

Hillsborough County Public Schools

Dr Carter G Woodson K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

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Dr Carter G Woodson K 8 School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To provide an education where students are pushed to their potential and beyond both academically and socially.

Provide the school's vision statement.

WOODSON WOLVES lead with Loyalty, Empathy, Ambition, Determination, Encouragement, and Respect to reach for high achievement (LEADER)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

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

Name	Position Title	Job Duties and Responsibilities
		6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Collaborate with Writing Coach weekly to align all literacy development, 9. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers, grades 6-8, 10. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction, 11. Math Resource Teacher will be under the supervision of the APC with weekly coaching and feedback sessions

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Teachers met during pre-planning to create goals for the school year. School leadership team met weekly after pre-planning to create monitoring and assessments for the goals. Students and parents were shown the goals during the Title I meeting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be regularly monitored during ILT team meetings. Plan will be revised accordingly after the meetings. Teachers will be familiarized with goals and the progress of the goals during weekly PLC meetings.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%

2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	20	30	40	47	40	43	35	43	500	798
One or more suspensions	0	4	3	17	13	20	12	37	40	146
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	4	7
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	70	44	46	75	30	0	265
Level 1 on statewide Math assessment	0	0	0	70	55	50	54	20	0	249
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	33	0	0	0	0	0	33

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	16	31	41	30	44	48	211

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	33	0	5	0	0	2	42
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	35	44	56	41	37	64	30	50	359
One or more suspensions	0	0	2	3	6	2	20	20	36	89
Course failure in ELA	0	0	0	76	0	0	0	0	0	76
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	77	35	65	42	39	47	305
Level 1 on statewide Math assessment	0	0	0	65	48	74	50	49	55	341
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	20	16	1	13	10	21	81	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	39	3	1	3	3	4	53

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	35	44	56	41	37	64	30	50	359	
One or more suspensions	0	0	2	3	6	2	20	20	36	89	
Course failure in ELA	0	0	0	76	0	0	0	0	0	76	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	77	35	65	42	39	47	305	
Level 1 on statewide Math assessment	0	0	0	65	48	74	50	49	55	341	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	20	16	1	13	10	21	81	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	16	5	0	0	0	2	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	51	53	28	51	55	26		
ELA Learning Gains				52			33		
ELA Lowest 25th Percentile				47			31		
Math Achievement*	35	50	55	31	41	42	20		
Math Learning Gains				53			27		
Math Lowest 25th Percentile				51			37		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	21	48	52	21	48	54	14		
Social Studies Achievement*	52	65	68	74	57	59	38		
Middle School Acceleration	95	70	70	92	51	51	69		
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress	37	52	55	50	73	70	37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	1
ELL	24	Yes	4	1
AMI				
ASN				
BLK	30	Yes	1	1
HSP	31	Yes	1	1
MUL	50			
PAC				
WHT	26	Yes	1	1
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	3	
ELL	38	Yes	3	
AMI				
ASN				
BLK	49			
HSP	51			
MUL	29	Yes	1	1
PAC				
WHT	43			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			35			21	52	95			37
SWD	22			28			21	46			5	
ELL	20			28			15	38			6	37
AMI												
ASN												
BLK	27			32			19	56			5	
HSP	29			35			20	51			6	39
MUL	50			50							2	
PAC												
WHT	25			43			36				4	
FRL	27			34			21	52	94		7	41

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	52	47	31	53	51	21	74	92			50
SWD	24	44	36	32	50	34	30	55				9
ELL	26	51	41	29	49	44	13					50
AMI												
ASN												
BLK	26	52	56	28	51	51	19	68	90			
HSP	31	53	42	34	56	56	25	73	93			51
MUL	23	39		27	50	33	0					
PAC												
WHT	34	63		41	48		30					
FRL	29	52	46	31	53	51	22	74	92			50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	33	31	20	27	37	14	38	69			37
SWD	21	18	23	19	31	32	15	24				45
ELL	20	34	44	20	31	43	13	26				37

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	25	30	30	16	26	35	12	39				
HSP	28	36	31	24	31	44	21	40				37
MUL	23	50		8	19		0					
PAC												
WHT	19	30		33	15		10					
FRL	25	32	32	19	27	37	15	38	64			37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	53%	-27%	54%	-28%
07	2023 - Spring	46%	47%	-1%	47%	-1%
08	2023 - Spring	29%	44%	-15%	47%	-18%
04	2023 - Spring	22%	54%	-32%	58%	-36%
06	2023 - Spring	25%	47%	-22%	47%	-22%
03	2023 - Spring	15%	46%	-31%	50%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	53%	-18%	54%	-19%
07	2023 - Spring	38%	36%	2%	48%	-10%
03	2023 - Spring	18%	55%	-37%	59%	-41%
04	2023 - Spring	18%	59%	-41%	61%	-43%
08	2023 - Spring	50%	57%	-7%	55%	-5%
05	2023 - Spring	23%	53%	-30%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	41%	-26%	44%	-29%
05	2023 - Spring	18%	47%	-29%	51%	-33%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	55%	45%	50%	50%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	64%	-20%	66%	-22%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

From our most recent data, the lowest performance trend is in science. Our Achievement level was 15%, which is a decrease from the previous school year. This upcoming school year we are implementing science bowl and the vocabulary lanyard project.

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

Our ELA proficiency took a decline. We had substitutes in many 3 to 5 grades. This school year we have hired more teachers in that grade level.

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

Our 3rd grade ELA data has the greatest gap compared to the state average. We had no certified teacher in 3rd grade ELA.

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

8th grade math did the most improvement from the prior year. We hired a new teacher and pulled the students for tutoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Areas of concern is ELA and Science.

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

1. 3rd grade ELA
2. 4th grade ELA
3. 5th grade ELA
4. 5th grade Science
5. 8th grade Science

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We are focusing on teacher planning as a way to strengthen core instructions in ELA. Coaches plan with teachers weekly to ensure that students are getting high-quality text, scaffolded instructions, and formative assessment aligned to the complexity of the standard. K2 teachers will use UFLI and 3-5 teachers will use 95 percent for core instruction and magnetic for small group.

Measurable Outcome:

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

At least 31% of students (KG-8th) will be proficient in Reading as evidenced by scoring in the on level or above category on the Spring iReady Diagnostic Assessment of 2024.

Monitoring:

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

Through walk-throughs, progress monitoring assessments, formal and informal assessments, and teacher observation data.

Person responsible for monitoring outcome:

Andrew Heflin (andrew.heflin@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on Visible Learning and the area of Classroom composition effect: Small Group Instruction had the largest effect size of .47. Administration and academic coaches agreed that this would help to improve our students learning within the classroom.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher training on UFLI and 95 Percent
Monthly PLC to support teachers and to foster growth.
Weekly planning

Person Responsible: Lekecia McQuitery (lekecia.mcquitery@hcps.net)

By When: October 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student achievement will increase when students are consistently engaged in rigorous instruction in whole and small group aligned to the new Florida BEST Standards.

Measurable Outcome:

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

By December 2023, at least 70% of teachers will provide opportunities for students to be engaged in standards aligned tasks. By Spring 2024, 100% of teachers will provide opportunities for students to be engaged in standards aligned tasks.

Monitoring:

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

Our instructional focus is to accelerate learning by engaging students through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Hattee research on visible learning indicates that scaffolding has an effect size of .82, small groups instruction a .47 effect size on student learning, and feedback and effect size of .70.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/assessments provide the teacher with information about the student's level of mastery)
2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work)
3. Teacher provide student feedback toward mastery via whole group, small group, or individual.
4. There is evidence of aggressive monitoring (the four types of feedback and/or the use of aggressive monitoring codes).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Making the right adjust at the right time so that students can master the new BEST standards that they need is essential in moving the work forward. With the scare of COVID many teachers went away from the small group instruction and we believe that a concentrated focus on this approach will help teachers use the data to drive academic ownership that is on grade level.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- K-8 Teachers will participate in collaborative internalization PLC sessions to deepen teachers content knowledge of upcoming standards-based instruction
- K-8 teachers will attend and be empowered to facilitate weekly collaborative planning sessions to align the lessons with the grade level standards.
- K-8 Teachers will participate in Data Driven PLCS after assessments to inform their instructions. Data chats and goals will be set with each student.

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

By When: March 2024

Analyzing Student Data

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

Person Responsible: Andrew Heflin (andrew.heflin@hcps.net)

By When: March 2024

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student achievement will increase when we focus on building relationships paired with the belief that all students can learn.

Measurable Outcome:

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

By December 2023, 90% of teachers will be providing small group instruction to students with fidelity as observed on learning walks. By Spring 2024, 100% of teachers will be providing small group instruction to students with fidelity as observed on learning walks.

Monitoring:

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

Strategic planning and checking during walks.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When there is a strong and culturally solid learning environment, teachers are happier and teacher retention is stronger.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Student achievement will increase when students are consistently engaged in rigorous whole group and small group instruction aligned to the Florida ELA BEST Standards.

- K-2 Teachers will participate in collaborative internalization PLC sessions to deepen teachers content knowledge of upcoming standards-based instruction
- K-2 teachers will attend and be empowered to facilitate weekly collaborative planning sessions to align the lessons with the grade level standards and use the UFLI framework
- K-2 Teachers will participate in Data Driven PLCS after assessments to inform their instructions. Data chats and goals will be set with each student.

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

Student achievement will increase when students are consistently engaged in rigorous whole group and small group instruction aligned to the Florida ELA BEST Standards.

- K-8 Teachers will participate in collaborative internalization PLC sessions to deepen teachers content knowledge of upcoming standards-based instruction
- K-8 teachers will attend and be empowered to facilitate weekly collaborative planning sessions to align the lessons with the grade level standards.
- K-8 Teachers will participate in Data Driven PLCS after assessments to inform their instructions. Data chats and goals will be set with each student.

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 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 Measurable Outcomes

By December 2023, at least 70% of teachers will provide opportunities for students to be engaged in standards aligned tasks. By Spring 2024, 100% of teachers will provide opportunities for students to be engaged in standards aligned tasks.

Grades 3-5 Measurable Outcomes

By December 2023, at least 70% of teachers will provide opportunities for students to be engaged in standards aligned tasks. By Spring 2024, 100% of teachers will provide opportunities for students to be engaged in standards aligned tasks.

Monitoring**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 impact student achievement outcomes.

Using Iready data, walk throughs, PLCs, planning, MTSS

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Heflin, Andrew, andrew.heflin@hcps.net

Evidence-based Practices/Programs**Description:**

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. §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?

The Four Principles of Excellent Instruction

1. Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (do the questions/tasks/assessments provide the teacher with information about the student's level of mastery)
2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work)
3. Teacher provide student feedback toward mastery via whole group, small group, or individual.
4. There is evidence of aggressive monitoring

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The leadership team looked at the fact that many of our teachers on the middle school side and elementary side would benefit tremendously from understanding and utilizing a data-driven approach through aggressive monitoring of formative assessment to scaffold instructions within small group instruction so that students can get in-the-moment feedback. Making the right adjust at the right time so that students can master the standards that they need is essential in moving the work forward.

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
<ol style="list-style-type: none"> 1. Model, and lesson plan with Reading teachers, grades 4-8 & grades k-3, for standard aligned tasks. 2. Facilitate PLC protocol for Reading (before, during, after) 3. Serve on Academic ILT 4. Conduct classroom walk through's to gathering evidence of standards-aligned tasks and effectiveness 5. Deliver professional development as walkthrough data defines instructional need, 6. Provide a schedule to administration outlining the weekly support of Reading and ELA teachers, 7. Monthly support of Social Studies and Science PLCs, with use and monitoring Achieve 3000, 8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of scaffolding aligned tasks through small group instruction, 	Heflin, Andrew, andrew.heflin@hcps.net
<ol style="list-style-type: none"> 1. Teachers will administer Iready, FAST, and STAR 2. Teachers will create/use common assessments that are aligned with the standards. 3. Teachers will analyze student assessments and student work to monitor student progression and understanding of the standard(s). 4. Academic ILT / content area will identify trends, conduct a root cause analysis and adjust instructional practice as necessary. 5. Through PLCs, Content Coaches / SALs, will coach their respective departments on small group instruction and differentiating instruction to the grade level standard to ensure equity to match student readiness.. 6. Academic Leadership Team will create common look fors to collect data on teachers use of small groups and differentiating instruction as well as how teachers collect data on student learning before, during, and a lesson. 7. Teachers will plan/adjust standard-based lesson/tasks based on data collected from the prior day's lesson. 	Datta-Reid, Lipi, lipi.datta-reid@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP method will be disseminated during the SAC meetings. The SIP progress will be shared at the SAC meetings and during the title 1 meeting. We will also have it on the website.
<https://www.hillsboroughschools.org/woodson>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

The school plans to build positive relationships with meet and greets with the teachers and administration. We will also have family nights, including trunk or treat, FAST night, and Spring Carnival. We will also have a daddy/daughter breakfast and muffins with mommy/son. Each grade level is asked to do a newsletter and communicate using the PBIS app.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans on strengthening the academic program in the school by having strategic coaching sessions with new teachers and teachers that struggle to teach core instruction. The coaches will also use small group rotations to accelerate learning. We will have weekly planning sessions, and PLCs to look at the student data and plan accordingly.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school uses counselors and outside agencies if needed for students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school uses the PBIS system and the PBIS rewards application to reward students for positive behavior, attendance and behavior. Students who need extra support, use a point system that is used with the success coach.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers are involved with weekly planning sessions with coaches, bi-weekly PLCs, and coaching cycles with the teachers who are targeted based on a tiering of our teachers. We will extra professional developments on UFLI and 95 Percent.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We have asked the Pre-K DRT to come in and assist our HeadStart teacher and our VPK teacher.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$310,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	1.0	\$60,000.00
			<i>Notes: RTI Specialist</i>			
	5100	120	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	1.0	\$90,000.00
			<i>Notes: Science Coach</i>			
	5100	120	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	1.0	\$80,000.00
			<i>Notes: Math Coach</i>			
	5100	120	0682 - Dr Carter G Woodson K 8 School	Title, I Part A		\$80,000.00
			<i>Notes: Math Coach</i>			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$149,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	1.0	\$81,000.00
			<i>Notes: Success Coach</i>			

	5100	150	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	2.0	\$65,000.00
			<i>Notes: 2 Title / Aides</i>			
	5100	522	0682 - Dr Carter G Woodson K 8 School	Title, I Part A	0.0	\$3,700.00
			<i>Notes: PBIS rewards app</i>			
Total:						\$459,700.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No