruction and support, students will be monitored for future remediation as needed. IC will expedite student progress as well as reduce gaps for all students identified. This action step requires continued communication with families, updating the IC schedule, communicating with IC/classroom teachers, and determining the level of support for each student.

Person

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

Academic Support (AS) Groups: Students can access small, flexible group academic support during the school day. Students needing additional time, motivation, or structure in accessing content and assignments are scheduled two times per week during their CCLR period. Students are identified and recommended by classroom ELA teachers for this support. The AS teacher will monitor progress for release or continuation in the program and communicate with the classroom teacher. These groups allow for a small group setting of no more than ten students at any given time. This action step requires regular monitoring of classroom grades/assignments, updating the AS schedule, communicating with AS/classroom teachers, and determining the level of support for each student.

Person

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

Jump Start Program: The Jump Start Program affords the opportunity for Woodland Middle to provide direct student instruction or intervention. This program funding allowed our school to secure additional personnel to become interventionists with a purpose of delivering these services during the school day. This action step requires identifying and scheduling students for services, careful monitoring of attendance and impact of intervention, and communication with JS staff/classroom teachers/families.

Person

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

Intensive Reading (IR) Walkthroughs and Instructional Facilitator: The administrative team will be conducting IR walkthroughs weekly in all three reading classes at Woodland Middle School. The walkthrough tool used is adopted from the district tool developed to collect data that will be analyzed for trends and patterns in the IR classes. The district Instruction Facilitator assigned to Woodland will be an integral part of the walkthrough process. She will also support IR teachers with data analysis, assessment, resources, and best practices/strategies in reading instruction.

Person

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

Literacy Leadership Team (LLT): A LLT was developed at Woodland Middle for the purpose of having data driven discussions about what literacy looks like on our campus. The team will have the opportunity to participate in instructional rounding. The team will meet monthly and will include a representative from each content area, admin, and the Instructional Facilitator assigned to our school.

Person

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

High Expertise Teaching Strategies: Professional development will be focused on high expertise teaching and high impact strategies- Classroom Discussions, Formative Assessment, and Teacher Clarity. These areas are outlined in the "look fors" created for our school focus. Feedback, coaching, and collaborative collegial conversations will stay centered around these key strategies throughout the school-year.

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

PLC Work in ELA/Reading: PLC Leaders will meet weekly to address department and student academic deficiencies. ELA and Reading PLCs will receive PD specific to the MTSS/SWST processes including parent conferencing, cumulative file reviews, and planning and monitoring interventions. PLCs will have multiple opportunities to participate in district and school leader led data chats. ELA and Reading teachers have common planning time to allow flexibility to meet as ELA and reading teachers together and/or to meet as reading teachers and ELA teachers separately for course specific planning/monitoring. Departments have flexibility to meet as a grade level PLC, whole department, and for vertical planning.

Person Responsible Mary Alampi (mary.alampi@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Learning Gains of the lowest 25% in Mathematics is one of the two areas of focus Woodland Middle School identified as a critical need when analyzing 2021 Mathematics data. The lowest 25% shows a decline of 8% from 2019 (41%) to 2021 (33%). The three year trend shows a decline each year with a total decrease of 18% since the 2018 score of 51%. When compared to historical data, the Mathematics lowest 25% had percentages at Woodland fall below both district and state averages. Mathematics is an area that follows the same pattern of decline since 2018 in all categories including achievement and learning gains. When analyzing math data overall mathematics achievement has decreased 10% since 2018 and mathematics learning gains decreased 18%.

Priority Goal:

By May 27, 2022, Mathematics Learning Gains of all students will increase 4% from 49% to 53% of students making a learning gain as measured by the Mathematics FSA. Additionally Mathematics Learning Gains of the Lowest 25% will increase by 17% from 33% to 50% as measured by the Mathematics FSA.

Measurable Outcome:

Additional Mathematics Goals:

By May 27, 2022, Mathematics Achievement will increase 4% from 58% to 62% of students proficient as measured by the Mathematics FSA.

By May 27, 2022, WMS Acceleration will increase 2% from 71% to 73% as measured by the Mathematics FSA and EOC Assessments.

Monitoring:

This focus area will be monitored similar to ELA. Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as to adjust instruction to meet students at their academic gaps. i-Ready AP1 data will be used as a baseline for all students. Other assessments will be used where appropriate (FSA, Standards Mastery). Frequent observations will be conducted and specific feedback will be used for collaborative planning and progress monitoring. WMS established a classroom "look fors" that provide a common language and clarity of the common practices related to the strategies we will be implementing. Administrators will review the reflective lesson plan template submitted by teachers weekly and will provide feedback and engage in active dialogue with teachers and other members of the admin team.

Person responsible for monitoring outcome:

Trenton Terry (trenton.terry@sarasotacountyschools.net)

Evidence-based Strategy:

Evidence based strategies that will be applied to this area include: use of formative assessments to continually monitor student understanding and inform instruction, use of classroom discussions in which students are explaining their thinking/questioning each other/uncovering misconceptions, and teacher clarity of the learning intention and success criteria. Each of these strategies were researched by John Hattie and yield a high effect size. Student individual needs will be met through the use of flexible grouping to differentiate instruction aligned to their current academic needs. These flexible groups will be met through one of three programs: Instructional Continuity, Academic Support, or Jump Start. Additionally, Woodland Middle School will continue to implement Algebra block classes to provide extra time for students with gaps in concepts taught in a pre-algebra course.

Rationale for Evidence-

These strategies were selected based on the body of research conducted by John Hattie, Fisher and Frey, and Tomlinson. Each of the strategies and interventions Woodland will be implementing are evidence-based and research-validated. The leadership and

based Strategy:

administrative teams have participated in district initiated professional development and book studies centered on Visible Learning and Differentiated Instruction at both the local and district level.

Action Steps to Implement

Instructional Continuity (IC) Program: The IC program consists of before/after school tutoring. Groups are fluid based on changing needs. Students identified will be proactively scheduled into the IC team and identified for IC due to absences/quarantine, teacher reported grades in math, or a specific skill deficit in math. Students have flexibility to attend one-five days per week. The duration and frequency may be adjusted on a week by week basis. Students with a need in math will be tutored by a math teacher. After small group instruction and support, students will be monitored for future remediation as needed. IC will expedite student progress as well as reduce gaps for all students identified. This is also available to support tutoring for students in accelerated math programs. This action step requires continued communication with families, updating the IC schedule, communicating with IC/classroom teachers, and determining the level of support for each student.

Person

Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Academic Support (AS) Groups: Students can access small, flexible group academic support during the school day. Students needing additional time, motivation, or structure in accessing content and assignments are scheduled two times per week during their CCLR period. Students are identified and recommended by classroom math teachers for this support. The AS teacher will monitor progress for release or continuation in the program and communicate with the classroom teacher. These groups allow for a small group setting of no more than ten students at any given time. This action step requires regular monitoring of classroom grades/assignments, updating the AS schedule, communicating with AS/classroom teachers, and determining the level of support for each student.

Person

Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Jump Start Program: The Jump Start Program affords the opportunity for Woodland Middle to provide direct student instruction or intervention. This program funding allowed our school to secure additional personnel to become interventionists with a purpose of delivering these services during the school day. This action step requires identifying and scheduling students for services, careful monitoring of attendance and impact of intervention, and communication with JS staff/classroom teachers/families.

Person

Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

High Expertise Teaching Strategies: Professional development will be focused on high expertise teaching and high impact strategies- Classroom Discussions, Formative Assessment, and Teacher Clarity. These areas are outlined in the "look fors" created for our school focus. Feedback, coaching, and collaborative collegial conversations will stay centered around these key strategies throughout the school-year.

Person

Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

PLC Work in Math: PLC Leaders will meet weekly to address department and student academic deficiencies. Math PLCs will receive PD specific to the MTSS/SWST processes including parent conferencing, cumulative file reviews, and planning and monitoring interventions. PLCs will have multiple opportunities to participate in district and school leader led data chats. Math teachers have common planning time, and departments have flexibility to meet as a grade level PLC, whole department, and for vertical planning.

Person

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

Algebra Block Scheduling: To support acceleration, two algebra block classes were built into the school's master schedule based on student test scores in math. Students who scored a level 3, particularly students with a level 3 scale score at the beginning of the scale, have the opportunity to participate in an Algebra block class. These classes are two back to back periods to allow students extra time for practice, instruction, and small group work daily. Block classes are fluid allowing students who show a need for additional support or intervention to be moved into a block class during the year.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Additional Resources: Woodland Middle School uses computer based learning tools including i-Ready Math, Algebra and Geometry Nation, and ILX Math to afford students opportunities for additional skill practice in class, during CCR, and at home. These instructional tools can be assigned by the teacher for tier 1 practice in a new standard or spiral reviewing. The tools can also be used for targeting specific skill deficits in math.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Additional Resources: Woodland Middle School uses computer based learning tools including i-Ready Math, Algebra and Geometry Nation, and ILX Math to afford students opportunities for additional skill practice in class, during CCR, and at home. These instructional tools can be assigned by the teacher for tier 1 practice in a new standard or spiral reviewing. The tools can also be used for targeting specific skill deficits in math.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	The Federal Index of Students with Disabilities is the one ESSA Subgroup Woodland Middle is performing below 41%. Data findings show 34% of SWD in the lowest 25% made a learning gain in ELA while 23% of SWD in the lowest 25% made a learning gain in math. When analyzing data in subgroups, SWD indicate a gap in their performance between them and their peers in each core content area and school grade category. ELA achievement for SWD was 18% and math achievement 19% for SWD. Learning gains in ELA for SWD is 35% and learning gains in math for SWD is 27%. In order to close the achievement gap between SWD and their peers, SWD must experience growth and show a learning gain in order to move closer toward proficiency.
Measurable Outcome:	<p>Priority Goals:</p> <p>By May 27, 2022, the ELA Learning Gains of the Lowest 25% of SWD will increase by 4% from 34% to 38% as measured by the ELA FSA.</p> <p>By May 27, 2022, the Mathematics Learning Gains of the Lowest 25% of SWD will increase by 4% from 23% to 27% as measured by the Mathematics FSA.</p>
Monitoring:	<p>Additional Goals for SWD:</p> <p>By May 27, 2022, the Federal Index for Students with Disabilities will increase by 11% from 30% to 41% as measured by the FSA.</p> <p>Data will be collected/analyzed to monitor/measure the academic progress being made by students as well as to adjust instruction to meet students at their academic gaps and IEP goals. Frequent observations of both ESE and general education teachers will be conducted and specific feedback will be used for collaborative planning and progress monitoring. WMS established a classroom "look fors" that provide a common language and clarity of the common practices related to the strategies we will be implementing for all students. Administrators will review the reflective lesson plan template submitted by teachers weekly paying special attention to the accommodations and differentiated instruction for all levels of learners. Admin will provide feedback and engage in active dialogue with general ed teachers, ESE teachers, and the ESE liaison. The ESE liaison will also conduct learning walks monitoring the focus areas identified through the BPIE conducted in 2021.</p>
Person responsible for monitoring outcome:	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy:	Evidence based strategies that will be applied to ELA and mathematics are proven effective for all student including SWD. General education teachers in collaboration with the ESE team will ensure all students have access to the same level of rigor and purpose as general education students. All students, including SWD will experience the same level of use of formative assessments by their teachers to continually monitor student understanding and inform instruction, participate equally in classroom discussions in which students are explaining their thinking/questioning each other/uncovering misconceptions, and experience clarity of the learning intention and success criteria. Each of these strategies were researched by John Hattie and yield a high effect size. Student individual needs will be met through the use of flexible grouping to differentiate instruction aligned to their current academic needs. These flexible groups will be met through one of three programs: Instructional Continuity, Academic Support, or Jump Start.
Rationale for	These strategies were selected based on the body of research conducted by John Hattie, Fisher and Frey, and Tomlinson and are strategies effective for ALL students including

Evidence-based Strategy: SWD. Each of the strategies and interventions Woodland will be implementing are evidence-based and research-validated. The leadership and administrative teams have participated in district initiated professional development and book studies centered on Visible Learning and Differentiated Instruction at both the local and district level. Additionally, review of the 2021 BPIE shows alignment with the strategies that will be implemented.

Action Steps to Implement

ESE PLC: The School Leadership Team will continue and strengthen the 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. Through PLC discussions, ESE teachers alongside core teachers will problem solve for students not responding to intervention or current accommodations. By strategic design in the master schedule, ESE teachers and liaison have the opportunity to meet daily as an ESE team. Additionally, the two ELA ESE teachers have common planning with the ELA and Reading departments, and the two math ESE teachers have common planning with the math department.

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

Instructional Continuity (IC) Program: The IC program as described in the previous areas of focus are accessible to all students. Woodland Middle strategically secured an ESE certified teacher and ESE paraprofessionals to deliver and support ESE students within the IC program. Students receiving ESE services will be scheduled with ESE support when attending IC. ESE students participate with collaboration of the ESE team, general education teacher, and tutor. IEPs are communicated and shared to ensure continuation of accommodations and services

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Academic Support (AS) Groups: The AS program as described in the previous areas of focus are accessible to all students. Students are identified and recommended by classroom math/ELA teachers and/or ESE teachers for this support. ESE students participate with collaboration of the ESE team, general education teacher, and the AS teacher. IEPs are communicated and shared to ensure continuation of accommodations and services

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Jump Start Program: The Jump Start Program as described in the previous areas of focus are accessible to all students. ESE students participate with collaboration of the ESE team, general education teacher, and the interventionist. IEPs are communicated and shared to ensure continuation of accommodations and services.

Person Responsible Trenton Terry (trenton.terry@sarasotacountyschools.net)

Professional Development: PD will be provided to support all general education teachers in understanding their role and responsibly of working with their SWD. PD is provided by specialists in the area including but not limited to BIP/FBA/TPS training from the behavior specialist, RTI/MTSS/SWST/504 training from the school counselor and district MTSS specialist, and implementation of IEP and accommodations from the ESE Liaison.

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

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Although Social Studies Achievement has historically been a strong point for Woodland Middle, in 2021 Social Studies Achievement declined 15% from 85% proficient on the Civics EOC to 70%. WMS attributes this decline to a change in PLC and teaching staff. Two of the three teachers in the PLC resigned from the school during the year leaving several substitutes covering the class during the year lacking instructional continuity for two-thirds of students in Civics.
Measurable Outcome:	By May 27, 2022, Social Studies Achievement will increase 2% from 70% to 72% as measured by the Civics EOC Assessment.
Monitoring:	Benchmark assessment and standards based formative assessments will be collected/analyzed to monitor/measure the academic progress being made by students in civics as well as to adjust instruction to meet students at their academic gaps. Frequent observations will be conducted and specific feedback will be used for collaborative planning and progress monitoring. WMS established a classroom "look fors" that provide a common language and clarity of the common practices related to the strategies we will be implementing. Administrators will review the reflective lesson plan template submitted by teachers weekly and will provide feedback and engage in active dialogue with teachers and other members of the admin team.
Person responsible for monitoring outcome:	Michelle Kloese (michelle.kloese@sarasotacountyschools.net)
Evidence-based Strategy:	Evidence based strategies that will be applied to this area include: use of formative assessments to continually monitor student understanding and inform instruction, use of classroom discussions in which students are explaining their thinking/questioning each other/uncovering misconceptions, and teacher clarity of the learning intention and success criteria. Each of these strategies were researched by John Hattie and yield a high effect size. Student individual needs will be met through the use of flexible grouping to differentiate instruction aligned to their current academic needs. These flexible groups will be met through one of three programs: Instructional Continuity, Academic Support, or Jump Start.
Rationale for Evidence-based Strategy:	These strategies were selected based on the body of research conducted by John Hattie, Fisher and Frey, and Tomlinson. Each of the strategies and interventions Woodland will be implementing are evidence-based and research-validated. The leadership and administrative teams have participated in district initiated professional development and book studies centered on Visible Learning and Differentiated Instruction at both the local and district level.

Action Steps to Implement

PLC Work in ELA/Reading: PLC Leaders will meet weekly to address department and student academic deficiencies. PLCs will receive PD specific to the MTSS/SWST processes including parent conferencing, cumulative file reviews, and planning and monitoring interventions. PLCs will have multiple opportunities to participate in district and school leader led data chats. All social studies teachers have common planning time to allow flexibility to meet as a grade level PLC, whole department, and for vertical planning. The Civics PLC Leader/Social Studies Department Chair will work collaboratively through PLCs with the two new civics teachers with the strategies for spiraling and meeting individual civics standards based needs.

Person Responsible Jenna Goldsmith (jenna.goldsmith@sarasotacountyschools.net)

High Expertise Teaching Strategies: Professional development will be focused on high expertise teaching and high impact strategies- Classroom Discussions, Formative Assessment, and Teacher Clarity. These areas are outlined in the "look fors" created for our school focus. Feedback, coaching, and collaborative collegial conversations will stay centered around these key strategies throughout the school-year.

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

Instructional Continuity (IC) Program: The IC program consists of before/after school tutoring. Groups are fluid based on changing needs. Students identified will be proactively scheduled into the IC team and identified for IC due to absences/quarantine, teacher reported grades in social studies, or a specific skill deficit in social studies. Students have flexibility to attend one-five days per week. The duration and frequency may be adjusted on a week by week basis. Students with a need in social studies will be tutored by a social studies certified teacher, specifically a civics teacher for grade 8. After small group instruction and support, students will be monitored for future remediation as needed. IC will expedite student progress as well as reduce gaps for all students identified. This action step requires continued communication with families, updating the IC schedule, communicating with IC/classroom teachers, and determining the level of support for each student.

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

Academic Support (AS) Groups: Students can access small, flexible group academic support during the school day. Students needing additional time, motivation, or structure in accessing content and assignments are scheduled two times per week during their CCLR period. Students are identified and recommended by classroom social studies teachers for this support. The AS teacher will monitor progress for release or continuation in the program and communicate with the classroom teacher. These groups allow for a small group setting of no more than ten students at any given time. This action step requires regular monitoring of classroom grades/assignments, updating the AS schedule, communicating with AS/classroom teachers, and determining the level of support for each student.

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

Jump Start Program: The Jump Start Program affords the opportunity for Woodland Middle to provide direct student instruction or intervention. This program funding allowed our school to secure additional personnel to become interventionists with a purpose of delivering these services during the school day. This action step requires identifying and scheduling students for services, careful monitoring of attendance and impact of intervention, and communication with JS staff/classroom teachers/families.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Woodland Middle School students averaged 3.7 incidents per 100 students which ranked 315 in the state of Florida and placed WMS in the moderate category. WMS will monitor discipline data through the School Districts Dashboard. Reports will generated and shared with staff at monthly staff meetings. The Woodland Middle School Positive Behavior and Intervention Support Team is focused on maintaining a positive school climate by focusing on two areas of concern. The first is the overall number of referrals or incidents per 100 students. The second area of focus is the overall number of severe incidents as identified by SESIR reporting. The PBIS team will review data twice a month and is striving to become a PBIS model school. School staff have worked together to implement PAW Cards which are given to students who exhibit three traits: Be Respectful, Be Responsible and Be Safe. In addition to referral and suspension data, the PBIS team will review incentives data to determine effectiveness.

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.

Woodland Middle School is rebranding this school year working toward students, staff, families, and the community having pride in the school and celebrating school spirit. "Woodland Middle: Where You Are an Essential Piece" is the slogan and theme for the school year. The slogan illustrates how each person matters and is essential to the success of the school. Messaging was advertised on school stickers, back to school folders, and large banners across the campus. The school also implemented a school beautification process planting new landscaping, hanging flags on light posts, recreating our school logo, adding the school logo to the gymnasium floor, and adding signage such as "Woodland Middle School, Home of the Wildcats" to school buildings. Teachers and staff all received school spirit shirts to wear each Friday to show they are a part of the team. Administration has worked and will continue to work to build and strengthen community partnerships. These early first wins are supporting the school in building a positive culture. Throughout the school year there will be continued efforts to build trust, show students/staff are valued, and celebrate accomplishments made together working as one for the success of all. The Positive Behavior Support Team is building a student of the month program and staff recognition from students program. A variety of high interest clubs are beginning to be established including a podcast club, weightlifting club, fishing club, and Principal's service club to name a few. These clubs are increasing student involvement as well as staff involvement. In order to have a positive environment, students' social emotional needs must first be met.

Woodland Middle will continue to implement and strengthen the 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. Woodland offers a Peer Mentoring Program. Peer mentors work with students identified by school counselors/teachers 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. 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 which leads to improvement in school climate.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Woodland Middle School values and celebrates the role stakeholders take in promoting a positive culture and environment at school. Woodland Middle 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 and 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, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. In addition, the district and school website contain 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 Schoolwide Improvement Plan may be found online or as a hard copy by request. Parent and families are regularly invited to attend the School Advisory Council to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Woodland Middle responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents’ comments.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$80,364.86
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1291 - Woodland Middle School	Other		\$23,468.00
<i>Notes: Instructional Continuity 30-hour plan</i>						
			1291 - Woodland Middle School	Other		\$7,585.00
<i>Notes: Jump Start: 0145 Contracts for Intervention</i>						
			1291 - Woodland Middle School	Other		\$820.00

				<i>Notes: Jump Start: Retirement</i>	
			1291 - Woodland Middle School	Other	\$470.27
				<i>Notes: Jump Start: Social Security</i>	
			1291 - Woodland Middle School	Other	\$109.98
				<i>Notes: Jump Start: Medicare</i>	
			1291 - Woodland Middle School	Other	\$75.85
				<i>Notes: Jump Start: Worker's Comp</i>	
			1291 - Woodland Middle School	Other	\$11,539.77
				<i>Notes: Jump Start: Extra Duty Hours for Intervention</i>	
			1291 - Woodland Middle School	Other	\$1,248.60
				<i>Notes: Jump Start: Retirement</i>	
			1291 - Woodland Middle School	Other	\$715.47
				<i>Notes: Jump Start: Social security</i>	
			1291 - Woodland Middle School	Other	\$167.33
				<i>Notes: Jump Start: Medicare</i>	
			1291 - Woodland Middle School	Other	\$115.40
				<i>Notes: Jump Start: Workers Comp</i>	
			1291 - Woodland Middle School	Other	\$4,821.00
				<i>Notes: Jump Start: 0145 Contracts for PD Participation</i>	
			1291 - Woodland Middle School	Other	\$298.90
				<i>Notes: Jump Start: Social Security</i>	
			1291 - Woodland Middle School	Other	\$69.90
				<i>Notes: Jump Start: Medicare</i>	
			1291 - Woodland Middle School	Other	\$48.21
				<i>Notes: Jump Start: Workers Comp</i>	
			1291 - Woodland Middle School	Other	\$5,000.00
				<i>Notes: Jump Start: PD Book PLC</i>	
			1291 - Woodland Middle School	Other	\$23,241.75

			<i>Notes: Jump Start: Substitute for Intervention</i>			
			1291 - Woodland Middle School	Other		\$337.01
			<i>Notes: Jump Start: Medicare</i>			
			1291 - Woodland Middle School	Other		\$232.42
			<i>Notes: Jump Start: Worker's Comp</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1291 - Woodland Middle School	Other		\$0.00
			<i>Notes: Instructional Continuity 30-hour plan</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1291 - Woodland Middle School	Other		\$0.00
			<i>Notes: Instructional Continuity 30-hour plan</i>			
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
					Total:	\$80,364.86