

Seminole County Public Schools

# WOODLANDS ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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Woodlands Elementary's mission is to ensure that all students receive a high-quality education that includes rigorous instruction, a safe learning environment and allows students to acquire the skills and knowledge to become productive citizens that lead by example.

#### Provide the school's vision statement

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The vision of Woodlands Elementary is to provide a safe environment where all students can develop positive self-concepts, a broad knowledge base, responsible behavior, and a life-long desire for learning. Through a variety of teaching methods, techniques, and open communication between home, school, and community, we will develop the individual maximum potential of every student.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Cathy Lambert

##### Position Title

Principal

##### Job Duties and Responsibilities

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The principal is responsible for establishing and overseeing a school environment focused on student learning and achievement. Key duties include setting the direction for school learning and monitoring evidence of student success, ensuring continuous improvement through the cycles of effective instruction and acceleration, and monitoring the effectiveness of Professional Learning Communities (PLCs). Additionally, the principal oversees the progress monitoring of all students, recruits and retains a diverse and effective staff, manages student class placements and scheduling, ensures staff certification compliance, and manages the school budget and daily operations. The

principal is also responsible for the overall safety of the school building, maintaining a safe environment for all stakeholders, and collaborating and communicating with all stakeholders to ensure all students are successful.

## **Leadership Team Member #2**

### **Employee's Name**

Julie Keating

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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The assistant principal supports the school's mission and vision by monitoring the effectiveness of Professional Learning Communities (PLCs), progress monitoring of all students and subgroups, and the accuracy of report cards and progress reports. They oversee student behavior, manage scheduling, and supervise and manage staff. The assistant principal also fosters community relationships, collaborates with all stakeholders, and ensures the fidelity of BEST standards through regular classroom walkthroughs. Additionally, she works collaboratively with the principal to ensure the safety of all stakeholders, create community connections, and enhance stakeholder collaboration.

## **Leadership Team Member #3**

### **Employee's Name**

Michelle Dapore

### **Position Title**

School Administration Manager

### **Job Duties and Responsibilities**

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The School Administration Manager supports the school's mission and vision by overseeing the progress monitoring of all students and managing school facilities. They coordinate professional development, conduct safety drills, and maintain schoolwide documents. Additional responsibilities include managing inventory, overseeing dividends, handling textbooks, creating schedules, and serving as the testing coordinator. Additionally, she works collaboratively with the principal to ensure the safety of all stakeholders, create community connections, and enhance stakeholder collaboration.

## **Leadership Team Member #4**

### **Employee's Name**

Brittany Shivers

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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The school guidance counselor provides comprehensive support by counseling students, delivering classroom guidance lessons, and conducting crisis interventions. She engages in consultation, assessment, and evaluation to address student needs, offering parent and family support and conducting community outreach. The counselor collaborates with parents, student support services, and staff to problem-solve for students (SST), and supports Multi-Tiered System of Supports (MTSS) interventions.

## **Leadership Team Member #5**

### **Employee's Name**

Claudia Argueta

### **Position Title**

ESOL teacher

### **Job Duties and Responsibilities**

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The ESOL teacher provides specialized instruction for English language learners, focusing on assessment and progress monitoring to ensure student success. They provide resources for cultural responsiveness and engage with parents and the community to foster inclusive support. Additionally, the ESOL teacher analyzes subgroup data to inform instruction and serves on the leadership team to contribute to school-wide decision-making.

## **Leadership Team Member #6**

### **Employee's Name**

Kim Dudley

### **Position Title**

K-2 Instructional Coach

### **Job Duties and Responsibilities**

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The instructional coach focuses on instructional modeling and coaching, providing reading and math intervention, and supporting the Multi-Tiered System of Supports (MTSS). They participate in

Professional Learning Communities (PLCs) and work as curriculum specialists. Key responsibilities include data analysis, maintaining a data wall, leading data meetings, and conducting professional development. They also hold parent conferences, coordinate with district curriculum contacts, assist with lesson planning, and contribute to problem-solving and school improvement efforts. Additionally, they serve on the Leadership Team.

## **Leadership Team Member #7**

### **Employee's Name**

Megan Glanzman

### **Position Title**

3-5 Instructional Coach

### **Job Duties and Responsibilities**

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The reading/math coach focuses on instructional modeling and coaching, providing reading and math intervention, and supporting the Multi-Tiered System of Supports (MTSS). They actively participate in Professional Learning Communities (PLCs) and work as curriculum specialists. Key responsibilities include data analysis, maintaining a data wall, leading data meetings, and conducting professional development. They also hold parent conferences, coordinate with district curriculum contacts, assist with lesson planning, and contribute to problem-solving and school improvement efforts, serving on the Leadership Team.



## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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We begin by identifying all relevant stakeholders who have a vested interest in the school's success and meet to gather input. The School Improvement Plan is shared with school leadership team, SAC and/or PTA members. Suggestions are taken and stakeholders have the opportunity to add their input and recommendations where possible. We identify strengths of the school community and areas needing improvement then determine key priorities based on the input received from stakeholders. Once input is gathered, we analyze the data collected from stakeholders looking for common themes and areas of consensus among stakeholders. We collaboratively set realistic and measurable goals that align with the school's mission and vision.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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We will regularly collect academic data such as standardized test scores, formative and summative assessment results, and attendance records and identify progress indicators aligned to academic standards and SIP goals. We will hold monthly meetings of the leadership team to review progress against established indicators.

Based on data analysis, the team will determine which strategies are working well and which need adjustment. The Principal will allocate resources effectively to support successful strategies and make necessary changes to those that are less effective in order to increase student achievement. We will maintain an open feedback loop with stakeholders to continuously refine the SIP based on changing needs and data analysis.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>43.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>38.9%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	1	18	32	28	37	40				156
One or more suspensions	0	1	1	0	2	3				7
Course failure in English Language Arts (ELA)	1	4	16	2	0	0				23
Course failure in Math	1	2	8	0	0	2				13
Level 1 on statewide ELA assessment	0	0	0	0	4	6				10
Level 1 on statewide Math assessment	0	0	0	0	5	6				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	14						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0						0

#### Current Year 2024-25

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	2	7	1	8	9				28

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	4	1	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

**Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	83	66	57	72	61	53	76	65	56
ELA Grade 3 Achievement **	83	69	58	78	62	53			
ELA Learning Gains	76	62	60				74		
ELA Learning Gains Lowest 25%	77	55	57				59		
Math Achievement *	81	67	62	80	64	59	76	46	50
Math Learning Gains	76	64	62				64		
Math Learning Gains Lowest 25%	68	43	52				49		
Science Achievement *	74	68	57	80	65	54	65	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	94	75	61	73	77	59	57		

\*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 (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	79%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	712
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
79%	79%	65%	68%		73%	60%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	70%	No		
English Language Learners	69%	No		
Asian Students	72%	No		
Black/African American Students	67%	No		
Hispanic Students	74%	No		
Multiracial Students	84%	No		
White Students	78%	No		
Economically Disadvantaged Students	71%	No		

## 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%
Students With Disabilities	55%	No		
English Language Learners	73%	No		
Asian Students	72%	No		
Black/African American Students	43%	No		
Hispanic Students	74%	No		
Multiracial Students	81%	No		
White Students	81%	No		
Economically Disadvantaged Students	68%	No		

## 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%
Students With Disabilities	41%	No		
English Language Learners	77%	No		
Native American Students				
Asian Students	75%	No		
Black/African American Students	56%	No		
Hispanic Students	57%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	58%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	83%	83%	76%	77%	81%	76%	68%	74%					94%
Students With Disabilities	71%	67%	75%	73%	59%	71%	68%	53%					90%
English Language Learners	67%		80%	70%	52%	53%							94%
Asian Students	67%		77%		67%	77%							
Black/African American Students	73%				60%								
Hispanic Students	79%	71%	79%	78%	74%	76%	70%	66%					
Multiracial Students	95%		92%		79%	69%							
White Students	85%	86%	72%	71%	86%	76%	69%	81%					
Economically Disadvantaged Students	70%	75%	72%	68%	70%	69%	64%	60%					93%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	72%	78%			80%			80%					73%
Students With Disabilities	50%	69%			55%			46%					
English Language Learners	50%				81%								87%
Asian Students	64%				79%								
Black/African American Students	47%				41%			40%					
Hispanic Students	69%	84%			73%			70%					
Multiracial Students	78%				83%								
White Students	75%	76%			84%			88%					
Economically Disadvantaged Students	59%	67%			67%			68%					80%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	76%		74%	59%	76%	64%	49%	65%					57%
Students With Disabilities	40%		43%	46%	54%	48%	32%	26%					
English Language Learners	80%		87%		80%	80%							57%
Native American Students													
Asian Students	80%		83%		70%	67%							
Black/African American Students	56%		64%		50%	55%							
Hispanic Students	65%		73%	48%	62%	54%	39%	52%					60%
Multiracial Students	67%		50%		73%	40%							
Pacific Islander Students													
White Students	81%		76%	67%	83%	69%	56%	71%					
Economically Disadvantaged Students	61%		66%	59%	64%	55%	43%	53%					60%

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	83%	67%	16%	55%	28%
Ela	4	88%	62%	26%	53%	35%
Ela	5	76%	63%	13%	55%	21%
Math	3	75%	69%	6%	60%	15%
Math	4	87%	64%	23%	58%	29%
Math	5	54%	43%	11%	56%	-2%
Math	6	100%	67%	33%	56%	44%
Science	5	74%	65%	9%	53%	21%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

ELA/math

lowest 25%

- small group focused instruction
- ESE push-in
- analyze data to ensure student mastery of standards

##### Lowest Performance

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

---

ELA

5th grade learning gains

- Lack of attendance consistency, tardiness, and early pick-ups are result in a loss of instructional learning leading to a decrease in learning gains.

Math

level 3s decreased from 21.9% to 18.6%

- Lack of attendance consistency, tardiness, and early pick-ups are result in a loss of instructional learning leading to a decrease in student achievement.

##### Greatest Decline

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

---

Level 3s in ELA and Math

3rd grade math

- We noticed the structure and inconsistent instruction of acceleration block indirectly contributed to the decline in the number of level 3s.



Science

- Woodlands dropped from 80% proficient to 74% proficient.

**Greatest Gap**

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.

---

N/A

All above state average

**EWS Areas of Concern**

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

---

5th grade learning gains

level 3s

**Highest Priorities**

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

---

ELA

1. Level 2s-increasing to proficiency
2. Level 5s-maintaining level 5
3. Grades k-2-increase proficiency on Star Reading

Math

1. standard math block level 3s proficiency/learning gains

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

It is noted that 62% of students achieving level 2s, did not make growth. We identified this by examining the 4th/5th grade learning gains from PM 3 of the current year to PM 3 of the prior year. Grades K-2 Star data showed 79% in K, 77% in grade 1, and 65% in grade 2.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

100% of third grade students achieving a level 2 will score a level 3 or higher on their FAST PM 3 for 2024-25.

100% of fourth grade students achieving a level 2 will score a level 3 or higher on their FAST PM 3 2024-25.

100% of k-2 students will be proficient on the 24-25 Star Reading assessment.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Students will be monitored while in their Acceleration/Intervention block. Progress monitoring will occur weekly and changes in instructional strategies will occur as needed. Monitoring will also take place at MTSS meetings to determine whether or not further interventions are needed.

#### Person responsible for monitoring outcome

Classroom teachers, instructional coaches, administration

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers will use core phonics, UFLI, Flamingo, unit and iReady assessments to provide instruction to students needing additional support.

**Rationale:**

Benchmark assessments and specialized reading methodologies like Magnetic Reading are invaluable tools for teachers working with tiered students and those needing additional support. They provide essential data, guide instructional decisions, and ensure that teaching efforts are aligned with the specific needs and abilities of each student.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Acceleration/Intervention block

**Person Monitoring:**

classroom teachers/coaches/administration

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Data will be analyzed and used to make instructional groupings of students. Teachers will provide targeted interventions and support for students. Students will be monitored while in their Acceleration/Intervention block. Progress monitoring will occur weekly and changes in instructional strategies will occur as needed. Monitoring will also take place at MTSS meetings to determine whether or not further interventions are needed. Implement core phonics, uflI phonics and phonemic awareness instruction based on fluency, core, and Flamingo assessments.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Woodlands will focus on students achieving at a Level 3 in Math (specifically in third grade). We noted and believe the structure and inconsistent instruction of Acceleration block indirectly contributed to the decline in the number of level 3s for 2024-2025.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

The number of students achieving a level 3 in 2023-2024 decreased from 21.9% to 18.6%.

Woodlands will increase the number of students achieving a level 3 by 10% in the 24-25 school year.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

We believe that lack of attendance consistency, tardiness, and early pick-ups are result in a loss of instructional learning leading to a decrease in student achievement. Therefore we will monitor attendance including tardiness and early pick- ups monthly. We will discuss and analyze data at PBIS meetings monthly and MTSS meetings every six weeks.

**Person responsible for monitoring outcome**

classroom teachers, coaches, and administration

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The following evidence-based interventions will be used to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, and Seminole Numeracy Project.

**Rationale:**

All the listed interventions have research-based evidence for efficacy.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

### **Action Step #1**

provide high-quality tier 1 instruction

#### **Person Monitoring:**

classroom teacher/coaches

#### **By When/Frequency:**

daily

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will provide high-quality tier 1 instruction through differentiated instruction in math. Lessons/teaching methods will be tailored to meet the diverse needs of students, including those with different learning styles and abilities. Teachers will use varied instructional strategies such as hands-on activities, cooperative learning, and real-world applications to keep students motivated and actively involved in learning. Rotations will focus on Florida Assessment Standards Practice book, iReady teacher assigned lessons related to FL Best standards, small group standards mastery. Grades 3-5 will focus on math fluency using Factastic that is adapted to the needs of our students. Clear Learning Objectives: Ensure that lesson objectives are clearly communicated to students, so they understand what they are expected to learn and achieve.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

It is noted that student achievement decreased from 80% proficiency in 22/23 to 74% proficiency in 23/24. We identified this by examining the 5th grade proficiency scores on the Florida Statewide Science Assessment.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Student achievement will increase in science by 10% from 74% proficiency in 23/24 to 84% proficiency in 24/25.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress monitoring will occur weekly and changes in instructional strategies will occur as needed. Teachers will use unit assessments and benchmark assessments to monitor student success at PLC meetings. Monitoring will also take place at MTSS meetings to determine whether or not further

interventions are needed.

**Person responsible for monitoring outcome**

Classroom teachers/coaches

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers will use evidence-based teaching practices and principles of instruction to achieve the measurable outcome in science.

**Rationale:**

Teachers understanding of effective evidence-based practices is vital for supporting student achievement and closing achievement gaps.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Teachers will focus on implementing the new science curriculum K-5 to fidelity and use county TOAs to assist as needed.

**Person Monitoring:**

classroom teachers/coaches

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will provide high-quality tier 1 instruction through differentiated instruction. Lessons/teaching methods will be tailored to meet the diverse needs of students, including those with different learning styles and abilities. Teachers will use varied instructional strategies such as hands-on activities, cooperative learning, and real-world applications to keep students motivated and actively involved in learning. Clear Learning Objectives: Ensure that lesson objectives are clearly communicated to students, so they understand what they are expected to learn and achieve. Grade level teachers will conduct vertical articulation meetings and create a strategic plan to implement and review critical standards in science.

## IV. Positive Culture and Environment

### Area of Focus #1

## Positive Behavior and Intervention System (PBIS)

### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Woodlands will focus on student discipline that encompasses the policies, practices, and interventions to maintain a positive and productive learning environment. It was determined that the number of discipline referrals more than doubled from the previous year and negatively impacted student achievement.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

In 22-23 school year, Woodlands had 25 referrals from a total of 18 students. In 23-24, the number of total referrals increased to 60. Woodlands will reduce the number of referrals by 10%.

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Woodlands will regularly collect, analyze, and monitor for trends all discipline data monthly. By monitoring discipline referrals and implementing targeted interventions based on data analysis, Woodlands will create a supportive environment where all students have the opportunity to achieve their academic potential and thrive socially and emotionally.

### Person responsible for monitoring outcome

School Administration

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### Description of Intervention #1:

Teachers will implement Harmony curriculum and use strategies for problem solving within the school community.

### Rationale:

Harmony Curriculum or Overcoming Obstacles.org is guided by the latest research in social and emotional development, and supports the goals of relationship building, diversity and inclusion, community building, and culturally responsive teaching so that all students can experience the benefits of an SEL-informed education during morning meeting time.

### Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

PBIS

**Person Monitoring:**

classroom teachers/coaches/administration

**By When/Frequency:**

monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use a school-wide PBIS system to clearly define behavioral expectations for all areas of the school. Teachers and staff will explicitly teach expectations to students and reinforce them consistently across all settings and grade levels. The PBIS committee will meet monthly to discuss and analyze data and determine a continuous improvement plan as needed. School counselor will attend the American School Counseling Association training during the 2024-25 school year. The school will implement Harmony and Overcoming Obstacles to teach social emotional skills and expectations.

**Area of Focus #2**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Woodlands will focus on improving student attendance. Student attendance plays a vital role in supporting academic achievement, social-emotional development, and overall readiness for lifelong learning.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

In the 23-24 school year, third grade accounted for 17% of all schoolwide absences. This is a direct correlation from the previous year where the same students (2nd grade) accounted for 19% of all absences in the school. Fourth grade students will reduce absences by 5% in the 2024-25 school



year.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Attendance reports will be analyzed monthly in order to improve student achievement of third grade students.

### **Person responsible for monitoring outcome**

Administration/school counselor

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

SCPS social work home visit guide will be followed.

### **Rationale:**

SCPS Attendance/Truancy team is guided by SCPS policies and procedures. The goal will be to identify specific students' attendance trends and implement attendance/truancy structures as defined by student support services.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

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

Attendance

#### **Person Monitoring:**

classroom teachers/coaches/administration

#### **By When/Frequency:**

monthly

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will implement a school-wide system to reward students who are in attendance and on time called Lucky Ducks. Monthly attendance meetings will be held to analyze attendance data and review third grade students attendance trends. Students with repeated attendance issues will be assigned a trusted adult to check in/mentor the student and family.

### **Area of Focus #3**

Teacher Retention and Recruitment

### **Area of Focus Description and Rationale**

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Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

According to the Panorama Survey, 30% of teachers feel trust exists between school leader and faculty compared to the SCPS average of 68%.

More specifically:

7% Tremendous amount of trust

24% Quite a bit of trust

26% Some trust

17% A little bit of trust

26% No trust at all

Trust in school leadership and faculty fosters a supportive and collaborative environment that can enhance teaching practices, motivate educators, and create a positive school culture—all of which contribute to improved student achievement.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Woodlands will increase staff-leadership relationship from 30% to the SCPS average of 68% or above.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

The Principal will monitor teacher-principal trust by regular check-ins, 5 Essentials/Panorama Surveys, and continuous feedback.

### **Person responsible for monitoring outcome**

Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Administration will monitor and evaluate trust levels by tracking changes in climate. We will look for improvements in staff morale, reduced turnover, and enhanced collaboration between teachers and

leadership.

**Rationale:**

By carefully monitoring trust levels and their impact, principals can ensure that their efforts lead to tangible improvements in school climate and student achievement.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Feedback and Self-Reflection

**Person Monitoring:**

Administration

**By When/Frequency:**

quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will establish clear communication with open door policy. Administration will also provide regular updates and transparent decision making with built in feedback loop quarterly to problem solve concerns and ensure all voices are heard. The principal will provide an anonymous way to report concerns as well as ability to voice concerns.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

No Answer Entered

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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

---

No Answer Entered

#### Preparing for Postsecondary Opportunities and the Workforce

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

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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

---

No Answer Entered

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### Strategies to Assist Preschool Children

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

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00