

St. Johns County School District

South Woods Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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South Woods Elementary School

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

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.

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

Provide the school's vision statement.

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

At South Woods, we believe that:

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

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

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

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.

Following the completion of assessments in the spring of 2023, grade level teams, accompanied by our leadership team, began to reflect on the STAR & Cambium FAST tests as well as desegregate student data. Using feedback from our teachers and staff, the leadership team arranged for district support to

develop a master schedule and classroom lists that would best set our students up for success. After securing a daily routine and class composition, our School Advisory Council met to review our school data and discuss the responses on our Needs Assessment Survey. The SAC team is comprised of Emma Dorschel (teacher), Angela Rodgers (principal), Chris Stone (3rd Grade Parent), Kaneika Nimmons (CPS Director), Dana English (Secretary), Kim Dixon (District Representative), Lori Kosier (Paraprofessional & PTO President), and Tiffany Goss (PreK Parent). The feedback from parents led to changes with a few of our school-wide events. The first, is to communicate about the latest methods students are progress monitored. Presenting student data and explaining reports that share ways to improve student mastery should take place. Second, rather than recognizing Honor Roll students in their classrooms, this year we will celebrate those students along with our Character Counts representatives at the end of each quarter and allow parents to attend. With this change, we are hoping to build a stronger academic partnership with our families. Last, feedback from parents and staff was in regard to our in-house school-wide field studies, Winter Wonderland & Flight Day. They agreed that the need to provide our students to a variety of experiences that will allow for connections and a deeper understanding of content they are presented with must continue.

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))

The South Woods' School Improvement Plan will be regularly monitored at weekly PLCs with grade levels and the Leadership Team. Our focus will be on ESE students, black students, and students performing in the lowest quartile in math and reading. Strategies and/or resources that are having the most impact with student learning will be implemented. Professional Learning on the Science of Reading and Kagan strategies will continue to be provided school wide. Our grade level teams will continue to form and instruct targeted small groups to close achievement gaps on essential standards. These groups will remain fluid to address student needs and levels of progress. Progress Monitoring data will be reviewed and discussed with school and district leaders monthly with the intent on learning about successes others have had and could be implemented at South Woods.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
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)	Students With Disabilities (SWD)* Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) 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: B 2018-19: B 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	39	73	44	44	40	47	0	0	0	287
One or more suspensions	6	2	5	5	12	8	0	0	0	38
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	3	6	4	0	0	0	13
Level 1 on statewide ELA assessment	14	17	14	28	23	28	0	0	0	124
Level 1 on statewide Math assessment	22	0	6	26	28	42	0	0	0	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	26	33	21	0	0	0	0	0	0	80

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	1	9	4	18	26	23	0	0	0	81

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	2	4	0	2	0	0	0	0	0	8
Students retained two or more times	0	0	0	10	3	0	0	0	0	13

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	41	23	18	20	25	21	0	0	0	148
One or more suspensions	6	10	5	12	17	11	0	0	0	61
Course failure in ELA	0	0	0	10	10	2	0	0	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	31	28	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	28	25	30	38	60	0	0	0	199
iReady ELA	0	9	26	34	0	0	0	0	0	69

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	3	4	7	26	23	20	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	20	6	12	0	1	0	0	0	49
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	41	23	18	20	25	21	0	0	0	148
One or more suspensions	6	10	5	12	17	11	0	0	0	61
Course failure in ELA	0	0	0	10	10	2	0	0	0	22
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	31	28	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	28	25	30	38	60	0	0	0	199
iReady ELA	0	9	26	34	0	0	0	0	0	69

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	3	4	7	26	23	20	0	0	0	83

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	20	6	12	0	1	0	0	0	49
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*	39	70	53	40	74	56	47		
ELA Learning Gains				48			44		
ELA Lowest 25th Percentile				51			42		
Math Achievement*	37	73	59	53	50	50	52		
Math Learning Gains				57			47		
Math Lowest 25th Percentile				44			33		
Science Achievement*	39	69	54	58	77	59	47		
Social Studies Achievement*					69	64			
Middle School Acceleration					54	52			
Graduation Rate					69	50			
College and Career Acceleration						80			
ELP Progress		66	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	158
Total Components for the Federal Index	4
Percent Tested	99
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	1
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	7
Percent Tested	98
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	25	Yes	2	1
ELL				
AMI				
ASN				
BLK	24	Yes	1	1
HSP	51			
MUL	40	Yes	1	
PAC				

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%
WHT	42			
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL				
AMI				
ASN				
BLK	42			
HSP	55			
MUL				
PAC				
WHT	52			
FRL	43			

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	39			37			39					
SWD	25			16			24				4	
ELL												
AMI												
ASN												
BLK	24			20			28				3	
HSP	50			38			64				3	

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
MUL	33			47							2	
PAC												
WHT	41			41			38				4	
FRL	33			31			34				4	

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	40	48	51	53	57	44	58					
SWD	22	42	52	30	41	35	44					
ELL												
AMI												
ASN												
BLK	32	48		33	46	50						
HSP	48	50		60	60							
MUL												
PAC												
WHT	40	46	56	56	60	45	61					
FRL	35	43	36	43	51	42	53					

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	47	44	42	52	47	33	47					
SWD	22	37	47	26	38	36	24					
ELL												
AMI												
ASN												
BLK	33	27		32	38	21	22					
HSP	67			67								
MUL												
PAC												
WHT	48	49	50	56	49	50	56					

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
FRL	43	41	50	48	47	44	40					

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	40%	71%	-31%	54%	-14%
04	2023 - Spring	41%	76%	-35%	58%	-17%
03	2023 - Spring	39%	72%	-33%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	78%	-36%	59%	-17%
04	2023 - Spring	46%	79%	-33%	61%	-15%
05	2023 - Spring	33%	74%	-41%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	70%	-34%	51%	-15%

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.

South Woods' lowest performing data component was the percent of change for our students with disabilities in grades 1st and 2nd.

Contributing factors for this occurrence was not being familiar with the STAR testing format. Progress monitoring changes from foundational skills to reading comprehension. Our students were not prepared adequately for the format and had not developed strong enough independent reading skills to perform adequately. This information has promoted a clear plan for gradual release of independent reading. Students have to be given the opportunity to read independently sooner and more frequently.

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

The data component that showed the greatest decline from the 2022-2023 school year was the 5th grade math scores,

Factors that contributed to this decline was that three of the five 5th grade teachers resigned or retired. One of the 5th grade teachers was a rookie first year teacher. Lacking strong teachers that remained present for the school year, student learning was negatively impacted.

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.

South Woods' 3rd, 4th, and 5th Grade math scores have large gaps between the district and state scores. The most significant being with 5th grade.

Students' poor reading levels provides difficulty with solving word problems. Students continue to struggle with number sense and fact fluency.

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

Our percentage rate of change from progress monitoring one to progress monitoring three increased for all grade levels and most ESSER subgroups.

Grade level teams, Pre-K through 5th, are committed to providing targeted small group instruction twice a day. Groups of students remained fluid to address specific needs. Teams were supported by classroom teachers, paraprofessionals and interventionists.

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

Reflecting on the EWS data, an area of concern are the 287 students missing more than 10% of the school year. This number almost doubled from the year before. If students are not present, then we are unable to expose them to grade level content and learning gaps will continue to develop.

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

1. We commit to the PLC process and the focus on the four guiding principles. Administration will meet twice a week with the teams and attend grade level WOWs for additional professional learning and planning.
2. We commit to using Positive Behavior Interventions & Supports to build community throughout our school and encourage better attendance.
3. We commit to utilizing researched based curriculum and instructional programs with fidelity to address the needs of our students. We will continue to provide experiences for students that develop schema and vocabulary.

4. We commit to conducting PreK-2 ELA TARGET Time and Grades 3-5 Math TARGET Time to provide immediate intervention and additional instructional time for students who experience difficulty mastering essential standards.

5. We commit to frequently reviewing the progress of our students with disabilities and our black students to ensure challenges are identified and addressed in a timely manner.

Area of Focus

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

#1. 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.

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

Measurable Outcome:

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

Our Students with Disabilities Federal Index percentage will increase from 38% to 45% based on the Spring 2024 ELA FAST assessments.

Monitoring:

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

Students with Disabilities will be monitored using formative, summative, and diagnostic assessments (Core Phonics & DRA) along with the first and second ELA FAST assessments.

Person responsible for monitoring outcome:

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

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.)

Students with Disabilities receive ELA instruction using specific ESE programs- Wilson Language Training is a comprehensive word study program addressing reading, spelling, and writing skills. Journeys a comprehensive K-6 English language arts program that provides an instructional system for reading both literature and informational texts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Wilson Language Training is a multisensory program based on the Science of Reading. Journeys provides students the opportunity to read both literature and informational texts with built in progress monitoring pieces.

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. Positive Culture and Environment specifically relating to Early Warning System

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.

According to the 2022-2023 school attendance data, 42% or 287 students were absent more than 10% of the school year. If students are not present in school, student proficiency and learning decreases.

Measurable Outcome:

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

Decrease the student absenteeism rate from 42% to 20% for students Kindergarten through 5th grade that miss more than 10% of the 2023-2024 school year.

Monitoring:

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

Student attendance reports will be printed weekly to review and analyze at MTSS Core meetings and Leadership Meetings.

Person responsible for monitoring outcome:

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

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.)

SWE will develop an Attendance Intervention System as a comprehensive, school-wide system that models and promotes school attendance while supporting students and families through a layered continuum of interventions. Our system will be part of the Multi-Tiered System of Supports (MTSS) that focuses on processes, data, and interventions for attendance.

1. Collect and analyze attendance data.
2. Create partnerships to support families and community involvement.
3. Develop & Implement Tiered Strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

An Attendance Intervention System will increase student and family attendance & engagement, clarify student needs, and improve school culture.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

South Woods Elementary School has not been identified as an ATSI school. One subgroup, Students with Disabilities, missed the target of 41% or higher. This subgroup fell short 3% with only 38% making the target. Through frequent monitoring of our students with disabilities, will score above the target. These students have been strategically placed in classrooms with like ability peers in order to serve their needs within their class, implementing more of a support facilitation model. Additional supports for grades 3-5 include an ESE teacher for each grade, two interventionists, and two paraprofessionals. Monitoring and planning occur at least twice a week at PLCs. After each progress monitoring of FAST ELA and Math our ESE, Leadership, and grade level teams will meet to review the SWD data.

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

Grades K-2: Less than 50% of kindergarten (44%), 1st (42%), and 2nd grade (40%) students scored below the 40th percentile on the 2024 Spring STAR assessment. ELA proficiency remains a critical need across all grade levels. Students at our school remain in need of support with learning the foundational skills of how to read and also understanding the content they are reading. These skills begin in our primary grades. Knowing that phonics is a low performing area for our students, Kindergarten, 1st, and 2nd grade students are Core Phonics assessed and receive an additional layer of explicit phonics instruction using UFLI Foundations during TARGET Time each day. Our primary grades share the support of two paraprofessionals and three interventionists who meet with low performing and bubble students to increase mastery of foundational reading skills.

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

Grades 3-5: More than 50% of students in 3rd (58%), 4th (58%), and 5th grade (59%) scored below Level 3 on the 2024 Spring ELA FAST. Many students in 3rd-5th grade are reading 2-3 grade levels behind. In addition to FAST progress monitoring, all grade levels commit to administering common

formative and summative assessments and sharing data from these assessments with their collaborative learning team. Using that data, teams take collective responsibility for assuring that all students receive targeted, differentiated instruction based on this grade level data during a dedicated block of time each day, TARGET Time. Two paraprofessionals and two interventionists support our intermediate grade levels. There has also been an additional ESE support facilitator put in place as well.

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

K-2 Data: Students Kindergarten, 1st, and 2nd grade will have 55% or more that score "At/Above Grade Level" on the Spring 2024 STAR assessment.

Grades 3-5 Measurable Outcomes

Grades 3-5 Data: Students grades 3rd, 4th, and 5th will increase proficiency from 40% to 55% on the Spring 2024 ELA FAST assessment.

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.

Remaining focused on the PLC process and including all instructional stakeholders at weekly meetings, coordinated efforts to close gaps will happen. Grade levels commit to administering ELA common formative, summative, diagnostic assessments (Core Phonics & DRA) and sharing data from these assessments with their collaborative learning team. Identified students performing below grade level will be provided Tier 2 or Tier 3 interventions and progress will be monitored weekly or biweekly and discussed every six weeks with our MTSS team. Students with Disabilities will have IEP ELA goals that are evaluated annually or more frequently if needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

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?

Evidence-based practices and programs will be implemented to increase student proficiency on the 2024 Spring ELA STAR & FAST assessments. Faculty and staff will engage students in foundational reading skills (i.e. Wilson/ UFLI Foundations/ Foundations/ Lexia Core), reading comprehension (i.e., Saavas and district curricular resources), reading interventions (i.e., FCRR), utilizing data to inform instruction, and effective practices with diagnostic assessments (i.e., Core Phonics, DRA), and identifying critical content. We will rely on curriculum specialists within our school and at the district level to support ongoing professional learning for our instructional teams. Students with intervention plans will be progress monitored on standards based quizzes or tests or various DIBELS assessments.

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?

All of our chosen programs have been vetted by St. Johns County School District and follow the Science of Reading research. These programs allow for a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The UFLI, Wilson, Foundations, FCRR, Saavas programs are designed to be used for core instruction in the struggling students in any grade.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>We commit to utilizing researched based curriculum and instructional programs with fidelity to address the needs of our students. We will continue to provide experiences for students that develop schema and vocabulary.</p> <p>-Literacy Leadership-The leadership team will organize two school-wide field studies, Land and Sea. These experiences will develop schema and vocabulary that students will better connect to text they read.</p> <p>-Literacy Coaching- The ILC will confirm that resources that grade levels are using are researched based.</p> <p>-Assessment- Formative, summative, and diagnostic assessments will be given regularly to guide whole group and targeted instruction.</p> <p>-Professional Learning- Pre-K-2 teachers will all receive Science of Reading training. Curriculum specialists within our school and at the district level will support ongoing professional learning for our instructional teams.</p>	<p>Newbold, Anje, laura.newbold@stjohns.k12.fl.us</p>

<p>We commit to the PLC process and the focus on the four guiding principles.</p> <p>-Literacy Leadership-Our Leadership team attends grade level PLC meetings twice a week and half a day each month for WOW planning and/or professional learning.</p> <p>-Literacy Coaching- Our ILC works with team leaders and the literacy leadership team to set agendas and keep grade levels focused on the four guiding principles.</p> <p>-Assessment- Student assessment data is gathered on grade level spreadsheets to identify struggling students, grade level trends, and historical school progress.</p> <p>-Professional Learning- A PLC coalition team attended training and shared with grade level team members.</p>	<p>Newbold, Anje, laura.newbold@stjohns.k12.fl.us</p>
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<p>We commit to conducting PreK-5 ELA TARGET Time to provide immediate intervention and additional instructional time for students who experience difficulty mastering essential standards.</p> <p>-Literacy Leadership-The Leadership team will monitor the development and facilitation of differentiated targeted small group instruction.</p> <p>-Literacy Coaching- Our ILC develops TARGET Time schedules to most efficiently use human resources to serve our struggling learners- interventionists and paraprofessionals.</p> <p>-Assessment- Progress monitoring pieces or mastery tests are built in the programs used for TARGET Time so groups and instruction can be altered if needed.</p> <p>-Professional Learning- Curriculum specialists within our school and at the district level will support ongoing professional learning for our instructional teams.</p>	<p>Newbold, Anje, laura.newbold@stjohns.k12.fl.us</p>
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Title I Requirements

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

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

The leadership team at South Woods Elementary has developed a plan to disseminate student assessment data, student progress towards proficiency, and our School Improvement Plan with all stakeholders. In addition to making the plan available on the school webpage, <https://www-swe.stjohns.k12.fl.us/>, multiple in-person or virtual opportunities for presentations have been identified.

The introduction of the plan began during pre-planning with our staff. The first day of our return, began with sharing the 2022-2023 school year data and the action steps for the 2023-2024 school year to improve student growth. Grade levels provided input and planned for the implementation of ways to support district and school-wide goals.

The South Woods' families will be presented with the School Improvement Plan at upcoming grade level events. We have four Curriculum Nights scheduled in September or October. These events will include a presentation of student progress monitoring reports, our School Improvement Plan focuses, and how families can promote learning. The information shared will target identified standards to increase proficiency and families will leave with activities to engage in with their children.

A group of South Woods' parents, teachers, and district leaders will be shown this information at our Parent Teacher Organization meeting and our School Advisory Committee meeting. These meetings occur monthly and consecutively with many of the same members serving on both. Clear communication about our School Improvement Plan and past challenges will allow us to unite efforts to support all students. School-wide field studies and family engagement nights will aid in expanding student exposure to varieties of experiences to better connect to academic content.

South Woods' Community Partners, specifically Children's Home Society, Flagler Health, St. Johns River State College, and St. Johns County School District Student Services Department will receive the South Woods Elementary School Improvement Plan. The September CPS Executive Cabinet meeting agenda allows time to explain the plan, enlist support where and when needed.

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))

South Woods will ensure communication and collaboration between student families and provide regular opportunities to mutually share information about a child's learning. To ensure constant two-way communication and collaboration between families and school staff multiple events have been planned for the 2023-2024 school year. We have four Curriculum Nights scheduled in September or October. These events will include a presentation of student progress monitoring reports, our School Improvement Plan focuses, and how families can promote learning. The information shared will target identified standards to increase proficiency and families will leave with activities to engage in with their children. As a follow-up, parents will be offered a conference to further discuss their child's performance. Working with families to set goals, monitor progress, and extend learning at home will positively impact the school-home relationship. As we near the final FAST progress monitoring, another evening will be arranged to discuss test preparation tips for student success.

Other events planned for this school year include family engagement nights. There will be one in the fall, winter, and spring. The ones in October and March are planned along with PTO. These are fundraising events arranged on evenings that our book fair will be open to promote reading. The one in December will be a family engagement night centered around the arts. The second Monday of each month, our Pre-K parents meet with their child for Funday Monday. These evenings will include a South Woods Spotlight, Fun Family Activity, meal, and free books.

Parent educational evenings have also been planned by our Community Partners the third Wednesday of the month, the topics include single parenting, brain development in the early years, internet safety, grandparents raising children, and preparing your child for middle school.

These on campus events, are shared in our Family Engagement Plan on our webpage <https://www-swe.stjohns.k12.fl.us/>. School events are shared weekly through School Messenger, student work is sent home weekly in our Tuesday Communication folders, and monthly newsletters are published digitally. These many opportunities will promote positive relationships with parents, families, and other community stakeholders to fulfill South Woods' mission, support the needs of students and keep parents informed of their child's progress.

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)

South Woods Elementary School's structures and systems have been developed with the purpose of increasing the amount and quality of learning time and the instruction delivered. The master schedule maximizes core learning blocks, provides common planning time for grade level teachers, and includes dedicated time for differentiated instruction (TARGET Time). ELA and math blocks consist of a whole group mini lesson from the classroom teacher, gradually released collaborative or independent practice, and small group instruction of essential standards. This scaffolded instruction or Tier 2 interventions for students who are not meeting grade-level proficiency goals can be conducted by the classroom teacher, ESE teacher, interventionist, or paraprofessional.

Common planning time occurs daily and half a day every month for each grade level. This time was developed because of our commitment to the PLC process and the focus on the four guiding questions. Grade levels commit to administering common formative and summative assessments and sharing data from these assessments with their collaborative learning team. Using that data, teams take collective responsibility for assuring that all students receive targeted, differentiated instruction based on this grade level data during a dedicated block of time each day (TARGET time). Student groups are fluid and will be adjusted based on data collected from monitoring progress.

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))

The South Woods Elementary School Improvement Plan was developed with consideration of the needs of our Head Start students. It is an expectation for HS students to be engaged in small group instruction, phonics TARGET group, school-wide field studies, and for their teachers to have common planning time to participate in the PLC process.