Woodville School

2023-24

Schoolwide Improvement Plan (SIP)

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Woodville School

9373 WOODVILLE HWY, Tallahassee, FL 32305

https://www.leonschools.net/woodville

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 promote outstanding achievement in a dedicated learning environment for all students.

Provide the school's vision statement.

Improving tomorrow...Learning today, Honoring our past!

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
Mehr, Lisa	Principal	Provides vision, ensures that the school-based team is implementing procedures that improve the school in all aspects academically and in regards to student safety and school culture, ensures implementation of standards based on core instruction and intervention support, ensures adequate professional development is provided to support faculty and staff and communicates with outside stakeholders regarding school-based programs such as Title 1, MTSS, and PBIS.
Bramblett, Amy	Assistant Principal	Provides vision, ensures that the school-based team is implementing procedures that improve the school in all aspects academically and in regards to student safety and school culture, ensures implementation of standards based on core instruction and intervention support, ensures adequate professional development is provided to support faculty and staff and communicates with outside stakeholders regarding school-based programs such as Title 1, MTSS, and PBIS. She is the school-wide lead for: curriculum/textbooks, FAST testing, grades, scheduling, duty schedules, required instruction, and responsible for evaluation of the staff members.
Loggins, Paige	Assistant Principal	Provides vision, ensures that the school-based team is implementing procedures that improve the school in all aspects academically and in regards to student safety and school culture, ensures implementation of standards based on core instruction and intervention support, ensures adequate professional development is provided to support faculty and staff and communicates with outside stakeholders regarding school-based programs such as Title 1, MTSS, and PBIS. She is the school-wide lead for: safety drills/plans, facilities/work orders, ATS, teacher handbook, and responsible for evaluation of the staff members.
Andrews, Jessica	Reading Coach	Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. She serves as the Literacy Leadership Committee Chair.
Beard, Roshanna	Dean	Assists the Principal in providing instructional leadership to the school and establishing a safe learning environment for students; develops and administers disciplinary procedures in accordance with district policies and state laws; supervises students on campus before and after school; monitors students during lunch, transitional times, and other activities; instructs students in appropriate behavior, guides students within the PBIS program and Character Key Education; performs other duties as assigned.
Spears, Kelsie	Other	Referral Coordinator: Will serve as Referral Coordinator and conduct screenings for referred students. ELL Coordinator: Will serve as ELL testing coordinator and provide ELL support to students and families as needed.

Name	Position Title	Job Duties and Responsibilities
Martinello, Rene	Other	Math Interventionist: Provides high quality math instruction to individual students and small groups; uses data to provide instruction to students and to bring their skills to grade-level; collaborates with teachers, administration, and families to help identify best practices for individual and small groups; uses identified research-based interventions that focuses specifically on individual student needs; maintains data-based documentation of continuous monitoring of student performance and progress; provides data to school teams and participates in decisions about student progress; assists with identifying student placement for intervention groups; participates in meetings with teachers, administration, and families to discuss students; provides input for program development; supports implementation of assessment tools and data management systems.
Harrison, Natalee	Other	Designs an intervention program that is consistent with the primary reading intervention program and educational philosophy of the district; participates in educational meetings to increase professional growth; participates in a network/support system in planning and developing a successful reading program; uses formal and informal assessment tools to plan instruction and prepares daily one-to-one reading lessons; provides instructional reading strategies to ensure reading progress; assists with the selection and usage of appropriate materials for each student and his/her reading needs.

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.

All stakeholders have the opportunity to provide input in our School Improvement Plan each year. The School Improvement Plan draft is reviewed by staff, parents, and the School Advisory Council for feedback. After receiving the feedback from stakeholders, edits are made and a final draft is shared for stakeholder approval.

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))

We will review the School Improvement Plan quarterly to review the goals set and progress being made towards meeting those goals. During these review periods, if the plan needs revision, then we will make the necessary revisions at that time.

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 PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
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: C
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	8	30	31	19	27	25	15	15	18	188
One or more suspensions	0	11	12	10	14	17	6	17	15	102
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	2	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	22	28	12	17	13	92
Level 1 on statewide Math assessment	0	0	0	0	21	32	6	14	12	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	17	24	22	0	0	0	0	0	70
4	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	8	9	3	18	28	12	16	18	112

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	4	3	0	2	1	2	0	0	13
Students retained two or more times	0	0	0	0	1	2	1	0	3	7

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	15	21	15	20	18	13	17	15	12	146
One or more suspensions	2	0	2	0	2	3	5	0	0	14
Course failure in ELA	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	3	31	15	26	14	7	96
Level 1 on statewide Math assessment	0	0	0	3	35	13	22	14	8	95
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	1	0	1	1	13	8	15	8	3	50

The number of students identified retained:

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

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	15	21	15	20	18	13	17	15	12	146
One or more suspensions	2	0	2	0	2	3	5	0	0	14
Course failure in ELA	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment	0	0	0	3	31	15	26	14	7	96
Level 1 on statewide Math assessment	0	0	0	3	35	13	22	14	8	95
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	1	0	1	1	13	8	15	8	3	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	1	1	3	0	0	1	0	0	11
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*	38	45	53	30	46	55	33		
ELA Learning Gains				44			41		
ELA Lowest 25th Percentile				38			37		
Math Achievement*	34	44	55	38	40	42	32		
Math Learning Gains				57			31		
Math Lowest 25th Percentile				52			33		
Science Achievement*	41	39	52	29	43	54	32		
Social Studies Achievement*	67	55	68	71	52	59	50		
Middle School Acceleration	75	55	70	88	42	51	71		
Graduation Rate		52	74		39	50			
College and Career Acceleration		23	53		48	70			
ELP Progress	45	56	55	55	65	70	53		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
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	502
Total Components for the Federal Index	10
Percent Tested	99
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	16	Yes	4	2
ELL	28	Yes	3	1
AMI				
ASN				
BLK	34	Yes	1	
HSP	33	Yes	2	
MUL	46			
PAC				
WHT	61			
FRL	46			

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%
		2021-22 ESSA SUBGROUP DATA SUMMARY		
SWD	31	Yes	3	1
ELL	33	Yes	2	
AMI				
ASN				
BLK	47			
HSP	40	Yes	1	
MUL	42			
PAC				
WHT	42			
FRL	46			

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)

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
					2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS							
All Students	38			34			41	67	75			45
SWD	17			20							3	
ELL	13			25							3	45
AMI												
ASN												
BLK	31			22			22	72			5	
HSP	24			35							3	40
MUL	54			38							2	
PAC												
WHT	45			46			50	77	83		6	
FRL	31			28			31	69	75		6	

| 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	30	44	38	38	57	52	29	71	88			55
SWD	12	36	36	18	49	50	19					
ELL	9			36								55
AMI												
ASN												
BLK	27	47	50	34	59	52	33	73				
HSP	21	55		33	64		9					60
MUL	41	46		33	46							
PAC												
WHT	34	36	13	45	56	50	31	67				
FRL	24	39	42	32	52	46	24	70	87			

| 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	33	41	37	32	31	33	32	50	71			53
SWD	13	30	31	13	26	37	25	38				
ELL												53
AMI												
ASN												
BLK	26	34	26	18	24	39	21	38				
HSP	39	25		39	25							50
MUL	33	45		54	40							
PAC												
WHT	40	52	62	42	39	33	41	64	70			
FRL	30	38	40	26	28	30	31	50	64			46

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	37%	55%	-18%	54%	-17%
07	2023 - Spring	40%	49%	-9%	47%	-7%
08	2023 - Spring	47%	49%	-2%	47%	0%
04	2023 - Spring	21%	57%	-36%	58%	-37%
06	2023 - Spring	40%	48%	-8%	47%	-7%
03	2023 - Spring	38%	52%	-14%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	55%	-23%	54%	-22%
07	2023 - Spring	47%	51%	-4%	48%	-1%
03	2023 - Spring	28%	57%	-29%	59%	-31%
04	2023 - Spring	22%	58%	-36%	61%	-39%
08	2023 - Spring	17%	49%	-32%	55%	-38%
05	2023 - Spring	56%	52%	4%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	34%	38%	-4%	44%	-10%
05	2023 - Spring	49%	50%	-1%	51%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	58%	-8%	50%	0%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	72%	-5%	66%	1%

III. Planning for Improvement

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

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

For the 2022-2023 school year the area of data with the lowest performance was 4th grade ELA. Only 20 % of students demonstrated mastery on the Spring PM3 Assessment. This group has, over the last few years, trended as our lowest performers and the loss of learning during COVID years due to online learning and absenteeism continues to be a large barrier.

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

Based on the 2022-2023 data, our Civics scores dropped from 71% of our students scoring a level 3 or higher to 67% of our students scoring a level 3 or higher. While this is not a significant decrease, it is the largest decrease we experienced last school year.

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.

The largest gap between Woodville school student performance and the state average was in the component of 8th grade Math. However, while we only had just over 15% of our 8th grade students who took the 8th grade FAST assessment, it is worth noting that all students who earned a level 3 or higher on the previous year's assessment were put into Algebra (an accelerated course) and therefore did not take the 8th grade FAST math assessment.

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

For the 2022-2023 school year, our school had the most improvement with our students scoring a level 3 or higher in ELA in grades 3 through 8. In 2021-2022, we had 30% of our students scoring a level 3 or higher in grade 3 through 8. In 2022-2023, we had 37% of our students scoring a level 3 or higher in ELA in grades 3 through 8. We had our Reading Coach planning grade level teams each week. We also had our Reading Interventionist pulling small groups of students to improve reading achievement.

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

Areas of concerns:
1.) Absent 10% or more days (188/472 students).
2.) 2 or more Indicators (112/472 students).

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

1. Proficiency levels of Students with Disabilities.
2. Proficiency levels of students in 4th grade in ELA and Math.
3. ELA proficiency levels of 3rd graders as this is a new component in School Accountability.
4. Phonics instruction in K-2.
5. Proficiency levels of ELL students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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.

Attendance and staff retention - we identified this as an area of focus because school culture impacts both students and staff. Chronic absenteeism was an issue for both students (188 students attended less than 90 percent of the school days) and staff in the 2022-2023 school year.

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

Our plan is to decrease the number of students who attend less than 90 percent of the school days. It continues to be a priority to have staff at school each day and retained the next school year.

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

Attendance data is reviewed in leadership and faculty meetings. Leadership reviews attendance in Focus and attends CSAP meetings and works with the district to move students forward in the CSAP process. Attendance is also a standing item in Team and MTSS meetings.

Person responsible for monitoring outcome:

Roshanna Beard (beardr@leonschools.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.)

Student awards and recognitions - quarterly awards (positive referrals) and celebrations for attendance. Woodville also works to have a focus for building relationships between students and relationships in the classroom. This leads to students wanting to come to school.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that incentives increase student motivation and desire to be at school.

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

#2. 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 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.

One focus area for Woodville School is to increase proficiency in the subgroup specifically relating to students with disabilities.

Our subgroup for students with disabilities performed below other students as well. This subgroup performed below the 41 percent threshold.

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

The goal is to raise this subgroup to at least the 41 percent threshold based on end of year assessments.

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

Teachers will meet with members of administration for progress monitoring meetings to discuss their student data trends for this subgroup, interventions progress for this subgroup and resources needed to meet the goals sets for student growth with this subgroup.

Person responsible for monitoring outcome:

Jessica Andrews (andrewsj@leonschools.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.)

Provide additional standards based instruction and interventions for this subgroup based on needs identified through benchmark assessments. Our progress monitoring plan, alongside the district K-12 reading plan will be used to ensure that students are properly identified and receiving the correct instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that standards based instruction helps to ensure that teachers are focused on common learning targets and that students are held to expectations that meet the demands on standardized assessments. This approach focus on planning and also provides a framework for evaluating resources and assessments.

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.

Identify individual students in the subgroup listed above.
Identify specific areas of weakness for these students using benchmark assessments and the decision

trees provided by the district.
Provide additional targeted instruction and interventions for students in this subject.
Use ongoing assessments to monitor progress

Person Responsible: Jessica Andrews (andrewsj@leonschools.net)

By When: PM 3

#3. ESSA Subgroup specifically relating to English Language Learners

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.

An area of focus for Woodville School is to increase proficiency in the subgroup specifically relating to our English Language Learners. Based on 2021-2022 data (the most current data available), this subgroup performed at 33%, which is below the 40% Federal Index threshold.

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

The goal is to raise this subgroup to at least 41% based on end of year assessments in order to meet the Federal Index threshold and increase student achievement for this subgroup.

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

Teachers will meet with members of administration for progress monitoring meetings to discuss their student data trends for this subgroup, interventions progress for this subgroup and resources needed to meet the goals sets for student growth with this subgroup.

Person responsible for monitoring outcome:

Kelsie Spears (spearsk@leonschools.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.)

Provide additional standards based instruction and interventions for this subgroup based on needs identified through benchmark assessments. Our progress monitoring plan, alongside the district K-12 reading plan will be used to ensure that students are properly identified and receiving the correct instruction

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that standards based instruction helps to ensure that teachers are focused on common learning targets and that students are held to expectations that meet the demands on standardized assessments. This approach focus on planning and also provides a framework for evaluating resources and assessments.

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.

Identify individual students in the subgroup listed above.
Identify specific areas of weakness for these students using benchmark assessments and the decision trees provided by the district.

Provide additional targeted instruction and interventions for students in this subject (Imagine Learning).
Use ongoing assessments to monitor progress

Person Responsible: Kelsie Spears (spearsk@leonschools.net)

By When: FAST PM3

#4. ESSA Subgroup specifically relating to Hispanic

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.

One area of focus for Woodville School is to increase proficiency in the subgroup specifically relating to Hispanic students. Based on 2021-2022 date, this subgroup performed below the 41 percent threshold (40%).

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

The goal is to raise this subgroup to at least the 41 percent threshold based on end of year assessments.

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

Teachers will meet with members of administration for progress monitoring meetings to discuss their student data trends for this subgroup, interventions progress for this subgroup and resources needed to meet the goals sets for student growth with this subgroup.

Person responsible for monitoring outcome:

Amy Bramblett (brambletta@leonschools.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.)

Provide additional standards based instruction and interventions for this subgroup based on needs identified through benchmark assessments. Our progress monitoring plan, alongside the district K-12 reading plan will be used to ensure that students are properly identified and receiving the correct instruction in increase student achievement with this subgroup.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that standards based instruction helps to ensure that teachers are focused on common learning targets and that students are held to expectations that meet the demands on standardized assessments. This approach focus on planning and also provides a framework for evaluating resources and assessments.

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.

Identify individual students in the subgroup listed above.
Identify specific areas of weakness for these students using benchmark assessments and the decision trees provided by the district.
Provide additional targeted instruction and interventions for students in this subject.
Use ongoing assessments to monitor progress

Person Responsible: Amy Bramblett (brambletta@leonschools.net)

By When: FAST PM3 (May 2023

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).

N/A

Since we do not have the 2022-2023 ESSA data, we do not know if Woodville will be classified as any of the three categories listed above.

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

For grades K-2, the state sets the threshold for RAISE schools as 50% or more of students falling below the 40th percentile on their Spring ELA benchmark. At Woodville we had 40% of Kindergarteners below the 40th percentile, 64% of first graders fell below the 40th percentile, and 56% of second graders fell below the 40th percentile. Based on this data, we are implementing the use of UFLI phonics instruction in both our tier 1 core ELA instruction as well as across interventions and ESE classes for all primary grades. The district put this curriculum in place for grades K and 1 and based on evidence, we extended the use at Woodville to also include all 2nd graders. Along with systematic and explicit instruction in ELA comprehension, we will monitor student progress in order to have students entering 3rd grade as fluent readers ready to receive Tier 1 instruction in order to master benchmarks and reach proficiency on the end of the year ELA assessment.

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

For grades 3-5, the state sets the threshold for RAISE schools as 50% or more of students falling below a level 3 on their Spring ELA FAST assessment. Our lowest performing area in 2022-2023 was 4th

grade ELA where only 20% of students scored a level 3 or higher. Grades 3 and 5 also failed to have more than 50% of students demonstrate proficiency. Based on this data we put a number of changes in place for the 2023-2024 school year including departmentalizing our 4th grade teachers, synchronizing ELA standards across grades K-5 in order to allow for vertical planning and efficiency across interventionists and ESE teachers collaboration, and a data meeting protocol to make progress monitoring more systematic.

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

50% of matched Woodville K-2 students will be proficient on the Spring ELA assessment within the next two years. (STAR EL and STAR Reading)

Grades 3-5 Measurable Outcomes

50% of matched Woodville 3-5 students will be proficient on the Spring ELA assessment within the next two years. (FAST ELA Cambium)

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.

Administration and Instructional Coaches will host monthly Progress Monitoring meetings with all teachers to review and analyze school data. In addition to these meetings, the school will hold monthly ELA PLC meetings with team members from each grade level present as well as meetings with the school based Literacy Leadership Team. Through all these meetings and coaching from the literacy coach, teachers will receive professional development on instruction, collaborative planning and data analysis. The school is also putting several new protocols for planning and data analysis to make the process more systematic and effective.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Andrews, Jessica, andrewsj@leonschools.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 evidence based programs we will use during all ELA instruction for grades K-5 are as follows.
Tier 1 Instruction:
Savvas
UFLI Foundations

Tier 2 Instruction:
Lexia Core 5
Ready Teacher Toolbox
Corrective Reading
UFLI Foundations
Phonics for Reading
KPALS

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?

These programs are all either the district adopted curriculum or considered evidence based according to the FCRR Reading Repository. Each program included in the repository has been reviewed be either the What Works Clearing House or Evidence for ESSA.

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
We will have both an ELA PLC and a Literacy Leadership Team PLC that meets at least monthly. Professional Development will be delivered through these PLCs to teachers on engaging and evidence based instructional practices including an emphasis on systematic phonics instruction, deepening content knowledge through ELA comprehension standards, and writing instruction (The Mustang Way of Writing). Teachers will also meet with the Literacy Coach to plan and implement the coaching cycle as needed. The two groups will also engage in vertical and collaborative planning and follow a synchronized ELA scope and sequence across all grades K-5.	Andrews, Jessica, andrewsj@leonschools.net
Administration and Instructional Coaches will hold monthly Progress Monitoring Meetings with all teachers to review and analyze school data. With the use of a systematic data protocol, ELA teachers, based on ELA progress monitoring data, will be able to identify where students fall on the ELA decision trees (i.e. Proficient, Tier 2, Tier 3, etc.) and plan lessons accordingly. Using student data, teachers will implement the appropriate evidence based intervention/instruction program (FCRR-Reading Repository/REL). The Reading Interventionist will assist and monitor intervention groups. These meetings will also be used to reflect student mastery of the BEST ELA benchmarks and on the school's ELA scope and sequence and make adjustments as needed.	Andrews, Jessica, andrewsj@leonschools.net
All grade level teams, along with admin, will ensure that progress monitoring assessments are administered within the testing windows set by the district and that all instruction is based on specific student needs identified in these assessments.	Bramblett, Amy, brambletta@leonschools.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.

We will post the SIP on our school website: https://www.leonschools.net/woodville. We will also share the SIP via Listserv and have teachers send it via their class Remind. The SIP is also a document reviewed in SAC and faculty meeting with additional printed versions available in the front office by request. All plans are developed with input via meetings and surveys conducted by the district and school throughout the year. Additionally when school grades and data become available this is also shared with staff and stakeholder.

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))

Our Family Engagement Plan will be available on our school website at: https://www.leonschools.net/woodville as well as for print in the front office.
We will review the Family Engagement Plan during Open House in September 2023 and throughout quarterly SAC meetings. Parents and stakeholders are asked for input and feedback throughout the year during meetings and in person events as well as via district and school surveys.

For the 2023-2024 school year, we will build positive relationships with families and community stakeholders by hosting the following events on campus: Bingo for Books, Santa Night, Grandfriends Sip and Shop (at Book Fair), For the Love of Books, STEAM Night and Donuts for Grown-Ups. Teachers will also host many parent conferences and keep families updated on classroom progress via classroom newsletter, the Remind app, student planners, and social media.

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 has a plan to increase student achievement in all areas based on the data trends from 2022-2023 and years past.
1. Reading and Math Interventionist positions have been filled by full time, highly qualified faculty. these roles will work with students across all grades and sub-groups to provide interventions to students in areas of focus.
2. Reading Coach will have a schedule to meet with all teachers weekly for standards based collaborative planning, hold monthly data meetings with all teachers utilizing a systematic data protocol, and model evidence based instruction across grades and content areas.
3. The school has implemented the UFLI Foundations Program for grades K-2. This program has shown great success in similar schools and districts with 90% of first graders ending the year on grade level.
4. The school also holds monthly PLC's with a focus on content area instruction and professional development on evidence based curriculum adopted by the district and supplemental programs such as the Ready programs that are more closely aligned with the BEST standards.
5. The school also utilizes supplemental monies to provide afterschool tutoring and course recovery options throughout the year and over the summer months.
6. Additionally the school utilizes grants such as Title 1 and other dollars to hire additional staff members and include instructional programs such as an accelerated Agriculture course to students.

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))

N/A

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 addresses all student concerns including behavioral and mental health issues with our problem solving team. The team meets at least weekly and ensures that: students are receiving any counseling needed that the school can provide, involves the district or outside agencies when appropriate, and opens further evaluations as needed. Other areas of concern addressed are problems with hearing and vision; clothing, transportation, food, and housing needs; as well as familial needs around holidays.
The school also follows all district and state protocols for student safety and threat assessment as well as DCF. In addition the school houses a full time social worker, 2 guidance counselors, and a counselor from the New Horizons program. The school participates in the district mentoring program and welcomes many outside professionals when a student is in need.

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))

Our middle school students are able to take courses in the CTE field as an elective. Additionally, our CTE teacher has guest speakers to discuss possible career options in this field.

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).

Our school and all teachers follow a discipline ladder. We also go through the MTSS process given to us by the district. When students are identified as a concern they are brought to the team and interventions are put in place to meet student needs. As students move through the process they are evaluated for further needs such as an IEP, referral to counseling through school or an outside agency, or sometimes a formal behavior plan.

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 in monthly professional learning communities where best practices are presented and expected to be implemented in the classroom. School partners with FCRR and district developers to provide training in content areas with continuous follow-up. New teachers are paired with mentor teachers and meet frequently to address areas of need. All teachers also meet monthly with administration and reading and math coaches to discuss various data points and make a plan to move forward based on the data.

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))

Our school hosts kindergarten orientation and invite families to tour the facility. Transition meetings are held for all students with IEPs. PreK students are involved in all school-wide initiatives and functions. VPK students use the same programs and resources to gather data for reading and math.