



## Woodham Middle School

150 E BURGESS RD, Pensacola, FL 32503

www.escambia.k12.fl.us

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

88%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

68%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	D	C

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Woodham Middle School is to make a positive difference in the lives of our students and to prepare them for lifelong learning. Woodham will strive to obtain highest student achievement through an engaging environment, a positive school culture, and data driven instruction.

##### **Provide the school's vision statement**

The vision of Woodham Middle School, in alignment with our district vision, is to create a school where parents want to send their children, students want to learn, teachers want to teach, and employees want to work.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Woodham uses the Capturing Kids' Hearts (CKH) program to build relationships among students, staff, and parents. Strategies such as affirmations, social contracts, and good news are utilized by all instructors on a daily basis. A core group, the Capturing Kids' Hearts Support team, assists all new teachers in CKH strategies and models strategies during monthly faculty meetings. Quarterly family nights are offered to encourage parents to become involved. Frequent communication to students and parents are through School Messenger, Woodham's website, and Woodham's Facebook page.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The emphasis of Capturing Kids' Hearts (CKH) program is respecting one another, both students and adults. The social contract in each classroom each period is created by students to ensure that students are respecting one another and the teacher. Woodham has a schoolwide discipline plan called the "Shark Pride Plan," Personal Responsibility in Daily Effort.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The schoolwide discipline plan, "Shark Pride Plan" was developed by the discipline committee, headed by the Positive Behavior Support Coach. The plan was reviewed and explained to all faculty during pre-planning. Classroom teacher interventions and steps to take before writing a discipline referral were explained. Once three interventions by the teacher have been documented, a discipline referral is completed. The dean follows the Discipline Intervention Matrix for the Escambia County School District.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

There are two guidance counselors at Woodham, who provide counseling to students for social-emotional needs. A peer mediation program is being developed through guidance for this school

year. A Lakeview counselor works with exceptional education students who have been referred to her.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning System data is designed to flag students who exhibit TWO or more the following criteria.

- Attendance below 90%
- 1 or more suspensions from last year
- level 1 on either FCAT Math, FCAT Reading, or both
- Failure of either Math or English course, or both, last year

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	33	39	27	99
One or more suspensions	20	63	40	123
Course failure in ELA or Math	13	19	17	49
Level 1 on statewide assessment	95	109	79	283

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	34	57	41	132

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who have two or more early warning indicators will be referred to the RTI/MTSS Team, which includes an administrator, guidance counselors, team leaders, the dean and Positive Behavior Specialist. With recommendations from the team, the following appropriate interventions may be requested: After meeting with their teams, teachers who currently teach students who have failed ELA or math will be required to complete academic interventions for those students; students who have attendance problems will be referred to the Child Study Attendance team and will involve follow-up by the social worker; teachers utilizing the interventions from the Capturing Kids Hearts program, PBS, schoolwide discipline plan, and counseling referrals will decrease the number of suspensions. Tier II and Tier III documentation for will be recommended by the Rtl Team as needed.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172835>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Navy Federal Credit Union (NFCU) has been a Partner in Education with Woodham Middle School for the past seven years. NFCU has donated school supplies and book bags, items for rewards for good behavior, food for needy families for Thanksgiving and Christmas. NFCU also has many volunteers who serve as mentors, assist at the concession stand during sports activities, and help with school campus clean-up and beautification. They also sponsor an Honor Roll ice cream party quarterly and assist with Robotics Competition marketing and programming.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Taylor, Wilson	Principal
Edwards, Juanita	Assistant Principal
Warr, Margaret	Assistant Principal
king, emily	Instructional Coach
White, Deborah	Instructional Coach
mccormack, hazel	Instructional Media
Mobley, Shelton	Teacher, K-12
Gryskiewicz, Cyprienne	Teacher, K-12
mccormack, michael	Teacher, ESE
milller, lori	Instructional Technology
Winkler, Sandra	Teacher, K-12
Cobb, Laquetta	Teacher, K-12
Meadows, Whitney	Teacher, K-12
Hale, Jessica	Teacher, K-12
Kennedy, Michael	Teacher, K-12
washingtonthomas, johnnie	Guidance Counselor
Lincoln, Gary	Guidance Counselor
Jensen, Jackie	Teacher, K-12
Travis, Leslie	Teacher, K-12
Thompson, David	Dean

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Administrators - Facilitate the Leadership Team which meets twice a month to discuss academics, attendance, behavior, and parental involvement.  
 Department Chairs - Report information from their monthly department meetings. They, in turn, report back to their departments information disseminated at the Leadership Team Meeting.  
 Team Leaders - Report information from their monthly team meetings. They, in turn, report back to their teams information disseminated at the Leadership Team Meeting.  
 School Counselors: Schedule and facilitate parent meetings, assist teachers in completing the required documentation, and maintain the documentation in student cumulative folders. They report student information such as attendance, testing, and counseling issues.  
 Behavior Coach: Schedule, complete the required documentation, and conduct Functional Behavior Assessments and Positive Behavior Intervention Plans (FBA/PBIP) in collaboration with MTSS team. She also facilitates PBS and shares and implements strategies.  
 Technology Coordinator - Provides information about student assessment, provides professional development in technology, and schedules schoolwide use technology labs.  
 Administrative Dean - Provides information concerning discipline referrals and schoolwide discipline plan.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and***

**supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

#### Title I, Part A

The Title One budget is \$231,602 for the 2014-2015 school year. \$24,000 is spent on staff for enriching the curriculum of the school.

#### Title I, Part C - Migrant

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at Woodham Middle School.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

#### Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities.

#### Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificates. Our school is not an ESOL Center; we serve 0 ELL students.

#### Title X Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Woodham Middle School, we have not identified homeless students.

#### Supplemental Academic Instruction (SAI)

The SAI Budget is \$25,111.00. A paraprofessional is purchased from that amount.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand UP for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has a "Bullying" Reporting website where bullies may be reported anonymously. This is Woodham's fifth year of being a Positive Behavior School and second year as a schoolwide Capturing Kids' Hearts school.

#### Nutrition Programs

Our school is committed to continuing to offer nutritional choices in its cafeteria. This includes salads, a la carte items and self serve portions.

#### Housing Programs

These programs are offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

#### Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district.

#### Adult Education

Not applicable

#### Career and Technical Education

Woodham Middle School offers the following career and technical academies: Agri-Science, Information Technology, and Pre-Engineering. Students in the sixth grade are introduced to career

and technical education. The CAPE Academy, offered through the Informational Technology Academy, is offered for eighth grade students to earn high school credit and industry certification.  
 Job Training  
 Not applicable

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dawn Vose	Parent
Wilson Taylor	Principal
Linda Brown	Education Support Employee
Felicia Smith	Parent
Keely Diamond	Parent
Rob Kolberg	Parent
Kimberly Howze	Parent
Evelyn Carter	Parent
Eric Carter	Parent
Deneen Johnson	Parent
Jennifer Johnson	Parent
Christine Lee	Parent
Lakisha Moore	Parent
Dyeshan Purifoy	Parent
Tamekia Wilson	Parent
Finis Gasten	Parent
Patricia Albritten	Parent
Lashunda Malden	Parent
Michelle Shelton	Parent
Michelle David	Parent
Carina Brown	Teacher
Marilyn Davis	Teacher

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The goals for last year's school improvement plan are the same goals for this school year. There will be more parental involvement, increase of student instructional time with a schoolwide discipline plan, more consistency using the Capturing Kids' Hearts Program with a support group and modelling at faculty meetings, and utilizing the early warning systems to direct support from the RtI/MTSS committee. Also, data from the Discovery Ed Assessments will be used to drive instruction.

*Development of this school improvement plan*

Woodham's School Advisory Council has direct input in the development of the 2014-2015 School Improvement Plan. The council also has input in curriculum decisions and school budgets. The SAC agreed that the goals from last year did accomplish increases on state assessments in the area areas of reading, science, and writing, but agreed that more intervention was needed in the areas of math, attendance, and discipline in lowering the number of suspensions.

*Preparation of the school's annual budget and plan*

Woodham's Leadership Team, as well as the School Advisory Council are involved in making decisions in preparation of the annual budget and plan. Student needs, parental involvement, and staff development are taken into account when developing the budget.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

There are no school improvement dollars for usage.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Edwards, Juanita	Assistant Principal
king, emily	Instructional Coach
mccormack, hazel	Instructional Media
Gryskiewicz, Cyprienne	Teacher, K-12
Mobley, Shelton	Teacher, K-12
Shouppe, Carl	Teacher, Career/Technical

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiative of the LLT is to involve every teacher at the school in teaching literacy and writing in all content areas. Scheduled literacy activities include parent nights to discuss data from Discovery Ed test, Blue and Silver Scrimmage Family Night, Poetry Slam, and Bingo for Books. Goals for students are for them to complete at least two Data Based Question units through Social Studies, except in Civics classes. Using the PEG writing program will strengthen student writing and writing across the curriculum. Math will be utilizing the Step Up to Writing in Math Program to increase writing skills within the mathematics courses.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Each grade level consists of two teams of teachers with a team leader for each team. Department meetings are held on the 2nd Thursday of each month and team meetings are held on the 4th Thursday each month. Also, teams have common planning periods with their grade level and subject area each day. Leadership Team members meet on the 1st and 3rd Wednesdays of each month. Faculty Meetings are held on the 2nd and 4th Wednesdays of each month.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Woodham's strategies to recruit and retain highly qualified teachers include regular meetings with new teachers and administrators. The principal partners new teachers with veteran staff; new teachers partner with START teachers, per the school district. Members of the Capturing Kids' Hearts Support Team are partnered with teachers who are new to CKH.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentor and mentee meet monthly to discuss evidence based strategies for each domain of the E3. Time is given for the feedback, coaching, and planning. The rationale for the pairings are same content and proximity. The pairings are as follows:

Teacher Mentors

Womble Pfrimmer & M. McCormack

Jacobs Eligio & Woods

Toler Rowland & Jensen

Stack Shouppe & Hale

Macdonald Degraff & Lewis

Williams Russell & Mitchell

Hyder H. McCormack & D. James

Marr Cobb/Lee

Cordier Foster/Meadows

Sartain Mobley & M. Martin

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Woodham Middle School uses only state adopted textbooks in all subjects. This school year new math and ELA textbooks are aligned to the Florida Standards. Escambia County pacing guides based on the Florida standards are used in all subject areas.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Woodham Middle School will use the data from Discovery Ed testing to assign Discovery Ed probes to students based on the standards that students do not show proficiency. These probes will re-

instruct students on concepts based on the standards that students did not show proficiency. Understanding of the standards will be checked by use of quizzes after the probe is completed by students. On the next Discovery Ed testing, students will be re-evaluated on their proficiency on the standards and assigned additional probes if needed. Woodham will also be assessing 7th graders with the College Board Readiness in October. This data will be used to begin tracking college career readiness. Data will be analyzed and results will be used to inform instruction.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 1,080

Teachers will work in teams to identify students, using data from quarterly Discovery Ed assessments, who need extra time to improve math, reading, or science scores. Teachers will tutor students using probes from DEA.

### **Strategy Rationale**

The rationale is that scores on the DEA will increase, thereby increasing scores on state assessments.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Taylor, Wilson, wtaylor@escambia.k12.fl.us

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data from DEA assessments will be analyzed.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Woodham guidance counselors work with the 8th grade students on schedules for high school. High school guidance counselors visit the school, meet with their prospective students, and review the completed schedules. A 6th grade orientation is held for incoming 6th graders. Seventh graders at Woodham will be given the College Board Readiness Assessment in October. This is a pre-PSAT assessment and will provide data to the middle school, as well as the student's future high school, to track college career readiness.

### **College and Career Readiness**

### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

- Career Ed planning – 8th grade students are enrolled in a required middle school career education course which is a component in their American History course. The Florida CHOICES program

assists students in exploring career options and developing an academic and career plan.

- Career Academy Night
- Speakers from various professions are invited to present and advise students on course selections.(Example: Navy Federal, Pensacola State College representative, etc.)

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Woodham Middle School offers the following career and technical academies:

- Agri-Science
- Informational Technology
- Pre-Engineering

Students in the sixth grade are introduced to career and technical education. The CAPE Academy, offered through the Informational Technology Academy, is offered for eighth grade students to earn high school credit and industry certifications in Microsoft Office 2010 which includes:

- Access
- Excel
- Outlook
- PowerPoint
- Word

Capturing Kids' Hearts school-wide positive behavior implementation promotes professional communication skills that transfer to the work force.

Clubs

- 4-H Tech Wizards – Provides a culturally responsive after school, small-group mentoring program. 4-H Tech Wizards capitalizes on emerging technology as a way of involving under-represented youth and their families in learning basic life and workforce skills. The program helps youth aspire to post-secondary education, productive jobs and careers, and community engagement.
- B.E.S.T. Robotics – (Boosting Engineering Science and Technology) This club involves middle and high schools in a robotics competition whose mission is to engage and excite students about engineering, science, and technology as well as inspire them to pursue careers in these fields. Through participation in the project-based STEM program, students learn to analyze and solve problems utilizing the Engineering Design Process, which helps them develop technological literacy skills. It is these skills that industry seeks in its workforce
- Student Government Association – Designed to foster leadership skills, encourage school spirit, and teach democratic principles among students. As a student-run organization that represents the entire student body, SGA allows students to express concerns and take a stand on important issues. SGA strives to lead by example in the areas of academics, extra-curricular activities, community service, school spirit, student events, and student-teacher relations.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Use data to drive instruction.
- G2.** Improve school culture by strengthening relationships among staff, students, and parents.
- G3.** Increase student engagement through student centered instruction

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Use data to drive instruction.** 1a

G042308

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	53.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- Discovery Education Reports
- FCAT Data
- DATA notebooks
- DATA Chats with students and parents
- PEG Writing Results
- Data Boards
- Britannica

**Targeted Barriers to Achieving the Goal** 3

- Continuing Development in Instruction in Discovery Education Assessments, and Reports
- Understanding Instructional Differentiation
- Professional Development for Data Driven Instruction

**Plan to Monitor Progress Toward G1.** 8

Classroom walk throughs by coaches and administrators

**Person Responsible**

**Schedule**

Monthly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Notes of administrators and coaches

**G2. Improve school culture by strengthening relationships among staff, students, and parents.** 1a

G042309

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

- Capturing Kids' Hearts
- PBS
- Navy Federal Partners in Education
- DATA Chats with students and parents
- Woodham Facebook to communicate with parents

**Targeted Barriers to Achieving the Goal** 3

- PD training for untrained staff
- Staff ownership and consistency with CKH
- Lack of parent participation

**Plan to Monitor Progress Toward G2.** 8

Administrators and counselors will monitor attendance through FOCUS

**Person Responsible**

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Administrative Notes

**G3. Increase student engagement through student centered instruction** 1a

G042310

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0
AMO Math - All Students	53.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- MDC - Math Design Collaborative
- Kagan Strategies
- Capturing Kids Hearts
- Instructional coaches
- Marcia Tate's "Worksheets Don't Grow Dendrites"

**Targeted Barriers to Achieving the Goal** 3

- Classroom management challenges
- Fidelity of Implementation of student learning strategies

**Plan to Monitor Progress Toward G3.** 8

Will attend and observe training and conduct planning meeting

**Person Responsible**

Wilson Taylor

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Administrative Notes

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Use data to drive instruction. **1**

 G042308

**G1.B1** Continuing Development in Instruction in Discovery Education Assessments, and Reports **2**

 B103194

**G1.B1.S1** Using DE assessment data to guide instruction **4**

 S114973

#### Strategy Rationale

Teachers need to know how to use DE data to affect instruction

#### Action Step 1 **5**

Administrators and coaches will complete classroom walk throughs and lesson plan checks.

#### Person Responsible

Wilson Taylor

#### Schedule

Biweekly, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

VIBE notes from walk throughs and lesson plans will be used.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators and coaches will conduct class room walk-throughs

**Person Responsible**

Wilson Taylor

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Notes made by coaches and administrators during work-throughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Compiling the data from the notes made on Vibe to notice patterns and areas of concern.

**Person Responsible**

Wilson Taylor

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Using the data from Vibe to work with teachers about areas of concern.

**G1.B2 Understanding Instructional Differentiation** 2

 B103195

**G1.B2.S1 Professional Development in Instructional Differentiation** 4

 S114356

**Strategy Rationale**

Teachers will be trained to provide quality individualized instruction to students.

**Action Step 1** 5

Provide PD in instructional differentiation for faculty.

**Person Responsible**

Wilson Taylor

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B3 Professional Development for Data Driven Instruction** 2

 B103246

**G1.B3.S1 Have professional development during planning periods and planning days.** 4

 S114359

**Strategy Rationale**

There is a lack of time during the normal school schedule.

**Action Step 1** 5

Staff development will be provided during planning periods and planning days.

**Person Responsible**

Wilson Taylor

**Schedule**

Monthly, from 9/3/2014 to 5/29/2015

***Evidence of Completion***

Data Boards and Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2. Improve school culture by strengthening relationships among staff, students, and parents. 1**

 G042309

**G2.B1 PD training for untrained staff 2**

 B103199

**G2.B1.S1 Initial training for untrained staff 4**

 S114306

**Strategy Rationale**

Consistency with CKH and PBS

**Action Step 1 5**

Scaffold training and provide strategies to untrained staff

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Monitor through classroom visits and unit lesson plans

**Person Responsible**

**Schedule**

***Evidence of Completion***

CWT/VIBE

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Monitor through classroom visits and unit lesson plans

**Person Responsible**

**Schedule**

***Evidence of Completion***

CWT/VIBE

**G2.B1.S2 Teacher Buddies** 4

 S114307

**Strategy Rationale**

New teachers need mentoring.

**Action Step 1** 5

Pair untrained staff with trained staff

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teacher sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Monitor through classroom visits and unit lesson plans

**Person Responsible**

**Schedule**

***Evidence of Completion***

CWT/VIBE

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Monitor through classroom visits and unit lesson plans

**Person Responsible**

**Schedule**

**Evidence of Completion**

CWT/VIBE

**G3. Increase student engagement through student centered instruction 1**

 G042310

**G3.B1 Classroom management challenges 2**

 B103202

**G3.B1.S1 Schoolwide Behavior Management Plan 4**

 S114794

**Strategy Rationale**

More instructional time

**Action Step 1 5**

All faculty will follow the new behavior management plan.

**Person Responsible**

Wilson Taylor

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Decrease discipline referrals

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3.B2 Fidelity of Implementation of student learning strategies** 2

 B103205

**G3.B2.S1 Classroom walkthroughs** 4

 S114799

**Strategy Rationale**

Maintain consistency of implementation

**Action Step 1** 5

Administrators will complete CWT's through VIBE.

**Person Responsible**

Taylor Wilson

**Schedule**

Weekly, from 9/3/2014 to 5/29/2015

***Evidence of Completion***

Classroom walkthrough data

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Classroom walk throughs by coaches and administrators

**Person Responsible**

Wilson Taylor

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Notes made by administrators and coaches during classroom walk-through

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Scaffold training and provide strategies to untrained staff		Teacher Sign-In Sheets	once	
G2.B1.S2.A1	Pair untrained staff with trained staff		Teacher sign-in sheets	once	
G3.B1.S1.A1	All faculty will follow the new behavior management plan.	Taylor, Wilson	8/18/2014	Decrease discipline referrals	5/29/2015 monthly
G3.B2.S1.A1	Administrators will complete CWT's through VIBE.	Wilson, Taylor	9/3/2014	Classroom walkthrough data	5/29/2015 weekly
G1.B2.S1.A1	Provide PD in instructional differentiation for faculty.	Taylor, Wilson	8/18/2014		5/29/2015 monthly
G1.B3.S1.A1	Staff development will be provided during planning periods and planning days.	Taylor, Wilson	9/3/2014	Data Boards and Lesson Plans	5/29/2015 monthly
G1.B1.S1.A1	Administrators and coaches will complete classroom walk throughs and lesson plan checks.	Taylor, Wilson	9/29/2014	VIBE notes from walk throughs and lesson plans will be used.	5/29/2015 biweekly
G1.MA1	Classroom walk throughs by coaches and administrators		9/29/2014	Notes of administrators and coaches	5/29/2015 monthly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Compiling the data from the notes made on Vibe to notice patterns and areas of concern.	Taylor, Wilson	8/18/2014	Using the data from Vibe to work with teachers about areas of concern.	5/29/2015 biweekly
G1.B1.S1.MA1	Administrators and coaches will conduct class room walk-throughs	Taylor, Wilson	8/18/2014	Notes made by coaches and administrators during work-throughs	5/29/2015 weekly
G2.MA1	Administrators and counselors will monitor attendance through FOCUS		8/18/2014	Administrative Notes	5/29/2015 monthly
G2.B1.S1.MA1	Monitor through classroom visits and unit lesson plans		CWT/VIBE	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Monitor through classroom visits and unit lesson plans		CWT/MIBE	once	
G2.B1.S2.MA1	Monitor through classroom visits and unit lesson plans		CWT/MIBE	once	
G2.B1.S2.MA1	Monitor through classroom visits and unit lesson plans		CWT/MIBE	once	
G3.MA1	Will attend and observe training and conduct planning meeting	Taylor, Wilson	8/18/2014	Administrative Notes	5/29/2015 monthly
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	Classroom walk throughs by coaches and administrators	Taylor, Wilson	8/18/2014	Notes made by administrators and coaches during classroom walk-through	5/29/2015 weekly
G3.B2.S1.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Use data to drive instruction.

#### G1.B1 Continuing Development in Instruction in Discovery Education Assessments, and Reports

##### G1.B1.S1 Using DE assessment data to guide instruction

###### PD Opportunity 1

Administrators and coaches will complete classroom walk throughs and lesson plan checks.

###### Facilitator

Wilson Taylor

###### Participants

Teachers

###### Schedule

Biweekly, from 9/29/2014 to 5/29/2015

#### G1.B2 Understanding Instructional Differentiation

##### G1.B2.S1 Professional Development in Instructional Differentiation

###### PD Opportunity 1

Provide PD in instructional differentiation for faculty.

###### Facilitator

Taylor, Wilson

###### Participants

Woodham Faculty

###### Schedule

Monthly, from 8/18/2014 to 5/29/2015

**G2. Improve school culture by strengthening relationships among staff, students, and parents.**

**G2.B1 PD training for untrained staff**

**G2.B1.S1 Initial training for untrained staff**

**PD Opportunity 1**

Scaffold training and provide strategies to untrained staff

**Facilitator**

Leadership Team

**Participants**

Untrained Staff

**Schedule**

**G2.B1.S2 Teacher Buddies**

**PD Opportunity 1**

Pair untrained staff with trained staff

**Facilitator**

Teacher Leaders

**Participants**

Untrained Staff

**Schedule**

### G3. Increase student engagement through student centered instruction

#### G3.B1 Classroom management challenges

##### G3.B1.S1 Schoolwide Behavior Management Plan

###### PD Opportunity 1

All faculty will follow the new behavior management plan.

###### Facilitator

Leslie Travis

###### Participants

Faculty

###### Schedule

Monthly, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

### G3. Increase student engagement through student centered instruction

#### G3.B2 Fidelity of Implementation of student learning strategies

##### G3.B2.S1 Classroom walkthroughs

###### PD Opportunity 1

Administrators will complete CWT's through VIBE.

###### Facilitator

Wilson, Taylor

###### Participants

Faculty

###### Schedule

Weekly, from 9/3/2014 to 5/29/2015

## Budget Rollup

Summary	
Description	Total
Goal 1: Use data to drive instruction.	24,000
<b>Grand Total</b>	<b>24,000</b>

Goal 1: Use data to drive instruction.		
Description	Source	Total
<b>B2.S1.A1</b> - Extra Pay for after school and Saturday Trainings Substitutes for planning days with departments and teams.	Title I Part A	12,000
<b>B3.S1.A1</b> - Substitutes will be provided for teachers to attend staff development in using data to drive instruction.	Title I Part A	12,000
<b>Total Goal 1</b>		<b>24,000</b>