

St. Johns County School District

South Woods Elementary School



2022-23 Schoolwide Improvement Plan

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South Woods Elementary School

4750 SR 206 W, Elkton, FL 32033

<http://www-swe.stjohns.k12.fl.us/>

Demographics

Principal: Angela Rodgers

Start Date for this Principal: 11/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: B (60%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 St. Johns 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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

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

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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.

South Woods Elementary School will create a positive learning environment that will instill good character and the desire for academic excellence, fostering the development of caring, productive, and digital citizens in the global world.

Provide the school's vision statement.

South Woods students will communicate, collaborate, and solve problems in all academic areas to a high standard. Our students will have the necessary digital skills to perform in the school/home/work place and in the global society in which they live. Students will be lifelong learners that exhibit good character and contributors to their neighborhood, community and world.

At South Woods, we believe that:

- ~ the school serves and exists to provide the best educational opportunity for all.
- ~ the best educational environment is one which makes available opportunities to practice basic skills, receive instruction in the various disciplines, use technology tools, and provide rigor in the curriculum.
- ~ the best educational opportunities allow each student to learn to his/her fullest potential.
- ~ each student should be able to learn whatever he or she is studying while demonstrating a level of mastery in all grade level standards.
- ~ efficient learning requires a planned sequence of teaching / learning experiences aimed at specific goals.
- ~ education's purpose is to help students become independent, self-directed individuals capable of achieving goals while also serving the good of society.
- ~ school must help students to increase their self-respect, respect of others, appreciation of differences, and understanding that developing good character should be a priority.

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
Rodgers, Angela	Principal	<p>The Principal, Angela Rodgers, serves as the instructional leader of South Woods Elementary. The duties of the principal include collaborating with district and school-based leaders to plan, develop, and implement standards-based instruction using highly effective instructional practices to support student achievement.</p>
		<p>Angela Rodgers maintains an environment that is safe, supportive, and welcoming to all stakeholders. A positive learning environment will be developed through positive intervention supports and the use of Conscious Discipline strategies. The social, emotional, and educational needs of all students will be supported by the principal.</p>
		<p>The principal creates conditions for Professional Learning Communities to meet regularly. PLCs help staff and teachers to continually improve their collective capacity to ensure all students acquire the knowledge, skills, and dispositions essential to their success. Professional development of South Woods' staff and faculty aligns with district and school initiatives. Assessment data and instructional observations are used to drive training topics. Professional development is decided upon by the principal and Literacy Leadership Team.</p>
		<p>South Woods Elementary is a Community Partnership School. The principal works with Children's' Home Society, St. Johns River State College, University of Central Florida, Flagler Hospital, and St. Johns County School District to bring resources and opportunities to students and community members.</p>
		<p>Angela Rodgers nurtures collaborative relationships with families through the School Advisory Council and Parent Teacher Organization. School-based program success and areas for improvement are communicated with the intention to receive input that will lead to greater school improvement.</p>
Gilbert, Lisa	Assistant Principal	<p>The assistant principal, Lisa Gilbert, supports the Literacy Leadership Team, teachers, and staff for grade levels 3rd-5th grade. Lisa Gilbert serves on their Professional Learning Community to maintain and maximize their effectiveness. Participation in their planning allows for meaningful evaluations to be conducted. The assistant principal observes instructional delivery and student understanding. Timely feedback is shared and student performance examined. As an essential member of the grade level PLCs, the assistant principal is also able to best facilitate their MTSS/RtI and IEP meetings. These collaborative efforts align with school goals.</p>
Lowndes, Almarene	Assistant Principal	<p>The assistant principal, Almarene Lowndes, supports the Literacy Leadership Team, teachers, and staff for grade levels Pre-K to 2nd grade. Almarene Lowndes serves on their Professional Learning Community to maintain and maximize their effectiveness. Participation in their planning allows for meaningful evaluations to be conducted. The assistant principal observes instructional delivery and student understanding. Timely feedback is shared</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and student performance examined. As an essential member of the grade level PLCs, the assistant principal is also able to best facilitate their MTSS/Rtl and IEP meetings. These collaborative efforts align with school goals.</p>
Blanton, Heather	Other	<p>The role of the Math Coach, Heather Blanton, is to support student learning in the area of mathematics. The math coach works directly with teachers and students to provide intensive supports and best practices. She ensures standards-based instruction is planned using the B.E.S.T. standards by collaborating with all grade level PLCs. Heather Blanton uses various data to determine the next steps to help students meet proficiency of grade level concepts. Common assessments and district progress monitoring opportunities also help steer coaching and training needs.</p>
Newbold, Anje	Instructional Coach	<p>The role of the Instructional Literacy Coach, Anje Newbold, is to support student learning in the area of literacy. The ILC works directly with teachers and students to provide intensive supports and best practices. Anje Newbold is instrumental in driving our Professional Learning Communities. She ensures standards-based instruction is planned using the B.E.S.T. standards. Data points determine the next steps to help increase student reading proficiency. The ILC promotes a literacy-rich learning environment by leading the Literacy Leadership Team and PLC Guiding Coalition.</p> <p>The ILC organizes and/or delivers professional development weekly for grade level teams and monthly for our staff. She models best practices and routines for identified programs for new and veteran teachers.</p>
Fuce, Linda	Behavior Specialist	<p>The Behavior Interventionist, Linda Fuce, provides class management support, implements positive behavior interventions, and analyzes school disciplinary data. School-wide social emotional lessons are shared in morning meetings and Character Counts! student representatives are celebrated each month. Linda Fuce leads and monitors the school-wide positive behavior intervention and supports. She encourages the recognition of individuals and classes who follow school-wide expectations. The behavior interventionist conducts Conscious Discipline professional development with individual teachers, grade levels, and our entire faculty. Linda Fuce enforces the SJCS Student Code of Conduct.</p>
Nimmons, Kaneika	Other	<p>Kaneika Nimmons is the Community Partnership School Director. She addresses students' holistic needs, recognizes unique challenges, and provides opportunities for members of our community. Kaneika Nimmons offers on-site access to health and wellness services, on-site food pantries, counseling, leadership opportunities, cultural enrichment activities, after-school activities, and parent resources.</p>

Demographic Information

Principal start date

Monday 11/30/2020, Angela Rodgers

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.*

3

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.*

11

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

682

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

17

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

19

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	11	107	94	95	98	121	0	0	0	0	0	0	0	526
Attendance below 90 percent	41	23	18	20	25	21	0	0	0	0	0	0	0	148
One or more suspensions	6	10	5	12	17	11	0	0	0	0	0	0	0	61
Course failure in ELA	0	0	0	10	10	2	0	0	0	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	31	28	0	0	0	0	0	0	0	60
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	18	28	25	30	38	60	0	0	0	0	0	0	0	199
iReady ELA	0	9	26	34	0	0	0	0	0	0	0	0	0	69

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	3	4	7	26	23	20	0	0	0	0	0	0	0	83

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	10	20	6	12	0	1	0	0	0	0	0	0	0	49
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

Friday 9/9/2022

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	108	94	95	115	94	92	0	0	0	0	0	0	0	598
Attendance below 90 percent	25	16	16	16	22	22	0	0	0	0	0	0	0	117
One or more suspensions	6	8	6	16	11	21	0	0	0	0	0	0	0	68
Course failure in ELA	0	0	0	10	6	16	0	0	0	0	0	0	0	32
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	0	10	16	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	20	31	0	0	0	0	0	0	0	0	0	57

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	4	7	18	13	26	0	0	0	0	0	0	0	68

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	7	19	14	24	34	22	0	0	0	0	0	0	0	120
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	108	94	95	115	94	92	0	0	0	0	0	0	0	598
Attendance below 90 percent	25	16	16	16	22	22	0	0	0	0	0	0	0	117
One or more suspensions	6	8	6	16	11	21	0	0	0	0	0	0	0	68
Course failure in ELA	0	0	0	10	6	16	0	0	0	0	0	0	0	32
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	0	10	16	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	6	20	31	0	0	0	0	0	0	0	0	0	57

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	4	7	18	13	26	0	0	0	0	0	0	0	68

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	7	19	14	24	34	22	0	0	0	0	0	0	0	120
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	40%	74%	56%				53%	75%	57%
ELA Learning Gains	48%						60%	67%	58%
ELA Lowest 25th Percentile	51%						55%	59%	53%
Math Achievement	53%	50%	50%				66%	77%	63%
Math Learning Gains	57%						70%	69%	62%
Math Lowest 25th Percentile	44%						58%	59%	51%
Science Achievement	58%	77%	59%				60%	72%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	78%	-28%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	50%	77%	-27%	58%	-8%
Cohort Comparison		-50%				
05	2022					
	2019	53%	76%	-23%	56%	-3%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	82%	-14%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	63%	82%	-19%	64%	-1%
Cohort Comparison		-68%				
05	2022					
	2019	65%	80%	-15%	60%	5%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	73%	-13%	53%	7%
Cohort Comparison						

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	22	42	52	30	41	35	44				
BLK	32	48		33	46	50					
HSP	48	50		60	60						
WHT	40	46	56	56	60	45	61				
FRL	35	43	36	43	51	42	53				
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	22	37	47	26	38	36	24				
BLK	33	27		32	38	21	22				
HSP	67			67							
WHT	48	49	50	56	49	50	56				
FRL	43	41	50	48	47	44	40				
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	28	48	48	39	53	52	37				
BLK	47	52		40	61		50				
HSP	41	54		71	92						
MUL	50			60							
WHT	56	62	60	74	70	59	67				
FRL	53	63	59	66	75	63	62				

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	50
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	
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
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	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	52
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	43
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?

School achievement in ELA and Math need to increase.

ELA achievement is an area of needed improvement, only 40% of third, fourth, and fifth grade students were proficient on the Spring 2022 FSA ELA assessment.

Math achievement is an area of needed improvement, only 53% of third, fourth, and fifth grade students were proficient on the Spring 2022 FSA Math assessment.

SWD subgroup is not showing adequate progress in the area of ELA achievement and learning gains.

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

ELA achievement demonstrates the greatest need for improvement based on the Spring 2022 FSA data. Student reading proficiency dropped by 7 percentage points, over 60% of students are not reading on grade level.

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

A contributing factor to only 40% ELA achievement was providing students with inadequate Tier 1 instruction. New actions that need to be taken to address this need for improvement include:

- Professional Learning Communities will meet frequently to work the process to ensure a viable and guaranteed curriculum for all students.

- Plans will be made to scaffold content to help students acquire grade level text. Students are reading two to three grade levels below their current grade levels.

- Opportunities to practice reading with direct assistance from the teacher in small groups will be increased.

- Foundational reading skills will be remediated and strengthened.
- Comprehension strategies will be taught to understand text.
- Unfamiliar words will be shared along with ways to determine their meaning.
- A variety of genres will be used for instruction and provided for independent student reading.
- Instruction on how to read multisyllabic words will be shown.

Additional contributing factors:

- High rate of teacher and student attendance.
- PLCs not conducted with fidelity.

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

ELA Learning Gains of the Lowest 25% in 3rd, 4th, and 5th grade showed the greatest increase on the Spring 2022 FSA. Student learning gains in ELA increased 9 percentage points from 42% to 51%

Math Learning Gains of the Lowest 25% in 3rd, 4th, and 5th grade showed the greatest increase on the Spring 2022 FSA. Student learning gains in Math increased 11 percentage points from 33% to 44%.

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

There were several contributing factors to the learning gains with the lowest 25%.

- ESE research-based materials; Wilson & Journey were used.
- Intervention programs were used with fidelity; SIPPS & LLI by our interventionists that targeted our level 1 and 2 students.
- iReady Data chats were conducted with students.
- An after school tutoring opportunity was given to 4th and 5th graders using SIPPS and Lexia Core5.

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

South Woods Elementary School developed a guiding coalition following the PLC Learning at Work conference this past summer. This coalition is comprised of grade level leaders, instructional coaches, behavior interventionists, and administrators to identify academic, social / emotional, and community involvement goals for our school. After examining historical data from state assessments, the guiding coalition set goals for student proficiency in Reading for the coming school year. The strategies to accelerate learning directly evolved from the commitment to the PLC process and the focus on the four guiding questions. As a result, all grade levels commit to administering common formative and summative assessments and sharing data from these assessments with their collaborative learning team. Using that data, teams take collective responsibility for assuring that all students receive targeted, differentiated instruction based on this grade level data during a dedicated block of time each day (TARGET time). South Woods utilizes support facilitators and three interventionists who support various grade levels during TARGET time. This team also provides small group interventions during the ELA block to scaffold instruction and provide Tier 2 interventions for students who are not meeting grade-level, reading proficiency goals.

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.

In our efforts to increase reading proficiency for students at South Woods, the leadership team identified two focus areas for professional learning. First, we are working closely with our Conscious Discipline Action Team (CDAT) to provide professional learning in Conscious Discipline and Trauma Informed Instruction. This training focuses teachers and support staff on regulating behaviors while providing a space where students feel safe, loved, and ready to learn. This professional development addresses many of our contributing factors such as attendance issues and discipline referrals.

The second focus of our professional development efforts centers around the effective implementation of the PLC (Professional Learning Community) process throughout our school. Grade level teams focus on the four guiding questions of the PLC with professional development intended to support collaborative learning teams in areas such as standards-based planning, evaluating and creating common formative and summative assessments, developing differentiated lessons for targeted interventions, and developing differentiated lessons for students who are meeting and exceeding standard expectations. Faculty and staff will engage in professional development in foundational reading skills (i.e. Wilson / Foundations; Lexia Core), reading comprehension (i.e. Saavas and district curricular resources), reading interventions (i.e. SIPPS), utilizing data to inform instruction, and effective practices with diagnostic assessments (i.e. DRA), and identifying critical content. We will rely on curriculum specialists within our school and at the district level to support ongoing professional learning for our instructional teams.

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

Our commitment to the PLC process coupled with the support of our intervention team will allow us to sustain improvements and continue to move our students toward proficiency in reading. The PLC process requires instructional teams to commit to collective responsibility for the learning of our students. In addition, this process requires that all teachers provide a guaranteed, viable curriculum for all students. Remaining dedicated to this process assures that our focus remains on our proficiency goals.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A critical need from data reviewed is to increase reading proficiency. ELA achievement dropped for our school from the previous year by 7 percentage points. Reading is essential in all content areas, however, less than 60% of students in grades third, fourth, and fifth are not reading on grade level and are in need of intensive supports.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

South Woods Elementary will increase our school grade ELA achievement component from 40% to 50% demonstrated on the Spring 2023 ELA FAST assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our Literacy Leadership Team/ PLC Guiding Coalition will monitor the desired outcome by participating in weekly grade level PLCs. This will ensure full alignment and commitment to our areas of focus on the four guiding questions. The planning of instructional lessons, selecting of effective resources, using common formative and summative assessments, and analyzing student results on PM #1 and #2 of ELA FAST assessments will monitor the increase of reading proficiency.

Person responsible for monitoring outcome:

Angela Rodgers (angela.rodgers@stjohns.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Adherence to the PLC process using the four guiding questions allows for the identification and implementation of evidence-based strategies. Our ELA instruction will address needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategies will include explicit instruction on word attack and decoding skills using a sequential & systematic integration of Foundations and SIPPS. Differentiated intensive interventions will address fluency, the building of vocabulary, and deepening level of understanding grade level text by building background knowledge prior to reading text.

To enact these strategies, additional supports have been put into place for struggling students. These include smaller class sizes in 2nd grade, interventionists targeting bubble students who are on the cusp of reading proficiency and single ESE support facilitators for grades 3rd, 4th, and 5th grade students.

Rationale for Evidence-based Strategy:

Students need to receive targeted, differentiated instruction based on this grade level data during a dedicated block of time each day (TARGET time). South Woods utilizes support facilitators and three interventionists who support various grade levels during

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

TARGET time. This team also provides small group interventions during the ELA block to scaffold instruction and provide Tier 2 interventions for students who are not meeting grade- level, reading proficiency goals.

PLCs meeting a minimum of twice a week can plan for foundational reading skills, using Wilson / Foundations; Lexia Core, reading comprehension using Saavas and district curricular resources, and reading interventions using SIPPS. Teachers can determine misconceptions and needed prerequisite knowledge. We will also rely on curriculum specialists within our school and the district level to support ongoing learning of effective strategies and program routines. The ability to plan for specific learning strategies and scaffolds can be beneficial to all learners.

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. Develop Literacy Leadership Team/PLC Guiding Coalition that meets monthly.
2. Foster Assistant Principals who can maintain focus on particular teachers and students; Pre-K-2 & 3-5.
2. Create schedules that allow for daily target time, and common planning times for grade level PLCs to meet.
3. Allow time for interventionists and support facilitators to plan with grade levels to coordinate lesson content and assist with non-proficient readers.
4. Conduct Literacy Walkthroughs weekly on every teacher to capture strategies being taught and used.
5. Analyze data regularly and determine if the strategies are effective, review student work products or assessments and look for evidence of strategies being used. If the data shows students are not successful, determine next steps and discuss what other strategies or resources can be used to increase student learning of BEST standards.

Person Responsible

Angela Rodgers (angela.rodgers@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Instructional Leadership Team**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

To influence the changes needed at South Woods, transformational leadership must be practiced. By establishing a team of individuals who will play a dual role as Literacy Leaders and PLC Guiding Coalition members will assist our school with accomplishing multiple goals. By communicating our areas of focus, leaders will motivate grade level teams and encourage them to keep pushing forward. As a result, they will incite collective action that will benefit teachers and students.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Transformational leadership will inspire our faculty and staff to work together to provide an environment where people feel safe, loved, and ready to learn/work. Focusing on strengths of a team and common purpose instead of individual self-interest can result in significant change and can ensure the longevity of our endeavors.

Our Literacy Leadership Team/PLC Guiding Coalition will meet monthly to share celebrations and review grade level commitments to the four guiding questions each week. Grade level PLCs will meet a minimum of twice a week for the school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Literacy Leadership Team/ PLC Guiding Coalition members will monitor PLC schedules and attend weekly meetings. Agendas will confirm the focus on the four guiding questions to address identified essential standards to reach school goals. Team members will continue to communicate the "why", practice servant leadership, and motivate & increase collective action.

Person responsible for monitoring outcome:

Anje Newbold (laura.newbold@stjohns.k12.fl.us)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Shared leadership will help faculty and staff feel more connected to the school and its goals. Collective action of leaders can bring about change. Practicing transformational leadership, like servant leadership, builds trusting communities around causes that serve others, rather than the leader. The development of our Literacy Leadership Team/PLC Guiding Coalition will ultimately unite grade levels to improve student learning.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for practicing transformational leadership include;

Locus of control

Mental health

School performance

Positive change

Innovation

Job engagement

Decision making capabilities

Sense of fulfillment and purpose among followers

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. Develop Literacy Leadership Team/ PLC Guiding Coalition to uphold the PLC process. This team is comprised of grade level leaders, instructional coaches, behavior interventionists, and administrators.
2. Communicate a shared mission and unite people through a common cause.
3. Schedule and protect grade level common planning times for PLC to meet.
4. Provide guidance, mentorship, and opportunities for development.
5. Monitor student progress on reading proficiency and adjust instruction and or resources as needed.

Person

Responsible

Angela Rodgers (angela.rodgers@stjohns.k12.fl.us)

#3. 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.

According to the 2021-2022 school attendance data, 25% or 148 students were absent more than 10% of the school year. If students are not present in school, student proficiency and learning decreases.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the student absenteeism rate from 25% to 15% for students Kindergarten through 5th grade that miss more than 10% of the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our Data Operator and Community Partnership director will analyze student attendance data each week using eSchool reports. These reports will be shared at our weekly MTSS CORE meetings. Team members will shed light on possible reasons and provide follow-up for services or needed interventions.

Person responsible for monitoring outcome:

Kaneika Nimmons (kaneika.nimmons@chsfl.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Increasing student attendance is directly aligned to student achievement. Research shows students who attend school regularly are more likely to demonstrate learning gains. Therefore, students who are in attendance regularly, missing less than 5 days each month will be celebrated for attending school. Parents of students who miss 5 or more days each month will receive a phone call and attendance interventions will be provided if needed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

During the 2021-2022 school year student attendance data showed kindergarten students missed almost twice as much school as other grades. An effort to promote attendance and reduce absenteeism will be initiated during the 2022-2023 school year. Phone calls will be made, incentives given, and mentors paired with identified 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. Monitor student absences each week at MTSS CORE meetings.
2. Identify students that miss 5 or more days a month and make calls to parents.
3. Pair identified students with mentors to encourage school connection.
4. Schedule parent conference and determine if there is a need for support, include school counselor
5. Refer family to attendance intervention team if attendance continues to demonstrate a trend of absenteeism

Person Responsible

Kaneika Nimmons (kaneika.nimmons@chsfl.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A critical need from the data reviewed shows our Students with Disabilities subgroup is not showing adequate progress in the area of ELA achievement and learning gains.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our Students with Disabilities Federal Index percentage will increase from 38% to 45% based on the Spring 2023 ELA FAST assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students with Disabilities will be monitored by our ESE support facilitators, grade level teachers, interventionists, and Instructional Literacy Coach. Data collected from ELA FAST Progress Monitoring #1 and #2 along with performance on common formatives and summatives will be discussed at interims and the end of each quarter.

Person responsible for monitoring outcome:

Anje Newbold (laura.newbold@stjohns.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Adherence to the PLC process using the four guiding questions allows for the identification and implementation of evidence-based strategies. Our ESE ELA instruction will address needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategies will include explicit instruction on word attack and decoding skills using a sequential & systematic integration of Foundations & Wilson. Differentiated intensive interventions will address fluency, the building of vocabulary, and deepening level of understanding grade level text by building background knowledge prior to reading text using Journeys.

To enact these strategies, additional supports have been put into place for ESE students. These include smaller class sizes in 2nd grade and single ESE support facilitators for grades 3rd, 4th, and 5th grade students.

Rationale for Evidence-based Strategy:
Explain the

Students need to receive differentiated explicit instruction from teachers trained to work with students with disabilities. This instruction must occur during dedicated blocks of time each day for ESE service time and TARGET time scheduled for each grade level. South Woods utilizes support facilitators, interventionists, and paraprofessionals to

rationale for selecting this specific strategy.

support these students.

Describe the resources/ criteria used for selecting this strategy.

PLCs meeting a minimum of twice a week can plan for foundational reading skills, using Wilson /Foundations; Lexia Core 5, reading comprehension using Journeys. Classroom teachers and ESE teachers discuss particular hurdles and or bridges for shared students. The ability to plan for specific learning strategies and scaffolds can be beneficial to all learners.

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. Develop Literacy Leadership Team/PLC Guiding Coalition that meets monthly.
2. Foster Assistant Principals who can direct focus on particular teachers and students; Pre-K-2 & 3-5.
2. Create schedules that allow for daily target time, and common planning times for grade level PLCs to meet.
3. Allow time for interventionists and support facilitators to plan with grade levels to coordinate lesson content and assist with non-proficient readers.
4. Conduct Literacy Walkthroughs weekly on every teacher to capture strategies being taught and used.
5. Analyze data regularly and determine if the strategies are effective, review student work products/ assessments and look for evidence of the strategy being used. If the data shows students were not successful determine next steps and discuss what other strategies can be used to support student learning with the particular set of standards.
6. Amend IEPs if needed.

Person

Responsible

[no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 data, ELA proficiency was identified as a critical need across all grade levels. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. These skills begin in our primary grades. Knowing that phonics is a low performing area for our students, Kindergarten, 1st, and 2nd grade students receive an additional layer of explicit phonics instruction using SIPPS during Target Time each day. Our primary grades share the support of two paraprofessionals and two interventionists who meet with low performing and bubble students to increase mastery of foundational reading skills.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on 2022 Spring ELA FSA, 60% of our 3rd, 4th, and 5th grade students are not reading proficient. Many of them are reading 2-3 grade levels behind. Two paraprofessionals and two interventionists support our intermediate grade levels. There has been an additional ESE support facilitator put in place as well. By remaining focused on the PLC process and including all instructional stakeholders at weekly meetings, coordinated efforts to close gaps will happen.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

K-2 Data:

-Students Kindergarten-2nd grade will have 50% or more that score "At Grade Level" or above on the Spring STAR assessment.

Grades 3-5: Measureable Outcome(s)

Grades 3-5 Data:

-ELA proficiency for grades 3rd-5th will increase from 40% to 50% on the Spring 2023 ELA FAST assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our Literacy Leadership Team/ PLC Guiding Coalition will monitor the desired outcome by participating in weekly grade level PLCs. This will ensure full alignment and commitment to our areas of focus. The planning of instructional lessons, selecting of effective resources, using common formative and summative assessments, and analyzing student results on PM #1 and #2 of ELA FAST assessments will monitor the increase of reading proficiency.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rodgers, Angela, angela.rodgers@stjohns.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Adherence to the PLC process using the four guiding questions allows for the identification and implementation of evidence-based strategies. Our ELA instruction will address needs in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Strategies will include explicit instruction on word attack and decoding skills using a sequential & systematic integration of Foundations and SIPPS. Differentiated intensive interventions will address fluency, the building of vocabulary, and deepening level of understanding grade level text by building background knowledge prior to reading text.

To enact these strategies, additional supports have been put into place for struggling students. These include smaller class sizes in 2nd grade, interventionists targeting bubble students who are on the cusp of reading proficiency and single ESE support facilitators for grades 3rd, 4th, and 5th grade students.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Students need to receive targeted, differentiated instruction based on this grade level data during a dedicated block of time each day (TARGET time). South Woods utilizes support facilitators and three interventionists who support various grade levels during TARGET time. This team also provides small group interventions during the ELA block to scaffold instruction and provide Tier 2 interventions for students who are not meeting grade- level, reading proficiency goals.

PLCs meeting a minimum of twice a week can plan for foundational reading skills, using Wilson / Foundations; Lexia Core, reading comprehension using Saavas and district curricular resources, and reading interventions using SIPPS. Teachers can determine misconceptions and needed prerequisite knowledge. We will also rely on curriculum specialists within our school and the district level to support ongoing learning of effective strategies and program routines. The ability to plan for specific learning strategies and scaffolds can be beneficial to all learners.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>1. Establish a Literacy Leadership Team that also serves as our PLC Guiding Coalition. This team will keep grade levels focused on reading proficiency and the four guiding PLC questions.</p> <p>2. Our Instructional Literacy Coach's daily schedule and list of responsibilities, allows for her to attend all grade level PLCs during common planning times and develop grade level or teacher specific professional development. She models best practices, creates coaching cycles, and conduct instructional cycles on using researched-based resources.</p> <p>3. Grade level PLCs ensure common formative and summative assessments are being used.</p> <p>4. Professional learning opportunities are provided during common planning times, grade level WOW Wednesdays, early release Wednesdays, and after school. If needs surpass school level experts, district members are available.</p>	<p>Newbold, Anje, laura.newbold@stjohns.k12.fl.us</p>

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.

South Woods Elementary addresses building positive school culture and environment by implementing several programs and practices. Our master schedule allots 30 minutes each morning to build class communities.

Teachers are expected to facilitate a Morning Meeting. This time allows for unifying activities, social-emotional lessons, and development of Conscious Discipline strategies. The relationships that are built during this time help our students feel safe, loved, and ready to learn. Techniques to use with students are modeled and practiced at our monthly faculty meetings. Students have opportunities to be recognized as an individual or as a class for following expectations throughout the school. South Woods was one of two schools in our district named as a Positive Behavior Interventions and Supports (PBIS) School. An

additional program shared with our students is Character Counts! The pillar characteristics are taught in morning meetings and students are recognized each month at a celebration for exhibiting those pillar traits.

South Woods Elementary hosts a monthly School Advisory Council (SAC) meeting the second Tuesday of each month. The meeting agenda allows time for updates, discussion of school issues and/or concerns. The SAC members are able to share perspectives and develop solutions together. Parents are invited to attend and are asked for their feedback via surveys.

Teachers and students are also given a voice on campus. There is a student leadership team and for teachers, there are Team Leader and PLC Guiding Coalition meetings each month. Topics include budget, safety, instructional impacts, and upcoming events. To remain current, teachers are sent a weekly update as well.

Students and are celebrated often by administration. Along with the CC! celebration a Student of the Month is chosen from submitted SOARing Feathers. Students received scooters for submission of summer reading logs and following each grading period, honor roll awards are given.

South Woods will host three family engagement nights with PTO; fall festival, winter wonderland, and Dr. Seuss night. Families are provided weekly emails and texts about important issues and scheduled events. They are also sent a monthly newsletter that includes reminders, tips for working with students, conscious discipline strategies, and student recognitions.

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

South Woods has a positive school culture due to the following contributing stakeholders:

1. Sunshine Social Committee -ensures employees feel appreciation through various activities and celebrations.
2. Conscious Discipline Action Team - models and instructs about conscious discipline strategies.
3. Anastasia Baptist Church- provides volunteers, snacks for students during testing and always lends a helping hand during our meet your teacher event.
4. PTO & Business Partners - provides food and gifts for teachers during teacher appreciation week.
5. Teachers- the teachers celebrate each other through the use of our Kindness and Wish You Well board. Eagles are also passed at monthly faculty meetings.
6. Parents- the parents celebrate the teachers by sending cards, posting messages, emailing the principal.
7. Behavior Interventionist & Para- conduct school-wide kindness drive around winter break.