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Woodland Middle School

2700 PANACEA BLVD, North Port, FL 34289

www.sarasotacountyschools.net/woodland

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.

School Mission:

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

PBS Mission:

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

Provide the school's vision statement.

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

School Leadership Team, 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
Grossenbacher, Mark	Principal	Budget and Finance Personnel Business/Community Partners School Advisory Council SDMT PLC Leaders Social Committee Staff Appreciation Partnership and Performance Student Activities <ul style="list-style-type: none"> • Clubs • Field Trips • Guest Speakers Evaluation responsibilities include the teachers in the math, PE and Performing Arts Departments
Elsley, Charles	Assistant Principal	School Safety/Critical Incident Planning Discipline/SESIR PBIS Peer Mentors Threat Assessment At-Risk Prevention <ul style="list-style-type: none"> • Project 10 Attendance School Event Calendars Athletics Transportation Custodial/Facilities Campus Tours Student Orientations Gifted/AWP NJHS Agenda Books Peer Mentoring Responsible for observation and evaluation of teachers in the Science, ESE and Spanish departments
Terry, Trenton	Assistant Principal	Master Schedule School Grade Goals School Improvement Plan Department Chairs Testing SWST/CARE Textbooks SCIP Volunteers Open House Substitutes Technology

Name	Position Title	Job Duties and Responsibilities
		Course Recovery CCR and i-Ready PD Mentoring Teacher evaluation responsibilities include the ELA, ILA, ESOL, Guidance, Social Studies, CTE and Visual Arts Departments
Davis, Sarah	Teacher, K-12	Master Schedule Student Scheduling Test Coordination
Davidson, Jamie	Curriculum Resource Teacher	Positive Behavior Support Academic Intervention Discipline Intervention
Lasker, Michael	Behavior Specialist	Functional Behavior Assessments Behavioral Intervention Plans IEP Updates Positive Behavior Support
Lamela, Marina	Behavior Specialist	Functional Behavior Assessments Behavioral Intervention Plans IEP Updates Positive Behavior Support
Gentrup, Samantha	Teacher, K-12	6th Grade ELA PLC Leader
Goldsmith, Jenna	Teacher, K-12	Social Studies Department Chair 8th Grade PLC Leader
Johnson, Heather	Teacher, K-12	Science Department Chair 8th Grade PLC Leader
Jenkins, Bruce	Teacher, K-12	Fine Arts/CTE PLC Leader
Lyon, Nicole	Teacher, K-12	6th Grade Science PLC Leader
Ring, Miki	Teacher, K-12	6th Grade Math PLC Leader
Magnuson, John		7th Grade Math PLC Leader

Name	Position Title	Job Duties and Responsibilities
Morales, Lauren	School Counselor	School Wide Support Team Student Scheduling School Counseling 7th Grade and 8th A - L
Trealout, Kristyn	Teacher, K-12	7th Grade ELA PLC Leader
Rossetti, Darlene	Teacher, K-12	PE/Dance/Spanish PLC Leader
Smith, Elvena	Teacher, K-12	8th Grade Math PLC Leader
Brezinsky, Timothy	Teacher, K-12	7th Grade Social Studies PLC Leader
White , Wendy	Teacher, K-12	8th Grade ELA PLC Leader ELA Department Chair
Thibeault, Kerrie	School Counselor	7th Grade School Counselor and Counselor for 6th Grade M-z
Wong, Christine	Teacher, K-12	6th Grade Social Studies PLC Leader SCIP Leader
Schmidt, Jace	Teacher, K-12	Performing Arts PLC Leader

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.

Woodland Middle School collaborates with Departmental Leaders from the English, Mathematics, Social Studies, Science, Intensive Language Arts, Exceptional Student Education and Encore departments to establish goals for student achievement. WMS leaders then collaborate with Professional Learning Community (PLC) Leaders to establish and implement best practices centered around teaching all students. WMS leaders work with the School Advisory Council to review the established goals and develop goals for community involvement to support all students.

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))

Woodland Middle School will monitor the School Improvement Plan by continuously reviewing student data. Teams of teachers will review student diagnostic data from FAST PM 1 and iReady in September.

Teams of teachers will review data from Common Formative Assessments with their Professional Learning Community teams in September, October, November and December. Intervention and Extension will be offered to students based on the assessed needs after the administration of the CFA's. Student benchmark tests and the FAST PM2 will be administered in December. Professional Learning Community teams will collaborate to review and analyze data from those assessments to make instructional adjustments to begin the second semester. Teams of teachers will review data from Common Formative Assessments with their Professional Learning Community teams in January, February, March and April. Intervention and Extension will be offered to students based on the assessed needs after the administration of the CFA's.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	37%
2022-23 Economically Disadvantaged (FRL) Rate	63%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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) Asian Students (ASN) 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: B 2019-20: B 2018-19: B 2017-18: B
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	0	0	0	0	0	0	84	85	103	272
One or more suspensions	0	0	0	0	0	0	14	44	43	101
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	18	14	32
Course failure in Math	0	0	0	0	0	0	23	4	25	52
Level 1 on statewide ELA assessment	0	0	0	0	0	0	54	81	94	229
Level 1 on statewide Math assessment	0	0	0	0	0	0	62	66	66	194
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	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	0	0	0	0	0	118	230	223	571

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	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	68	100	104	272
One or more suspensions	0	0	0	0	0	0	26	44	41	111
Course failure in ELA	0	0	0	0	0	0	20	28	17	65
Course failure in Math	0	0	0	0	0	0	25	18	17	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	40	54	82	176
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	74	56	183
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	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	0	0	0	0	0	0	0

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

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	0	0	0	0	0	0	68	100	104	272
One or more suspensions	0	0	0	0	0	0	26	44	41	111
Course failure in ELA	0	0	0	0	0	0	20	28	17	65
Course failure in Math	0	0	0	0	0	0	25	18	17	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	40	54	82	176
Level 1 on statewide Math assessment	0	0	0	0	0	0	53	74	56	183
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	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	0	0	0	0	0	0	0

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

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*	55	57	49	56	57	50	58		
ELA Learning Gains				46			56		
ELA Lowest 25th Percentile				33			44		
Math Achievement*	63	64	56	61	38	36	58		
Math Learning Gains				60			49		
Math Lowest 25th Percentile				52			33		
Science Achievement*	53	56	49	49	64	53	54		
Social Studies Achievement*	86	81	68	86	60	58	70		
Middle School Acceleration	74	73	73	76	51	49	71		
Graduation Rate					55	49			
College and Career Acceleration					83	70			
ELP Progress	89	57	40	56	76	76	70		

* 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)	TSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	575
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	28	Yes	4	3
ELL	65			
AMI				
ASN	85			
BLK	42			
HSP	62			
MUL	69			
PAC				
WHT	73			
FRL	67			

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	29	Yes	3	2
ELL	48			
AMI				
ASN	89			
BLK	42			
HSP	54			

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%
MUL	55			
PAC				
WHT	60			
FRL	51			

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	55			63			53	86	74			89
SWD	19			29			13	52			4	
ELL	43			57			43	83	73		6	89
AMI												
ASN	65			88			73	100	100		5	
BLK	34			35			15	84			4	
HSP	55			59			40	84	73		5	
MUL	61			64			63	89	69		5	
PAC												
WHT	58			67			62	86	75		6	91
FRL	48			59			48	81	70		6	94

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	56	46	33	61	60	52	49	86	76			56
SWD	18	28	25	22	39	41	13	46				
ELL	48	48	28	48	52	40	31	74	59			56
AMI												
ASN	93	69		100	92							

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
BLK	35	33	38	44	44	32	33	77				
HSP	54	49	31	53	56	42	38	83	77			60
MUL	45	35	29	59	57	54	50	95	75			
PAC												
WHT	58	48	34	64	62	59	53	87	75			60
FRL	48	43	31	53	55	50	36	81	66			47

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	58	56	44	58	49	33	54	70	71			70
SWD	18	35	34	19	27	23	23	35				
ELL	40	52	41	40	45	37	10	45				70
AMI												
ASN	71	69		71	63							
BLK	31	40	41	33	27	26	38	56	59			
HSP	56	54	46	51	49	33	44	73	79			
MUL	49	53		43	45	38	50	62				
PAC												
WHT	62	58	44	64	52	35	59	73	70			60
FRL	50	54	46	49	42	28	48	71	67			62

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
07	2023 - Spring	45%	55%	-10%	47%	-2%
08	2023 - Spring	52%	55%	-3%	47%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	54%	-1%	47%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	61%	-10%	54%	-3%
07	2023 - Spring	63%	67%	-4%	48%	15%
08	2023 - Spring	54%	54%	0%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	55%	-5%	44%	6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	65%	26%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	59%	41%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	79%	3%	66%	16%

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.

Students with disabilities (SWD) achieved at significantly lower levels of achievement in all content areas. This trend has been consistent at WMS from 2019 - 2023.

ELA Achievement has declined in each of the last three school years. Math achievement for students at Woodland Middle School saw a decrease in achievement two years ago but has returned to pre-pandemic levels. Science Achievement at WMS has hovered around 50% during the last three school years and social studies saw a one year decline before returning to pre-pandemic levels. This year, 8th grade math scores saw a 20% rise from 34% proficient in SY 22 to 54% in SY23. WMS also saw an increase in the percentage of Algebra I students meeting proficiency - 91% in SY 23.

Students with Disabilities face many factors and barriers to their education. Each child has separate and specific needs that must be addressed in order to make them successful. Last year Woodland Middle School added 7 new positions to our Exceptional Student Education Team. WMS added one additional math resource teacher and one additional ELA resource teacher. These teachers will work with other highly qualified staff in a co-teaching model. WMS also added a second behavior specialist and two ESE teachers to assist students who exhibit behaviors that have negative impacts on academics. The addition of the mathematics support seemed to have its greatest impact at the 8th grade level where 54% of 8th grade math students met a 3 or above on the FAST compared to just 34% meeting that same standard in SY22. Reading continued a downward trend at WMS - 7th grade students seemed to perform lower than their peers in 6th and 8th grades last year.

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

ELA achievement for SWD 18% (56% for all students), Math Achievement for SWD 22% (61% for all students), Science Achievement 13% (49% for all students) demonstrate the largest gaps in performance at WMS.

When considering the new Florida Assessment of Student Thinking, 7th grade ELA demonstrated the greatest decline in performance from the prior year when the Florida Standards Assessments were given. WMS had 3 members on the 7th grade ELA team. Last year, one of those teachers was a Long Term Substitute in that particular classroom. Teachers were also learning and implementing new state standards with students at Woodland Middle School.

Anecdotally, Hurricane Ian impacted Woodland Middle School in October of 2022. Woodland Middle School lost 14 instructional days due to the Hurricane which did not have a positive impact to student achievement.

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.

Students with disabilities (SWD) achieved at significantly lower levels of achievement in all content areas.

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

SY 2023 marked the first year for full implementation of the BEST standards and associated progress monitoring assessments. Based on the third assessment of the school year, Woodland Middle School students performed above state averages in 6th Grade ELA (6%) and 8th grade ELA. (7%). Woodland Middle School performed below the state average in 7th grade ELA (-2%). Woodland Middle School students performed slightly below state averages in 6th grade Math (-3%) and 8th grade math (-1%) last

year. 7th grade math students performed 16% above the state averages.

When analyzing mathematics, Woodland Middle School double advances specific students in 6th grade. This means students with a history of success are placed in 7th grade mathematics. This likely contributes to a slightly below average 6th grade score relative to the state average and also likely contributes to the above average 7th grade scores. In addition to Master Scheduling decisions, Woodland Middle School had an entirely new 6th grade mathematics team and one of those members was a long term substitute.

When considering the new Florida Assessment of Student Thinking, 7th grade ELA demonstrated the greatest decline in performance from the prior year when the Florida Standards Assessments were given. WMS had 3 members on the 7th grade ELA team. Last year, one of those teachers was a Long Term Substitute in that particular classroom. Teachers were also learning and implementing new state standards with students at Woodland Middle School.

Anecdotally, Hurricane Ian impacted Woodland Middle School in October of 2022. Woodland Middle School lost 14 instructional days due to the Hurricane which did not have a positive impact to student achievement.

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

Woodland Middle School 8th grade mathematics students demonstrated the largest growth (20%) compared to the previous FSA. Woodland Middle School offered a robust before and after school tutoring program to assist all students. Based on relevant attendance data, WMS saw a larger number of 8th grade mathematics students attend math tutoring before and after school in comparison to all of the other content areas. In addition to tutoring opportunities for students, Woodland Middle School created an additional section of Pre-Algebra to specifically serve a small number of students who have exhibited a previous history of academic challenge. This specific section was taught by a teacher who specialized in small group and differentiated instruction. Woodland Middle School also allocated additional fiscal resources to pay a teacher to teach during their planning period. This teacher conducted small group "push in" support as well as small group "pull out" support.

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

ELA achievement for SWD 18% (56% for all students), Math Achievement for SWD 22% (61% for all students), Science Achievement 13% (49% for all students) demonstrate the largest gaps in performance at WMS.

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

- 1) ELA Achievement for Students with Disabilities
- 2) Math Achievement for Students with Disabilities
- 3) Science Achievement for Students with Disabilities

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.

During the 2022-2023 school year, Woodland Middle School students received 154 discipline referrals that resulted in 327 days of out of school suspension.

During the 2022-2023 school year, Woodland Middle School SWD received 92 discipline referrals that resulted in 183 days of out of school suspension.

Measurable Outcome:

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

Woodland Middle School students will demonstrate a 10% reductions in referrals that result in suspension for the 2023-2024 school year.

Monitoring:

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

Woodland Middle School will monitor discipline infractions monthly, to include out of school suspension incidents as well as the number of days of suspension.

Person responsible for monitoring outcome:

Charles Elsey (charles.elsey@sarasotacountyschools.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.)

Woodland Middle School will continue with its implementation of Positive Behavior and Interventional Support (PBIS) as part of a comprehensive multi-tiered system of support for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS rewards students for desirable behaviors on campus. PBIS has also established three main goals for all students - Be Safe, Be Responsible and Be Respectful.

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 4 - Demonstrates a Rationale

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.

- 1) PBIS Committee convenes during the summer to design yearly PBIS Plan which rewards positive behaviors centered on the PBIS Goals: Be Safe, Be Responsible, Be Respectful
- 2) Yearly plan is presented to WMS Staff During Pre-Planning Week
- 3) Yearly plan with rewards based opportunities are presented to students (Field Days, Dances, Spirit Week, Paw Card Redemption Days)
- 4) Teachers and Staff distribute Paw Cards to students exhibiting Positive Behaviors

- 5) Student "cash" Paw Cards on redemption day for prizes (Lunch with Principal, Silly String a Teacher, Pizza Party, Donut Party, Candy, Chips, Sodas and more)
- 6) Students earn Field Day at end of each Semester

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

By When: Reviewed quarterly

#2. 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.

During the 2022-2023 school year, 27% of WMS students attended school for less than 90% of the days required.

During the 2022-2023 school year, 38% of WMS SWD attended school for less than 90% of the days required.

Measurable Outcome:

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

80% of Woodland Middle School students will demonstrate attendance for 90% or more days during the 2023-2024 school year.

75% of Woodland Middle School SWD will demonstrate attendance of 90% or more days during the 2023-2024 school year.

Monitoring:

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

Woodland Middle School will monitor attendance monthly via attendance reporting. Teacher attendance taking procedures will be monitored daily to ensure accurate attendance data. Attendance reporting will be monitored daily and bi-monthly to determine needs for each individual student.

Person responsible for monitoring outcome:

Charles Eley (charles.eley@sarasotacountyschools.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.)

WMS utilizes Positive Behavior Support (PBIS) to reward students for academics and behavior. Students who meet attendance goals have the opportunity to redeem Paw Cards and attend various events like; Staff/Student games, Field Day, Dances and other after school events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Regular school attendance is an important indicator of student academic success. WMS believes that students must be present at school in order to receive the necessary instruction to be successful academically.

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 4 - Demonstrates a Rationale

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.

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

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

By When: Attendance data to be reviewed 2x monthly

#3. 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.

WMS students with disabilities was identified as a critical area for improvement based upon sub group performance for three consecutive years. In each of the last three years, students with disabilities performed below 41%.

Measurable Outcome:

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

WMS students with disabilities will demonstrate a 10% increase in Reading Achievement on the FAST Reading Assessment.

Monitoring:

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

WMS will administer the FAST Assessment at multiple points during the 2022-2023 school year. Progress will be monitored from PM 1 through PM 2. In addition to monitoring progress through FAST, WMS will continue to utilize iReady to progress monitor students in reading. The first iReady diagnostic will be administered in October. WMS is also focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year.

Person responsible for monitoring outcome:

Trenton Terry (trenton.terry@sarasotacountyschools.net)

Evidence-based 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.)

Woodland Middle School Intensive Reading teachers will utilize scaffolded reading materials that match students current reading levels - Just Words, Rewards and Rewards Plus, iReady Book and Common Lit 360. Additionally all teachers will work to implement the Gradual Release of Responsibility model that will enable students to read on grade level texts in all content areas. WMS ESE Resource Teachers will push-in to specific ELA Classrooms to provide interventional support in a co-facilitated classroom setting. All Woodland Middle School Intensive Reading teachers are either certified or endorsed in Reading. WMS will also host two parental involvement events to share student progress and provide reading activities that can be done at home to support their child.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WMS is utilizing multiple reading programs which are based upon greatest levels of student need. This allows WMS to differentiate instruction based upon specific identified gaps for individuals and small groups of students. Struggling learners are provided with interventions at increasing levels of intensity (small group to 1:1) to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists.

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.

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

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

By When: May 2024

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a 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.

WMS students with disabilities was identified as a critical area for improvement based upon sub group performance for three consecutive years. In each of the last three years, students with disabilities performed below 41%.

Measurable Outcome:

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

WMS students with disabilities will demonstrate a 10% increase in Mathematics Achievement on the FAST Mathematics Assessment.

Monitoring:

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

WMS will administer the FAST Assessment at multiple points during the 2022-2023 school year. Progress will be monitored from PM 1 through PM 2. In addition to monitoring progress through FAST, WMS will continue to utilize iReady to progress monitor students in reading. The first iReady diagnostic will be administered in October. WMS is also focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year.

Person responsible for monitoring outcome:

[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.)

All teachers will work to implement the Gradual Release of Responsibility model that will enable students to collaborate and work individually on grade level tasks. Woodland Middle School will implement a support facilitation model to assist ESE students in the classroom. An ESE/Mathematics certified instructor will partner with another math teacher to deliver instruction, provide small group instruction, enhance small group remedial support or supplement instruction with a series of small group "pull outs". WMS will also provide before and after school tutoring opportunities for students and has implemented ALEKS, a new technological resource for our students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Woodland Middle School teachers want to shift responsibility for the cognitive work load from the teacher to the students. The goal of this strategy is to equip students with the ability to transfer understanding on their own. On level math classes with SWD will be taught in a support facilitative model. Teachers will provide small group instruction for level 1 students in all support facilitative classrooms. Teachers are providing interventional support based upon student need as determined through student feedback and assessment results.

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.

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

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

By When: May 2024

#5. 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.

WMS students with disabilities was identified as a critical area for improvement based upon sub group performance for three consecutive years. In each of the last three years, students with disabilities performed below 41%.

Measurable Outcome:

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

WMS students with disabilities will demonstrate a 10% increase in Science Achievement on the NGSSS Science Assessment and all WMS students will demonstrate a 4% increase in Science Achievement.

Monitoring:

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

WMS is also focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year.

Person responsible for monitoring outcome:

Charles Elsey (charles.elsey@sarasotacountyschools.net)

Evidence-based 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.)

All teachers will work to implement the Gradual Release of Responsibility model that will enable students to collaborate and work individually on grade level tasks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Woodland Middle School teachers want to shift responsibility for the cognitive work load from the teacher to the students. The goal of this strategy is to equip students with the ability to transfer understanding on their own. The science department will work as a PLC to continue to work collaboratively on the development of common assessments and spiraling of curriculum to ensure success on the 8th grade science assessment. Science teachers will also provide before and after school tutoring to students in need of extra support to meet standards. WMS will also utilize PENDA Learning as a technological resource to enhance student learning.

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.

- 1) Analyze student data
- 2) Determine appropriate placement for scheduling students in math courses at WMS
- 3) Work with professional learning community to deconstruct standard
- 4) Develop Learning Intentions, Success Criteria, Learning Progressions and Formative Assessments to

monitor student progress

5) Deliver Instruction

6) The science department will continue to work collaboratively on the development of common assessments and spiraling of curriculum to ensure success on the 8th grade science assessment

7) Monitor progress through teacher formative assessment

8) Remediate or extend instruction based upon student need

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

By When: May 2024

#6. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a 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.

WMS is focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year. WMS studied the Visible Learning work of John Hattie who identified collective teacher efficacy as having the highest effect size on student learning (1.57).

Measurable Outcome:

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

By making learning visible to all, WMS Students With Disabilities will demonstrate a 4% increase in achievement on the FAST Reading, FAST Mathematics and NGSSS Science assessments.

Monitoring:

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

PLC Leaders will work in collaboration with teams of teachers and administrators to deconstruct standards and develop formative assessments that will be administered at varying points in the school year. PLC leaders and administrators will monitor the fidelity of the process by analyzing the relevant student data derived from the formative assessments.

Person responsible for monitoring outcome:

Trenton Terry (trenton.terry@sarasotacountyschools.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.)

Professional Learning Communities will work to establish what we want students know, how will we know if they have learned it, what will we do if they do not get it and what will we do if they have already learned it.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WMS is focusing on the implementation of Professional Learning Communities and teams of teachers will work in collaboration to design formative assessments that will be administered throughout the year. WMS studied the Visible Learning work of John Hattie who identified collective teacher efficacy as having the highest effect size on student learning (1.57). WMS utilized Hattie's Visible Learning, Visible Learning for Literacy and Visible Learning for Mathematics to make this decision.

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.

- 1) District-level PD support to plan for implementation of Professional Learning Communities
- 2) Ongoing school based PD will be provide to the WMS Guiding Coalition of teachers.

- 3) School based PD to reinforce standards-based lesson planning, embed literacy skills into daily instruction, high-effect influences on student learning, data-driven decision-making, and interventional support
- 4) Science Program Specialist to conduct regular visits and walkthroughs with school-based administration to monitor student progress and receive teacher feedback that informs us of next steps to support teachers

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

By When: May 2024

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).

Students with Disabilities face many factors and barriers to their education. Each child has separate and specific needs that must be addressed in order to make them successful. Last year Woodland Middle School added 7 new positions to our Exceptional Student Education Team. WMS added one additional math resource teacher and one additional ELA resource teacher. These teachers will work with other highly qualified staff in a co-teaching model. WMS also added a second behavior specialist and two ESE teachers to assist students who exhibit behaviors that have negative impacts on academics. WMS also added four instructional aide positions to support ESE students in small group or individual settings on campus. Woodland Middle School will continue with this same staffing in SY 24. In addition to additional staffing, WMS will utilize ESSER funds to further support SWD students on campus. Specifically, WMS will provide tutoring before and after school to students, provide push-in or pull-out services during the school day and provide transportation to students needing to attend tutoring.

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: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
5	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00
Total:			\$0.00

Budget Approval

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

Yes