Woodland Middle School

2022-23 Schoolwide Improvement Plan

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Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

Demographics

Principal: Mark Grossenbacher Start Date for this Principal: 8/31/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2021-22 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	2021-22: B (58%) 2018-19: B (59%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	63%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

School Mission:
Woodland Middle School is a community offering a safe, encouraging environment, that celebrates learning and innovation. All learners model and promote integrity, empathy, and responsibility.

PBS Mission:
The Woodland Middle School Community strives to develop life-long learners who are respectful, responsible, and safe through behavioral and instructional support.

Provide the school's vision statement.

Woodland Middle School places learning at the center of its activities to enable all learners to lead productive, responsible, and healthful lives.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Grossenbacher, Mark	Principal	Budget and Finance Personnel Business/Community Partners School Advisory Council SDMT PLC Leaders Social Committee Staff Appreciation Partnership and Performance Student Activities • Clubs • Field Trips • Guest Speakers Evaluation responsibilities include the teachers in the math, PE and Performing Arts Departments
Terry, Trenton	Assistant Principal	Master Schedule School Grade Goals School Improvement Plan Department Chairs Testing SWST/CARE Textbooks SCIP Volunteers Open House Substitutes Technology Course Recovery CCR and i-Ready PD Mentoring Teacher evaluation responsibilities include the ELA, ILA, ESOL, Guidance, Social Studies, CTE and Visual Arts Departments
Elsey, Charles	Assistant Principal	School Safety/Critical Incident Planning Discipline/SESIR PBIS Peer Mentors Threat Assessment At-Risk Prevention • Project 10 Attendance School Event Calendars Athletics Transportation Custodial/Facilities Campus Tours Student Orientations

Name	Position Title	Job Duties and Responsibilities
		Gifted/AWP NJHS Agenda Books Peer Mentoring Responsible for observation and evaluation of teachers in the Science, ESE and Spanish departments
Davis, Sarah	Teacher, K-12	Master Schedule Student Scheduling Test Coordination
Davidson, Jamie	Curriculum Resource Teacher	Positive Behavior Support Academic Intervention Discipline Intervention
Alampi, Mary	Teacher, K-12	English Language Arts Department Chair 7th Grade PLC Leader
Goldsmith, Jenna	Teacher, K-12	Social Studies Department Chair 8th Grade PLC Leader
Johnson, Heather	Teacher, K-12	Science Department Chair 8th Grade PLC Leader
Rowland, Shannon	Teacher, ESE	ESE Liaison ESE Department Chair
Bosnoian, Tammy	Teacher, K-12	7th Grade Social Studies PLC Leader
Jenkins , Bruce	Teacher, K-12	Fine/Performing Arts/Technology PLC Leader
Smith, Elvena	Teacher, K-12	8th Grade Math PLC Leader
Lasker, Michael	Behavior Specialist	Functional Behavior Assessments Behavioral Intervention Plans IEP Updates Positive Behavior Support
Morales, Lauren	School Counselor	School Wide Support Team Student Scheduling School Counseling 7th Grade and 8th A - L
Gentrup, Samantha	Teacher, K-12	6th Grade ELA PLC Leader

Name	Position Title	Job Duties and Responsibilities
Ring, Miki	Teacher, K-12	6th Grade Math PLC Leader
Lyon, Nicole	Teacher, K-12	6th Grade Science PLC Leader
Magnuson, John	Teacher, K-12	7th Grade Math PLC Leader
Olsen, Heather	Teacher, K-12	7th Grade Science PLC Leader
Trealout, Kristyn	Teacher, K-12	8th Grade ELA PLC Leader
Rossetti, Darlene	Teacher, K-12	PE/Dance/Spanish PLC Leader
Mayer, Meghan	Teacher, K-12	Intensive Reading PLC Leader

Demographic Information

Principal start date
Wednesday 8/31/2022, Mark Grossenbacher

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
13

Total number of teacher positions allocated to the school
62

Total number of students enrolled at the school
977

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	322	323	341	0	0	0	0	986
Attendance below 90 percent	0	0	0	0	0	0	68	100	104	0	0	0	0	272
One or more suspensions	0	0	0	0	0	0	26	44	41	0	0	0	0	111
Course failure in ELA	0	0	0	0	0	0	20	28	17	0	0	0	0	65
Course failure in Math	0	0	0	0	0	0	25	18	17	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	40	54	82	0	0	0	0	176
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	53	74	56	0	0	0	0	183
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	0	2	0	0	0	0	4

Date this data was collected or last updated

Wednesday 9/7/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	57%	50%				60%	64%	54%
ELA Learning Gains	46%						56%	58%	54%
ELA Lowest 25th Percentile	33%						44%	50%	47%
Math Achievement	61%	38%	36%				65%	74%	58%
Math Learning Gains	60%						59%	66%	57%
Math Lowest 25th Percentile	52%						41%	56%	51%
Science Achievement	49%	64%	53%				52%	61%	51%
Social Studies Achievement	86%	60%	58%				85%	85%	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	2022					
	2019	59%	63%	-4%	54%	5%
Cohort Comparison						
07	2022					
	2019	60%	64%	-4%	52%	8%
Cohort Comparison	-59%					
08	2022					
	2019	55%	66%	-11%	56%	-1%
Cohort Comparison	-60%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	67%	-11%	55%	1%
Cohort Comparison						
07	2022					
	2019	68%	73%	-5%	54%	14%
Cohort Comparison		-56%				
08	2022					
	2019	39%	65%	-26%	46%	-7%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	51%	62%	-11%	48%	3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	85%	-1%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	73%	24%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	69%	31%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	28	25	22	39	41	13	46			
ELL	48	48	28	48	52	40	31	74	59		
ASN	93	69		100	92						
BLK	35	33	38	44	44	32	33	77			
HSP	54	49	31	53	56	42	38	83	77		
MUL	45	35	29	59	57	54	50	95	75		
WHT	58	48	34	64	62	59	53	87	75		
FRL	48	43	31	53	55	50	36	81	66		
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students with disabilities (SWD) achieved at significantly lower levels of achievement in all content areas. Additionally, SWD also demonstrated lower learning gains in all content areas. This trend has been consistent at WMS from 2019 - 2022. ELA performance, learning gains and learning gains for students in the Bottom Quartile has also demonstrated a decline in each of the last three years of the FSA.

ELA Achievement has declined in each of the last three school years. Math achievement for students at Woodland Middle School saw a decrease in achievement two years ago but has returned to pre-pandemic levels. Science Achievement at WMS has hovered around 50% during the last three school years and social studies saw a one year decline before returning to pre-pandemic levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA achievement for SWD 18% (56% for all students), Math Achievement for SWD 22% (61% for all students), Science Achievement 13% (49% for all students) demonstrate the largest gaps in performance at WMS. Learning Gains for SWD students in comparison to the Learning Gains for the entire school population are another area for improvement at WMS.

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

Students with Disabilities face many factors and barriers to their education. Each child has separate and specific needs that must be addressed in order to make them successful. This year Woodland Middle School has added 7 new positions to our Exceptional Student Education Team. WMS added one additional math resource teacher and one additional ELA resource teacher. These teachers will work with other highly qualified staff in a co-teaching model. WMS also added a second behavior specialist and two ESE teachers to assist students who exhibit behaviors that have negative impacts on academics.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off of the available data, math learning gains and math learning gains for the lower quartile showed the most improvement. Social Studies achievement saw a large increase in achievement based on data from the previous school year.

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

Woodland Middle School offered a robust before and after school tutoring program to assist all students. Based on relevant attendance data, WMS saw a larger number of students attend math tutoring before and after school in comparison to all of the other content areas.

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

In order to accelerate learning for WMS students, WMS will strategically schedule students who earned a 3 or better on the previous FSA Reading and/or Math. These students will be scheduled into advanced classes on the WMS campus. WMS offers double advanced mathematics for 6th grade students which allows them to complete both Algebra I and Geometry prior to their 9th grade year. WMS also offers Spanish I for high school credit and Physical Science for high school credit. Students will also be afforded enrichment opportunities by promoting participation in History Fair, Science Fair and the Technology Student Association. WMS has implemented a "Block" scheduling method to increase the number of students who can access Algebra I by the conclusion of their 8th grade year.

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.

WMS Teachers will have the opportunity to participate in a variety of professional development opportunities to support their individual learning. The following opportunities will be afforded to staff at WMS.
PDA Technology for a Diverse Classroom
PDA Technology to Support Reading Comprehension
Penda Learning
PDA PBS Understanding Student Behavior

PDA Introduction to Differentiated Instruction
PDA Instructional Practices
PDA Engaging Learners through Informed Assessment
PDA Engaging Learners through Informed Assessment
Gradual Release of Responsibility High Quality Lesson Design DA Foundations of Exceptional
Education
(PDA) Online Courses – FDLRS Foundations of Exceptional Student Education (60 hour In service)
WMS Teachers Only CHAMPS
Youth Mental Health First Aid
WMS Teachers Only Book Study Framework for Understanding Poverty
WMS Teachers Only Book Study Growth Mindset

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

Woodland Middle School is working to implement the Professional Learning Community structure with all teachers and staff. WMS is building a guiding coalition of teacher leaders to support all as we work towards building common understandings of each standard and then develop Learning Intentions, Success Criteria and Learning Progressions to ensure student success.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	WMS students with disabilities was identified as a critical area for improvement based upon sub group performance for three consecutive years. In each of the last three years, students with disabilities performed below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	WMS students with disabilities will demonstrate a 4% increase in Reading Achievement on the FAST Reading Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	WMS will administer the FAST Assessment at multiple points during the 2022-2023 school year. Progress will be monitored from PM 1 through PM 2. In addition to monitoring progress through FAST, WMS will continue to utilize iReady to progress monitor students in reading. The first iReady diagnostic will be administered in October. WMS is also focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year.
Person responsible for monitoring outcome:	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Woodland Middle School Intensive Language Arts teachers will utilize Just Words, Rewards and Rewards Plus, iReady Book and Common Lit 360. Additionally all teachers will work to implement the Gradual Release of Responsibility model that will enable students to read on grade level texts in all content areas. WMS ESE Resource Teachers will push-in to specific ELA Classrooms to provide interventional support in a co-facilitated classroom setting.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for	WMS is utilizing multiple reading programs which are based upon greatest levels of student need. This allows WMS to differentiate instruction based upon specific identified gaps for individuals and small groups of students. Struggling learners are provided with interventions at increasing levels of intensity (small group to 1:1) to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists.

selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Analyze student data
2) Determine appropriate placement for scheduling students in ILA
3) WMS ESE Resource Teachers will push-in to specific ELA Classrooms to provide interventional support.
4) Work with professional learning community to deconstruct standard
5) Develop Learning Intentions, Success Criteria, Learning Progressions and Formative Assessments to monitor student progress
6) Deliver Instruction
7) Struggling learners are provided with interventions at increasing levels of intensity (small group to 1:1) to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.
8) Monitor progress through teacher formative assessment
9) Remediate or extend instruction based upon student need

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	WMS students with disabilities was identified as a critical area for improvement based upon sub group performance for three consecutive years. In each of the last three years, students with disabilities performed below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	WMS students with disabilities will demonstrate a 4% increase in Mathematics Achievement on the FAST Mathematics Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	WMS will administer the FAST Assessment at multiple points during the 2022-2023 school year. Progress will be monitored from PM 1 through PM 2. In addition to monitoring progress through FAST, WMS will continue to utilize iReady to progress monitor students in reading. The first iReady diagnostic will be administered in October. WMS is also focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All teachers will work to implement the Gradual Release of Responsibility model that will enable students to collaborate and work individually on grade level tasks. Woodland Middle School will implement a support facilitation model to assist ESE students in the classroom. An ESE/Mathematics certified instructor will partner with another math teacher to deliver instruction, provide small group instruction, enhance small group remedial support or supplement instruction with a series of small group "pull outs". WMS will also provide before and after school tutoring opportunities for students and has implemented ALEKS, a new technological resource for our students.
Rationale for Evidence-based Strategy: Explain the	Woodland Middle School teachers want to shift responsibility for the cognitive work load from the teacher to the students. The goal of this strategy is to equip students with the ability to transfer understanding on their own. On level math classes with SWD will be taught in a support facilitative model. Teachers will provide small group instruction for level 1 students in all support facilitative classrooms. Teachers are providing

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	interventional support based upon student need as determined through student feedback and assessment results.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Analyze student data
2) Determine appropriate placement for scheduling students in mathematics courses at WMS.
3) On level math classes with SWD will be taught in a support facilitative model.
4) Work with professional learning community to deconstruct standard
5) Develop Learning Intentions, Success Criteria, Learning Progressions and Formative Assessments to monitor student progress
6) Deliver Instruction
7) Provide small group instruction with ESE Resource Teacher for level 1 students in all support facilitative classrooms
8) Teachers are focusing on areas of need on a student-to-student basis utilizing Algebra Nation, ALEKS
9) Math Tutoring as an interventional strategy to support students after school and before school.
10) Modify lesson plans for re-teaching the Major Mathematics Standards of Concern
11) Monitor progress through teacher formative assessment
12) Remediate or extend instruction based upon student need

Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	WMS students with disabilities was identified as a critical area for improvement based upon sub group performance for three consecutive years. In each of the last three years, students with disabilities performed below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	WMS students with disabilities will demonstrate a 4% increase in Science Achievement on the NGSSS Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	WMS is also focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year.
Person responsible for monitoring outcome:	Charles Elsey (charles.elsey@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	All teachers will work to implement the Gradual Release of Responsibility model that will enable students to collaborate and work individually on grade level tasks.
Rationale for Evidence-based Strategy: Explain the rationale for	Woodland Middle School teachers want to shift responsibility for the cognitive work load from the teacher to the students. The goal of this strategy is to equip students with the ability to transfer understanding on their own. The science department will work as a PLC to continue to work collaboratively on the development of common assessments and spiraling of curriculum to ensure success on the 8th grade science assessment. Science teachers will also provide before and after school tutoring to students in need of

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	extra support to meet standards. WMS will also utilize PENDA Learning as a technological resource to enhance student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Analyze student data
2) Determine appropriate placement for scheduling students in math courses at WMS
3) Work with professional learning community to deconstruct standard
4) Develop Learning Intentions, Success Criteria, Learning Progressions and Formative Assessments to monitor student progress
5) Deliver Instruction
6) The science department will continue to work collaboratively on the development of common assessments and spiraling of curriculum to ensure success on the 8th grade science assessment
7) Monitor progress through teacher formative assessment
8) Remediate or extend instruction based upon student need

Person Responsible	Charles Elsey (charles.elsey@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	WMS is focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year. WMS studied the Visible Learning work of John Hattie who identified collective teacher efficacy as having the highest effect size on student learning (1.57).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By making learning visible to all, WMS Students With Disabilities will demonstrate a 4% increase in achievement on the FAST Reading, FAST Mathematics and NGSSS Science assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PLC Leaders will work in collaboration with teams of teachers and administrators to deconstruct standards and develop formative assessments that will be administered at varying points in the school year. PLC leaders and administrators will monitor the fidelity of the process by analyzing the relevant student data derived from the formative assessments.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Professional Learning Communities will work to establish what we want students know, how will we know if they have learned it, what will we do if they do not get it and what will we do if they have already learned it.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	WMS is focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year. WMS studied the Visible Learning work of John Hattie who identified collective teacher efficacy as having the highest effect size on student learning (1.57). WMS utilized Hattie's Visible Learning, Visible Learning for Literacy and Visible Learning for Mathematics to make this decision.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

1) District-level PD support to plan for implementation of Professional Learning Communities
2) Ongoing school based PD will be provide to the WMS Guiding Coalition of teachers.
3) School based PD to reinforce standards-based lesson planning, embed literacy skills into daily instruction, high-effect influences on student learning, data-driven decision-making, and interventional support
4) Science Program Specialist to conduct regular visits and walkthroughs with school-based administration to monitor student progress and receive teacher feedback that informs us of next steps to support teachers

Person Responsible   Charles Elsey (charles.elsey@sarasotacountyschools.net)

#5. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	During the 2021-2022 school year, Woodland Middle School students received 190 discipline referrals that resulted in 489 days of out of school suspension.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Woodland Middle School students will demonstrate a 10% reductions in referrals that result in suspension for the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Woodland Middle School will monitor discipline infractions monthly, to include out of school suspension incidents as well as the number of days of suspension.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Woodland Middle School will continue with its implementation of Positive Behavior and Interventional Support (PBIS) as part of a comprehensive multi-tiered system of support for all students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	PBIS rewards students for desirable behaviors on campus. PBIS has also established three main goals for all students - Be Safe, Be Responsible and Be Respectful.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) PBIS Committee convenes during the summer to design yearly PBIS Plan which rewards positive behaviors centered on the PBIS Goals: Be Safe, Be Responsible, Be Respectful
2) Yearly plan is presented to WMS Staff During Pre-Planning Week
3) Yearly plan with rewards based opportunities are presented to students (Field Days, Dances, Spirit Week, Paw Card Redemption Days
4) Teachers and Staff distribute Paw Cards to students exhibiting Positive Behaviors
5) Student "cash" Paw Cards on redemption day for prizes (Lunch with Principal, Silly String a Teacher, Pizza Party, Donut Party, Candy, Chips, Sodas and more)
6) Teachers and Staff distribute Paw Cards to students exhibiting Positive Behaviors in Quarter 2
7) Student "cash" Paw Cards on redemption day for prizes (Lunch with Principal, Silly String a Teacher, Pizza Party, Donut Party, Candy, Chips, Sodas and more)
8) Students earn Field Day at Semester

Person Responsible	Charles Elsey (charles.elsey@sarasotacountyschools.net)

#6. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	During the 2021-2022 school year, 27% of WMS students attended school for less than 90% of the days required.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	80% of Woodland Middle School students will demonstrate attendance for 90% or more days during the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Woodland Middle School will monitor attendance monthly via attendance reporting. Teacher attendance taking procedures will be monitored daily to ensure accurate attendance data. Attendance reporting will be monitored daily and monthly to determine needs for each individual student.
Person responsible for monitoring outcome:	Charles Elsey (charles.elsey@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	WMS utilizes Positive Behavior Support (PBIS) to reward students for academics and behavior. Students who meet attendance goals have the opportunity to redeem Paw Cards and attend various events like; Staff/ Student games, Field Day, Dances and other after school events.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Regular school attendance is an important indicator of student academic success. WMS believes that students must be present at school in order to receive the necessary instruction to be successful academically.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Track Teacher Attendance Taking Procedures Daily
2) Review Student Daily Attendance
3) Identify students who have 5 or more unexcused absences and/or 10 or more excused absences
4) Send Appropriate Attendance Letters to Families
5) Review and Analyze Monthly Attendance Reports
6) Students not meeting attendance goals will be referred to School Wide Support Team for Intervention
7) Collect Attendance Data on Interventions Implemented with individual students to determine success or continued needs
8) School Social Worker will work with families to identify barriers to school attendance
9) School Truancy Worker will be notified in cases where compulsory school attendance is not being met

Person Responsible	Charles Elsey (charles.elsey@sarasotacountyschools.net)

#7. Positive Culture and Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Woodland Middle School strives to partner with parents and the community by offering opportunities to participate in All Pro Dads and or PTA, resulting in positively impacting student achievement in areas of behavior, academics, social-emotional, and attendance.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, a minimum of one hundred families will participate in All Pro Dads and/or PTA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will track attendance at All Pro Dads and PTA meetings and events, as well as membership numbers for PTA.
Person responsible for monitoring outcome:	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The parents and community of Woodland Middle School will have multiple opportunities to participate in events and meetings with the All Pro Dad program as well as the PTA. Notifications for the events and meetings will go out by phone and social media in order to reach the largest number of people in our school community.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If the parents and community are involved with their students at Woodland Middle School, then we will see an increase in student behavior, academics, social-emotional, and attendance. WMS is offering several opportunities for parents and community to participate in activities to support WMS students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Secure school memberships with All Pro Dad & PTA
2. Notify faculty & staff about the programs at the next staff meeting
3. Post meeting and membership information to the school website & Facebook page
4. ConnectEd with meeting and membership information
5. Reach out to local businesses to partner with All Pro Dad and/or PTA
6. Have All Pro Dad & PTA visible at major school events

Person Responsible	Mark Grossenbacher (mark.grossenbacher@sarasotacountyschools.net)

#8. Positive Culture and Environment specifically relating to Social-Emotional

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Woodland Middle School is committed to offering our students social-emotional learning to best support them with fostering positive relationships, having a deeper understanding of themselves, cultivating a positive self-image, setting both academic and personal goals, and more to inspire positive interactions with their school and personal environments through the Lean on Me and Girls Inc. programs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Of the students involved in the Lean on Me and Girls Inc. programs, we will see an average of 85% attendance rate.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Lean on Me and Girls Inc. leaders will maintain attendance records for their programs.
Person responsible for monitoring outcome:	Trenton Terry (trenton.terry@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers, counselors, and administrators will work together to develop a carefully-selected roster of students to participate in the Lean on Me and/or Girls Inc. programs. Once students have been identified, the families will also become involved through granting permission for their student to participate. Quarterly, Lean on Me will host parent-involvement events to support parents in the educational lives of their students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that social-emotional learning raises academic achievement as well as prosocial behaviors. Through participation in Lean on Me and/or Girls Inc., identified WMS students will improve in academics as well as behavior.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Work with counselors to identify students to participate in Lean on Me and/or Girls Inc.
2. Identify students
3. Communicate with parents for permission to participate in Lean on Me and/or Girls Inc.
4. Communicate with leaders of Lean on Me and Girls Inc. to create a schedule and roster of students participating

5. Continue to monitor students/participation and meet with leaders of programs for fidelity checks

6. Involve families and encourage participation at events for Lean on Me

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Woodland Middle School offers students the opportunity to participate in any number of 26 clubs on campus. Clubs were formed based upon student interest and include; Principals Club, Technology Student Association, Paws Club and a Student Government. In addition to the many clubs available to students at WMS, students also have the opportunity to be positively recognized through Positive Behavior and Ineterventional Support (PBIS). Students can redeem Paw Cards for prizes that include pizza parties, candy, lunch with staff and many other experiences on campus.

Woodland Middle School strives to partner with parents and the community in multiple many ways to support students. This year Woodland Middle School will implement an All Pro Dads Chapter and add a PTA, to positively impact student achievement in areas of behavior, academics, social-emotional learning, and attendance.

Woodland Middle School partnered with the City of North Port, Kiwanis Club and Holly's Hope to bring a nationally recognized anti-bullying speaker, Fabian Ramirez, to speak to our students.

Woodland Middle School also values working with community agencies to support its students. WMS will continue to partner with Lean On Me to provide mentoring opportunities based on the following: Leadership and Goal Setting, Establishing and Maintaining Healthy Relationships, Self Care and Wellness and Self Regulation. In addition to these opportunities for students, Lean on Me will host quarterly parent involvement events to support parents in the educational lives of their students.

Additionally, Woodland Middle School partners with Girls Inc. to offer small group and individual mentoring and support to female students in of social and emotional support.

Teen Court works with students at WMS to create second chances for at-risk youth. Through this program, teens help teens make healthy choices through meaning consequences, peer mentorship and civic engagement.

Take Stock In Children provides a unique opportunity for deserving, low-income youth to escape the cycle of poverty through education. Take Stock In Children offer underserved students one-on-one support through caring volunteer mentors, professional college success services, the opportunity to earn a college scholarship, and hope for success in college, career, and life.

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

All Pro Dads - Parental Involvement to support sons/daughters academically, socially/emotionally and behaviorally.

PTA - Parental Involvement to support sons/daughters academically, socially/emotionally and behaviorally.

Holly's Hope/Kiwanis Club City of North Port - Anti-Bullying

Lean On Me - Mentoring and development of social skills

Girls Inc. - Mentoring and development of social skills

Teen Court works with students at WMS to create second chances for at-risk youth. Through this program, teens help teens make healthy choices through meaning consequences, peer mentorship and civic engagement.

Take Stock In Children provides a unique opportunity for deserving, low-income youth to escape the cycle of poverty through education. Take Stock In Children offer underserved students one-on-one support through caring volunteer mentors, professional college success services, the opportunity to earn a college scholarship, and hope for success in college, career, and life.