

Hillsborough County Public Schools

Dr Carter G Woodson K 8 School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	25
Positive Culture & Environment	31
Budget to Support Goals	33

Dr Carter G Woodson K 8 School

8715 N 22ND ST, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Lipi Datta Reid

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: D (40%) 2016-17: C (44%)
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 Hillsborough 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	25
Title I Requirements	0
Budget to Support Goals	33

Dr Carter G Woodson K 8 School

8715 N 22ND ST, Tampa, FL 33604

[no web address on file]

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)
Combination School KG-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To cultivate a scholarly community where all students achieve intellectual and personal excellence through leadership development, innovative learning, individual responsibility, and impactful service.

Provide the school's vision statement.

Empowering every student, every day, for life.

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
Wilson, Ovet	Principal	<p>Recruit, hired, developed and retained teachers.</p> <ul style="list-style-type: none"> • Communicat a clear, compelling vision of high academic achievement and inspired others to fulfill the vision by gaining buy-in. • Sets challenging goals. Demonstrated persistence and overcame obstacles to achieve goals. • Exhibit a commitment to equity and created a collective sense of urgency to close achievement gaps and prepare all students for college and career success. • Conduct high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning. • Usd data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction. • Ensure students master standards by aligning curriculum, instructional strategies, and assessments. • Used student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers. • Effectively identified high and low performers, retains high performers, and develops or exits low performers. • Distribute and develope staff leadership and builds teacher teams able to advance teaching and learning. • Effectively assigned teachers to classes and provides quality onboarding experiences for new teachers. • Establish collaborative relationships with internal and external stakeholders to achieve objectives. • Collect, analyzed, and used multiple forms of data to make decisions. • Identify problems, analyzed root causes, and developed effective strategies to resolve issues. • Develope and implemented effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances. • Proactively planed and created systems to accomplish school-wide goals. • Build buy-in from diverse stakeholders and, overcomes resistance to advance school improvement. • Motivate, inspired, and moved other adults to feel ownership and take action.
Datta-Reid, Lipi	Assistant Principal	<ul style="list-style-type: none"> • Develop the master schedule for students • Analyze data, identify issues and develop plans for students with behavioral and academic challenges • Provide timely instructional feedback to teachers to improve student achievement • Oversee progress reports for school • Organize staff development for teachers • Oversee the MTSS/RTI process • Oversee the guidance department • Oversee the section area leaders • Oversee unit analysis

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Oversee grade distribution • Oversee student incentive program • Work with guidance counselors to assist with at-risk students • Provide pre and post conferences for teacher observations • Develop rituals, ceremonies, and deep school culture ETC
	Science Coach	
Donatelli, Benjamin	Instructional Coach	<ol style="list-style-type: none"> 1. Coach model, and lesson plan with all Reading teachers, grades 3-8, for standard aligned tasks. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT, 4. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies, 5. Deliver professional development as walk through data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Science PLCs, with use and monitoring Achieve 3000, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Science Coach will be under the supervision of the APC with weekly coaching and feedback sessions, 12. Beginning July 2021-June 2022
Franchino, Jerry	Assistant Principal	<ul style="list-style-type: none"> • Develop the master schedule for students • Analyze data, identify issues and develop plans for students with behavioral and academic challenges • Provide timely instructional feedback to teachers to improve student achievement • Oversee progress reports for school • Organize staff development for teachers • Oversee the MTSS/RTI process • Oversee the guidance department • Oversee the section area leaders • Oversee unit analysis • Oversee grade distribution • Oversee student incentive program • Work with guidance counselors to assist with at-risk students • Provide pre and post conferences for teacher observations • Develop rituals, ceremonies, and deep school culture ETC

Name	Position Title	Job Duties and Responsibilities
Heflin, Andrew	Instructional Coach	<p>Reading Coach will</p> <ol style="list-style-type: none"> 1. Coach model, and lesson plan with all Reading teachers, grades 3-8, for standard aligned tasks. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT, 4. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies, 5. Deliver professional development as walk through data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Collaborate with Writing Coach weekly to align all literacy development, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Reading Coach will be under the supervision of the APC with weekly coaching and feedback sessions,
Coyne, Risa	Instructional Coach	<p>Reading Coach will</p> <ol style="list-style-type: none"> 1. Coach model, and lesson plan with all Reading teachers, grades 3-8, for standard aligned tasks 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT, 4. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies, 5. Deliver professional development as walk through data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Collaborate with Writing Coach weekly to align all literacy development, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Reading Coach will be under the supervision of the APC with weekly coaching and feedback sessions,
McQuitery, Lekecia	Instructional Coach	Math Resource Teacher

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 1. Coach model, and lesson plan with all Reading teachers, grades 3-8, for standard aligned tasks utilizing Thinking Core. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT, 4. Conduct classroom walk through's to gathering evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies, 5. Deliver professional development as walk through data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Collaborate with Writing Coach weekly to align all literacy development, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Math Resource Teacher will be under the supervision of the APC with weekly coaching and feedback sessions, 12. Beginning July 2021-June 2022

Demographic Information

Principal start date

Thursday 7/29/2021, Lipi Datta Reid

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.*

3

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.*

12

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,035

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

9

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

14

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	92	94	88	130	93	134	108	110	119	0	0	0	0	968	
Attendance below 90 percent	0	35	28	32	20	12	25	19	28	0	0	0	0	199	
One or more suspensions	0	0	0	0	0	3	4	0	0	0	0	0	0	7	
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 FSA ELA assessment	0	0	0	61	33	40	36	26	26	0	0	0	0	222	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	40	41	54	40	37	0	0	0	0	237	
Number of students with a substantial reading deficiency	0	0	0	68	49	42	51	33	37	0	0	0	0	280	

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	1	12	13	3	2	9	10	0	0	0	0	50	

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	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 8/9/2021

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	75	92	103	103	136	100	112	121	91	0	0	0	0	933	
Attendance below 90 percent	21	37	38	33	43	37	30	62	41	0	0	0	0	342	
One or more suspensions	0	0	0	0	0	0	0	3	2	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	8	21	45	0	0	0	0	74	
Course failure in Math	0	0	0	0	0	0	8	10	16	0	0	0	0	34	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	32	28	41	34	39	0	0	0	0	174	
Level 1 on 2019 statewide Math assessment	0	0	0	0	27	44	55	46	48	0	0	0	0	220	

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	0	1	1	0	0	0	0	2	

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	1	2	6	36	40	4	10	8	9	0	0	0	0	116
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	75	92	103	103	136	100	112	121	91	0	0	0	0	933	
Attendance below 90 percent	21	37	38	33	43	37	30	62	41	0	0	0	0	342	
One or more suspensions	0	0	0	0	0	0	0	3	2	0	0	0	0	5	
Course failure in ELA	0	0	0	0	0	0	8	21	45	0	0	0	0	74	
Course failure in Math	0	0	0	0	0	0	8	10	16	0	0	0	0	34	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	32	28	41	34	39	0	0	0	0	174	
Level 1 on 2019 statewide Math assessment	0	0	0	0	27	44	55	46	48	0	0	0	0	220	

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	0	1	1	0	0	0	0	2	

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	1	2	6	36	40	4	10	8	9	0	0	0	0	116
Students retained two or more times	0	0	0	0	0	0	0	0	1	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				29%	57%	61%	22%	59%	60%
ELA Learning Gains				50%	56%	59%	42%	56%	57%
ELA Lowest 25th Percentile				48%	52%	54%	56%	49%	52%
Math Achievement				34%	55%	62%	24%	57%	61%
Math Learning Gains				51%	57%	59%	45%	53%	58%
Math Lowest 25th Percentile				47%	49%	52%	42%	47%	52%
Science Achievement				24%	50%	56%	16%	51%	57%
Social Studies Achievement				52%	77%	78%	37%	79%	77%

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
03	2021					
	2019	23%	52%	-29%	58%	-35%
Cohort Comparison						
04	2021					
	2019	26%	55%	-29%	58%	-32%
Cohort Comparison		-23%				
05	2021					
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-26%				
06	2021					
	2019	26%	53%	-27%	54%	-28%
Cohort Comparison		-25%				
07	2021					
	2019	23%	54%	-31%	52%	-29%
Cohort Comparison		-26%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	20%	53%	-33%	56%	-36%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	26%	54%	-28%	62%	-36%
Cohort Comparison						
04	2021					
	2019	25%	57%	-32%	64%	-39%
Cohort Comparison		-26%				
05	2021					
	2019	32%	54%	-22%	60%	-28%
Cohort Comparison		-25%				
06	2021					
	2019	20%	49%	-29%	55%	-35%
Cohort Comparison		-32%				
07	2021					
	2019	36%	62%	-26%	54%	-18%
Cohort Comparison		-20%				
08	2021					
	2019	30%	31%	-1%	46%	-16%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	51%	-31%	53%	-33%
Cohort Comparison						
08	2021					
	2019	21%	47%	-26%	48%	-27%
Cohort Comparison		-20%				

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	40%	67%	-27%	71%	-31%
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	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Progress Monitoring Data was gathered from:

iReady

Achieve 3000

District Formative Exams

FSA and EOC

PMA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	15%	20%
	Economically Disadvantaged	10%	14%	19%
	Students With Disabilities	5%	5%	5%
	English Language Learners	7%	7%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	5%	14%
	Economically Disadvantaged	11%	4%	13%
	Students With Disabilities	5%	5%	5%
	English Language Learners	0%	7%	0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10%	12%	11%
	Economically Disadvantaged	9%	11%	10%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	10%	12%
	Economically Disadvantaged	1%	9%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	5%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	11%	25%
	Economically Disadvantaged	24%	10%	24%
	Students With Disabilities	12%	5%	5%
	English Language Learners	0%	0%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	12%	11%
	Economically Disadvantaged	4%	11%	10%
	Students With Disabilities	0%	0%	12%
	English Language Learners	0%	0%	0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7%	4%	5%
	Economically Disadvantaged	6%	3%	4%
	Students With Disabilities	3%	3%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	8%	5%
	Economically Disadvantaged	3%	7%	3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	11%	11%	11%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12%	2%	3%
	Economically Disadvantaged	10%	2%	3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	8%	2%
	Economically Disadvantaged	5%	8%	2%
	Students With Disabilities	0%	11%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	30%	35%	9%
	Economically Disadvantaged	30%	35%	9%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5%	5%	5%
	Economically Disadvantaged	5%	5%	5%
	Students With Disabilities	0%	0%	4%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	8%	17%
	Economically Disadvantaged	25%	8%	17%
	Students With Disabilities	0%	0%	0%
	English Language Learners	5%	5%	5%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	3%	7%
	Economically Disadvantaged	6%	3%	7%
	Students With Disabilities	0%	0%	5%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	7%	2%
	Economically Disadvantaged	37%	7%	2%
	Students With Disabilities	0%	0%	5%
	English Language Learners	0%	0%	0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	19%	32%
	Economically Disadvantaged	45%	19%	32%
	Students With Disabilities	5%	5%	10%
	English Language Learners	5%	5%	10%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	12%	16%
	Economically Disadvantaged	9%	12%	16%
	Students With Disabilities	0%	0%	5%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	11%	20%
	Economically Disadvantaged	25%	11%	20%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	5%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	18%	16%
	Economically Disadvantaged	14%	18%	16%
	Students With Disabilities	0%	0%	5%
	English Language Learners	0%	0%	5%

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	21	18	23	19	31	32	15	24			
ELL	20	34	44	20	31	43	13	26			
BLK	25	30	30	16	26	35	12	39			
HSP	28	36	31	24	31	44	21	40			
MUL	23	50		8	19						
WHT	19	30		33	15		10				
FRL	25	32	32	19	27	37	15	38	64		
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	20	44	45	30	40	28	13	56			
ELL	21	45	35	28	56	58	15	40			
BLK	25	48	48	32	49	39	22	53			

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
HSP	33	51	43	38	55	53	32	47			
MUL	38	58		25	50						
WHT	37	55		45	55		7				
FRL	29	49	48	34	50	47	21	51	100		
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	16	42	45	15	41	45	7	26			
ELL	12	47	53	5	45	54	15	21			
BLK	21	39	50	21	42	36	13	39	87		
HSP	23	45	63	25	49	55	19	35			
WHT	25	62		31	31						
FRL	22	43	58	24	45	42	16	37	74		

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
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	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Across all grade levels, subgroups, and core content we saw a decrease in performance level for students.

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

From our most recent FSA data, the lowest performance trend is in science. Our Achievement level was 14%. We have not had a solid science teacher for the last 3 years. Last year we lost our science teacher in the middle of the school year. This upcoming school year we have hired a science coach to help us in this 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?

We have not had a solid science teacher for the last 3 years. Last year we lost our science teacher in the middle of the school year. This upcoming school year we have hired a science coach to help us in this area. The teacher will focus on small group instruction to help move learning along. The science coach will help the teacher plan, design hands-on labs, and identify the power standards.

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

The data components, based on progress monitoring and the 2019 state assessments that show the most improved area was in Civics. We improved 15% in this area. We focused on small group instructional delivery in the classroom. Our frequent assessments helped us to focus on targeted instruction.

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

We focused on small group instructional delivery in the classroom. Our frequent assessments helped us to focus on targeted instruction and to make the adjustments needed to improve student learning.

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

We are looking to use data-driven instruction to drive our small group instructions, through scaffolding with aggressive monitoring to check for growth and learning.

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.

Once a month teachers will be trained during our faculty meetings and during planning. Teachers will participate in weekly PLC's where student work and data will be examined to determine the next steps. Teachers will be trained on aggressive monitoring and what it means. Teachers will be trained on how to use iReady and Achieve 3000 data to enhance students outcomes

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

We will participate in quarterly action planning for our instructional priority. We will do this to ensure that we are staying on track and that we have actionable bitesize steps to take. We will use our instructional learning walks to ensure that we are checking the progress of learning in the classrooms and that small group instructions are being done with fidelity. We will continue data analysis and chats after every formative assessment to see the progress our students are making. PLC are all scheduled for the year and teams will be working with the coach systematically to improve teacher and student clarity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Our instructional focus is to accelerate learning by taking a data-driven approach through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Hattie research on visible learning indicates that scaffolding has an effect size of .82, small groups instruction a .47 effect size on student learning, and feedback and effect size of .70. Teachers making in-the-moment adjustments to instruction will help to increase student clarity and learning.
Measurable Outcome:	As a summative outcome, we are aiming to have a 35% or higher proficiency on FSA Math and 50% or higher on growth and BQ performance. We also aim to have a reading proficiency that is above 31% and 50% or higher on our growth and BQ performance for reading.
Monitoring:	We will monitor small group instructions during our instructional Learning Walks, in-the-moment coaching sessions with teachers, and through our coaching cycles. The data analysis will be monitored during our PLC time when we will disaggregate the data and develop instructional plans from it. We will develop focused and target groups for the teacher to concentrate their efforts on. ESSA subgroups that are below 41% will be targeted in small group instruction. Teachers will have the data to help drive instructions for these students.
Person responsible for monitoring outcome:	Lipi Datta-Reid (lipi.datta-reid@hcps.net)
Evidence-based Strategy:	Our instructional focus is to accelerate learning by engaging students through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Hattie research on visible learning indicates that scaffolding has an effect size of .82, small groups instruction a .47 effect size on student learning, and feedback and effect size of .70. The Four Principles of Excellent Instruction 1. Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/assessments provide the teacher with information about the student's level of mastery) 2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work) 3. Teacher provide student feedback toward mastery via whole group, small group, or individual. 4. There is evidence of aggressive monitoring (the four types of feedback and/or the use of aggressive monitoring codes).
Rationale for Evidence-based Strategy:	The leadership team looked at the fact that many of our teachers on the middle school side and elementary side would benefit tremendously from understanding and utilizing a data-driven approach through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Making the right adjust at the right time so that students can master the standards that they need is essential in moving the work forward. With the scare of covid, many teachers went away from the small group instruction and we believe that a concentrated focus on this

approach will help teachers use the data to drive academic ownership that is on grade level.

Action Steps to Implement

Reading Coach will

1. Model, and lesson plan with Reading teachers, grades 4-8 & grades k-3, for standard aligned tasks.
2. Facilitate PLC protocol for Reading (before, during, after)
3. Serve on Academic ILT
4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies,
5. Deliver professional development as walkthrough data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers,
7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000,
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of scaffolding aligned tasks through small group instruction,
9. Reading Coach will be under the supervision of the APC with weekly coaching and feedback sessions,
10. Beginning July 2021-June 2022
11. Reading Coaches, ELL Resource & ESE Specialist will target ESSA subgroups that are below 41%: SWD, ELL, Black & White

Person Responsible Lipi Datta-Reid (lipi.datta-reid@hcps.net)

Science Coach will

1. Coach model, and lesson plan with science teachers, grades 3-8th, for standard aligned tasks.
2. Facilitate PLC protocol for Science (before, during, after)
3. Serve on Academic ILT,
4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies,
5. Deliver professional development as walkthrough data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of science teachers,
7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000,
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of scaffolding aligned tasks through small group instruction,
9. Science Coach will be under the supervision of the APC with weekly coaching and feedback sessions,
10. Beginning July 2021-June 2022
11. Science Coach will target ESSA subgroups that are below 41% SWD, ELL, Black & White

Person Responsible Jerry Franchino (jerry.franchino@hcps.net)

Math Resource Teacher will

1. Coach model, and lesson plan with math teachers, grades 3-8, for standard aligned tasks.
2. Facilitate PLC protocol for Math (before, during, after)
3. Serve on Academic ILT,
4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness implementation of school-wide instructional strategies,
5. Deliver professional development as walkthrough data defines instructional need,
6. Provide a schedule to administration outlining the weekly support of Math teachers,
7. Give in-the-moment coaching for teacher and provide coaching cycles as needed
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of scaffolding aligned tasks through small group instruction,
9. Math Resource will be under the supervision of the APC with weekly coaching and feedback sessions,
10. Beginning July 2021-June 2022
11. Math coach and SAL will target ESSA subgroups that are below 41% SWD, ELL, Black & White

Person Responsible Lipi Datta-Reid (lipi.datta-reid@hcps.net)

School-wide professional development on using DDI to scaffold learning tasks through Small Group Instruction:

1. Identify resources
2. Develop / Create training
3. Provide PD for all teachers prior to the end of the 1st quarter.
4. Implementation and fidelity checks will be monitored through ILT walk-through's (beginning October 2022 - May 2022).

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

Substitute Teachers

Substitute teachers for Data Dive for quarters 1-3 for each content area. Each core content area (Reading, ELA, Math, Science, Civics) will participate in a full day of data analysis and planning. This will take place once per quarter and will be facilitated by the SAL or Coach as well as the administrator who is responsible for the content area. Substitute teachers for Content Area/Department PLCs, planning, learning walks and/or data analysis. Substitutes for whole day planning and data analysis each quarter. Academic Coaches and administrators will monitor implementation. Held after each baseline, school-wide, or department data collection and/or end of each quarter.

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

Assistant teachers will assist with small group instruction, behavior management, and all other duties assigned to aid student learning in the classroom. Assist with Parent Involvement Activities and recruitment of PTSA members and community partners. Assist teachers will work with the social worker, coaches, and assistant principals. If no coverage can be found for classes, our assistant teachers will cover for the class or day. Assist teacher will meet with weekly with SSW and AP to review attendance and suspension rates.

Person Responsible Lipi Datta-Reid (lipi.datta-reid@hcps.net)

Leader in Me- 7 Habits of Highly Effective Students: This program is embedded in all that we do. It focuses on leadership, student culture, and academics. This research-based program seeks to put the student first in all that we do. It allows students to develop their voice, confidence, and leadership. Our Lighthouse team helps to push monthly activities throughout the campus. Each grade level has a champion for the team. We also have a leader of the week awards to recognize our students who are demonstrating leadership capacities weekly. Our student Lighthouse team seeks ways to have student leadership on campus.

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

Classroom supplies and materials such as paper, pens, books, etc to help support small group instruction.

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

Analyzing Student Data

1. Teachers will administer district baseline, formatives, and semester exams.
2. Teachers will create/use common assessments that are aligned to the standards.
3. Teachers will analyze student assessments and student work to monitor student progression and understanding the standard(s).
4. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary.
5. Through PLCs, Content Coaches / SALs, will coach their respective departments on small group

instruction and differentiating instruction to the grade level standard to ensure equity to match student readiness..

6. Academic Leadership Team will create common look fors to collect data on teachers use of small groups and differentiating instruction as well as how teachers collect data on student learning before, during, and a lesson.

7. Teachers will plan/adjust standard-based lesson/tasks based on data collected from the prior day's lesson.

Person Responsible Lipi Datta-Reid (lipi.datta-reid@hcps.net)

Reading Resource Teacher will

1. Work will small group of students to improve student learning.
2. Plan with reading coach
3. Scaffold lessons to meet the need of students
4. Disaggregate data and make teaching adjustments

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

Analyzing Student Data

1. Teachers will administer district baseline, formatives, and semester exams.
2. Teachers will create/use common assessments that are aligned with the standards.
3. Teachers will analyze student assessments and student work to monitor student progression and understanding of the standard(s).
4. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary.
5. Through PLCs, Content Coaches / SALs, will coach their respective departments on small group instruction and differentiating instruction to the grade level standard to ensure equity to match student readiness..
6. Academic Leadership Team will create common look fors to collect data on teachers use of small groups and differentiating instruction as well as how teachers collect data on student learning before, during, and a lesson.
7. Teachers will plan/adjust standard-based lesson/tasks based on data collected from the prior day's lesson.

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

Analyzing Teacher Data / Building Teacher Capacity

1. Administrators will participate in Content Area PLCS as thought partners around instruction, data analysis, small group/differentiation instruction, and problem-solving,
2. Leadership team and Academic ILT will walk classrooms to collect data on Instructional Look Fors and student learning outcomes every two weeks.
3. Individual feedback will be communicated to teachers by administration and content coaches on areas of strengths and areas of focus.
4. Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed and how many walkthroughs/coaching cycles to increase academic achievement.
5. Coaches will develop coaching plans for teachers based on specific criteria of support needed and keep running records of teacher progress/support

Person Responsible Ovett Wilson (ovett.wilson@hcps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	We are focusing on teacher planning as a way to strengthen core instructions in ELA. Coaches plan with teachers weekly to ensure that students are getting high-quality text, scaffolded instructions, and formative assessment aligned to the complexity of the standard.
Measurable Outcome:	Our overall proficiency level for ELA K-5 needs to be improved. For the 2020-2021 school year our proficiency level was 26%. We will increase 5% for the 2021-2022 school year
Monitoring:	Through walk-throughs, progress monitoring assessments, formal and informal assessments, and teacher observation data.
Person responsible for monitoring outcome:	Andrew Heflin (andrew.heflin@hcps.net)
Evidence-based Strategy:	Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives
Rationale for Evidence-based Strategy:	Based on Visible Learning and the area of Classroom composition effect: Small Group Instruction had the largest effect size of .47. Administration and academic coaches agreed that this would help to improve our students learning within the classroom.

Action Steps to Implement

Teacher training will be conducted- Andrew Heflin and Risa Coyne

Weekly PLC to support teachers and to foster growth. Held on Friday from 7-8am Upper media center (All Admin)

Weekly planning with reading coaches- Heflin and Coyne (AP- Reid)

Coaching Cycles with coaches. (Admin)

Person Responsible Lipi Datta-Reid (lipi.datta-reid@hcps.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.

The primary area we will monitor during the upcoming school year is violent crimes. Our index was high with a 1.7 per 100 students. The state average was 1.6. We would like to reduce our index by 50% for the upcoming school year. We will conduct a quarterly assessment to see how we are progressing towards this goal. Our team approach to positive culture will make a huge impact on students feeling connected to our school and how we reduce violent crimes on campus.

Our team will review the discipline data weekly and make adjustments as needed. We will be proactive to set up Check-in/Check-out systems for our tier 2 and 3 students who need support. All students will develop an academic, personal and behavioral goal for the school year and the goal will be review quarterly within the student's homeroom class.

We are aiming to reduce our disruptive behaviors on campus by 50%. In 2020-2021 we had 68 incidents and we would like to see that number under 34 for the 2021-2022 school year. These data points will be reviewed weekly and monthly for progress.

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.

Student Celebrations is a way of work at Woodson. When students perform we believe that it is important to celebrate their efforts and to recognize those efforts privately and publicly.

PBIS system affords students with school bucks that they can use for treasure box or at the school store.

Leader in Me- 7 Habits of Highly Effective Students: This program is embedded in all that we do. It focuses on leadership, student culture, and academics. This research-based program seeks to put the student first in all that we do. It allows students to develop their voice, confidence, and leadership.

Staffing meetings to ensure that all administrators are communicating the same message to the faculty and staff.

Once a week morning meetings are with administration and grade-level teams to celebrate student of the week, leader of the week, kindness award, and the golden coin award.

Professional Learning Communities are with administrators and teachers to create a framework for planning, looking at student data, and diving into grade level standards.

Friday Focus Memo and Weekly News

Instructional Learning Team meetings

Cultural meeting will meet to create action steps based on our cultural priority and the areas in the TELL survey. One member will compose the steering committee which will give voice to all.

Committee Meetings: Teachers will select a committee that they want to serve on and work on projects to improve Woodson.

New Teacher PLC –Training and support for new to Woodson and new to teaching.

Birthday Celebration with cake and ice cream

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

Principal: Push the vision of our cultural goal of developing an atmosphere of collaborative trust and coaching for all.

Assistant Principal: Help to lead each grade level team so that every student is accounted for and has a connection within their teams. They will help to oversee the "Leader in Me" Program and will coordinate the check-in, check-out process for our tier 2 & 3 students. AP's will help to run grade level house meetings to celebrate students' accomplishments.

Guidance Counselors: Will work with our students and teachers with implementing social and emotional lessons. They will create opportunities for students be feel connected and will be available for students to speak with them in time of need.

School Psychologist: Is available for any student who may need someone to talk with or may be experiencing a crisis due to situational circumstances.

ESE Specialists will help support our ESE students so that they can be successful with their academics and behavior on campus.

Team leaders will help to support the grade level team with planning incentives for students and to help build an atmosphere of collaborative trust and coaching for all students.

Teachers will work to build a culture of respect and rapport with the students they have within and without of their classes. They will work to build a strong culture for learning where students take pride in their work and efforts.

Light House Team: The lighthouse team is consisted of one member from each grade level and will be primarily responsible for developing grade-level appropriate activities for students with the "Leader in Me" resources.

PBIS Team will work to create positive celebrations for students on campus throughout the year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	6.0	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$0.00