

St. Johns County School District

SOUTH WOODS ELEMENTARY SCHOOL



2025-26 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 (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Angela Rodgers

angela.rodgers@stjohns.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The Principal, Angela Rodgers, serves as the instructional leader of South Woods Elementary. The duties of the principal include collaborating with district and school-based leaders to plan, develop, and implement standards-based instruction using highly effective instructional practices to support student achievement.

Angela Rodgers maintains an environment that is safe, supportive, and welcoming to all stakeholders. An uplifting learning environment will be developed through positive behavior intervention supports. The social, emotional, and educational needs of all students will be supported by the principal.

The principal creates conditions for Professional Learning Communities to meet regularly. PLCs help staff and teachers to continually improve their collective capacity to ensure all students acquire the knowledge, skills, and dispositions essential to their success. Professional development of South Woods' staff and faculty aligns with district and school initiatives. Assessment data and instructional observations are used to drive training topics. Professional development is decided upon by the principal and Leadership Team.

South Woods Elementary is a Community Partnership School. The principal works with Children's Home Society, St. Johns River State College, University of Florida, UF Health, and St. Johns County School District to bring resources and opportunities to students and community members.

Angela Rodgers nurtures collaborative relationships with families through the School Advisory Council and Parent Teacher Organization. School-based program success and areas for improvement are communicated with the intention to receive input that will lead to greater school improvement.

Leadership Team Member #2

Employee's Name

Almarene Lowndes

almarene.lowndes@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal, Almarene Lowndes, supports the Leadership Team, teachers, and staff for grade levels 3rd-5th grade in general education classes and those who support students in self-contained classes. Almarene Lowndes assists with their Professional Learning Community to maintain and maximize their effectiveness. Participation in their planning allows for meaningful evaluations to be conducted and valuable feedback to be provided. The assistant principal observes instructional delivery and student understanding. Timely feedback is shared, and student performance examined. As an essential member of the grade level PLCs, the assistant principal is also able to attend their MTSS/Rtl and IEP meetings. These collaborative efforts align with school goals.

Leadership Team Member #3

Employee's Name

Savannah Sims

savannah.sims@stjohns.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal, Savannah Sims, supports the Leadership Team, teachers, and staff for grade levels Kindergarten-2nd grade in general education classes and PreK students in braided/blended classes. Savannah Sims assists with their Professional Learning Community to maintain and maximize their effectiveness. Participation in their planning allows for meaningful evaluations to be conducted and valuable feedback to be provided. The assistant principal observes instructional delivery and student understanding. Timely feedback is shared, and student performance examined. As an essential member of the grade level PLCs, the assistant principal is also able to attend their MTSS/Rtl and IEP meetings. These collaborative efforts align with school goals.

Leadership Team Member #4

Employee's Name

Linda Fuce

linda.fuce@stjohns.k12.fl.us

Position Title

Behavior Interventionist

Job Duties and Responsibilities

The Behavior Interventionist, Linda Fuce, provides class management support, implements positive behavior interventions, and analyzes school disciplinary data. School-wide social skill lessons are shared during morning meetings along with character education. Student representatives are celebrated at the end of each quarter for demonstrating the character pillar of the month. Linda Fuce leads and monitors the school-wide positive behavior intervention and supports. She encourages the recognition of individuals and classes who follow school-wide expectations. The behavior interventionist conducts professional development with individual teachers, grade levels, and our entire faculty. Linda Fuce enforces the SJCS D Student Code of Conduct.

Leadership Team Member #5

Employee's Name

Anje Newbold

anje.newbold@stjohns.k12.fl.us

Position Title

Instructional Literacy Coach 3-5

Job Duties and Responsibilities

The role of the Instructional Literacy Coach, Anje Newbold, is to support student learning in the area of literacy. Anje Newbold is instrumental in improving Tier 1 instruction in the 3rd-5th grade classroom. She works closely with teachers to plan standards-based lessons that are delivered using best practices. Frequent data digs determine next steps to help increase student proficiency for students. The ILC organizes and/or delivers professional development weekly for grade level teams or individual and monthly for our staff. She models high yielding strategies and routines for identified programs for new and veteran teachers. She also conducts our MTSS/RtI meetings.

Leadership Team Member #6

Employee's Name

Jenny Moore-Jones

jenny.moore-jone@stjohns.k12.fl.us

Position Title

Academic Coach PreK-2nd Grade

Job Duties and Responsibilities

The role of the Academic Coach, Jenny Moore-Jones, is to support student learning in the area of literacy and math. Jenny Moore-Jones is instrumental in improving Tier 1 instruction in the PreK-2nd grade classrooms. She works closely with teachers to plan standards-based lessons that are delivered using best practices. Frequent data digs determine next steps to help increase student proficiency for students in the primary grades. The ILC organizes and/or delivers professional development weekly for grade level teams or individual and monthly for our staff. She models high yielding strategies and routines for identified programs for new and veteran teachers. She also conducts our MTSS/RtI meetings.

Leadership Team Member #7

Employee's Name

Tracey Impersine

tracey.impersine@stjohns.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

The School Counselor, Tracey Impersine, supports students' academic, social-emotional, and behavioral development by providing counseling, guidance lessons, and individualized support. Tracey Impersine works closely with teachers, administrators, parents, and community partners to foster a safe, inclusive, and supportive school environment that promotes student success and well-being.

Leadership Team Member #8**Employee's Name**

Kaneika Nimmons

kaneika.nimmons@chsfl.org

Position Title

Community Partnership School Director

Job Duties and Responsibilities

Kaneika Nimmons is the Community Partnership School Director. She addresses students' holistic needs, recognizes unique challenges, and provides opportunities for members of our community. Kaneika Nimmons offers on-site access to health and wellness services, on-site food pantries, counseling, leadership opportunities, cultural enrichment activities, afterschool activities, and parent resources.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The development of South Woods' School Improvement Plan included all necessary stakeholders. This process began following the completion of STAR and FAST Progress Monitoring 3 data in the spring of 2025. Desegregating the data led to discussions with our leadership team, teachers, support staff, district members, and parents. Reflections took place in weekly PLC meetings, ESE chats, and "Wonderful Wednesdays". A Needs Assessment Survey was provided to our parents and our staff. Those results were then reviewed by our staff and School Advisory Council.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The implementation of the South Woods' School Improvement Plan will be regularly monitored and examined for the impact on increasing student achievement.

School Level-

- Daily Campus and Classroom Observations
- Weekly Leadership, PLC, and Wonderful Wednesday Meetings.
- Monthly PBIS, New Teacher, SAC, and Team Leader Meetings
- Mid-Year and End of the Year Data Digs

District Level-

- Quarterly Reports
- Formal Mid-Year and End of the Year Reports to Student Academic Leadership Team (SALT)

Upon frequent review, South Woods will revise schedules, materials, or teachers/interventionists/paraprofessionals.

Small Groups-

- Instruction and resources are fluidly selected to address needs demonstrated on school and district testing- Foundations, Core Phonics, Oral Reading Fluency, Unit Summatives, and District Common Summative Assessments.
- Students with Disabilities served in classroom to develop cognitive abilities through reteach and social abilities.

Target Time for ELA & Math-

- Instruction and resources are selected to address needs demonstrated in state testing-STAR & FAST
- Students with Disabilities served in classroom or small group pull out remedial instruction.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: C 2022-23: C 2021-22: C 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	99	112	124	101	92	103				631
Absent 10% or more school days	40	43	42	29	29	33				216
One or more suspensions	5	0	11	15	5	6				42
Course failure in English Language Arts (ELA)	7	3	0	3	0	0				13
Course failure in Math	7	3	0	3	0	0				13
Level 1 on statewide ELA assessment	17	28	25	19	15	26				130
Level 1 on statewide Math assessment	18	19	29	19	22	15				122
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	4	6	1						11
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	7	11	5	10					34

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	6	9	2				20

Current Year 2025-26

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	5	3	0	1	0	0				9
Students retained two or more times	0	0	0	0	1	0				1

Prior Year (2024-25) 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	31	47	33	27	26	30				194
One or more suspensions	5	5	13	7	4	19				53
Course failure in English Language Arts (ELA)				5	10	15				30
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)	4	6	6	11						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	8	2	2	1					17

Prior Year (2024-25) 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	3	4	5	7	7	24				50

Prior Year (2024-25) 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	5	17	12	10						44
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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	51	74	59	43	73	57	39	70	53
Grade 3 ELA Achievement	53	76	59	48	76	58	43	73	53
ELA Learning Gains	56	64	60	53	66	60			
ELA Lowest 25th Percentile	60	53	56	57	53	57			
Math Achievement*	56	77	64	48	76	62	37	73	59
Math Learning Gains	63	69	63	54	67	62			
Math Lowest 25th Percentile	44	57	51	51	53	52			
Science Achievement	51	73	58	44	69	57	39	69	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	67		63		64	61		66	59

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

**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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	434
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	50%	40%	50%	45%		60%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	38%	Yes	4	
Black/African American Students	44%	No		
Hispanic Students	50%	No		
Multiracial Students	65%	No		
White Students	58%	No		
Economically Disadvantaged Students	51%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	51%	53%	56%	60%	56%	63%	44%	51%					
Students With Disabilities	26%	15%	43%	61%	35%	49%	39%	38%					
Black/African American Students	26%	39%	48%	73%	28%	52%							
Hispanic Students	57%		48%		57%	52%		36%					
Multiracial Students	70%		75%		55%	58%							
White Students	54%	52%	57%	66%	62%	67%	52%	56%					
Economically Disadvantaged Students	48%	55%	51%	58%	51%	57%	40%	44%					

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.
All Students	43%	48%	53%	57%	48%	54%	51%	44%		
Students With Disabilities	23%	26%	46%	47%	24%	39%	40%	24%		
Black/African American Students	24%	20%	41%		32%	52%		20%		
Hispanic Students	33%	30%	65%		44%	47%				
Multiracial Students	52%		55%		43%	64%				
White Students	47%	58%	53%	55%	53%	55%	53%	51%		
Economically Disadvantaged Students	37%	42%	52%	58%	42%	48%	50%	41%		

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	39%	43%			37%			39%					
Students With Disabilities	25%	35%			16%			24%					
Black/African American Students	24%				20%			28%					
Hispanic Students	50%				38%			64%					
Multiracial Students	33%				47%								
White Students	41%	47%			41%			38%					
Economically Disadvantaged Students	33%	41%			31%			34%					

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	52%	77%	-25%	57%	-5%
ELA	4	60%	75%	-15%	56%	4%
ELA	5	41%	73%	-32%	56%	-15%
Math	3	46%	79%	-33%	63%	-17%
Math	4	58%	79%	-21%	62%	-4%
Math	5	60%	74%	-14%	57%	3%
Science	5	49%	71%	-22%	55%	-6%

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?

South Woods demonstrated the greatest improvement in math learning gains, showing a nine-point increase from 54 to 63. This success can be attributed to the collaborative planning efforts of our 3rd–5th grade teachers, who worked closely with the ESE support facilitator, instructional coaches, and district team members to strengthen math instruction.

Lowest Performance

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

The data component that showed the lowest performance was in the Math Lowest 25th Percentile, which declined from 51 to 44. Historically, our Kindergarten through 2nd-grade students have performed below the state average, resulting in a significant learning gap that must be addressed in third grade. Last year, our third-grade students encountered multiple challenges, including three teacher transitions, a new support facilitator, and the integration of new students whose disruptive behaviors required considerable time and support to manage.

Greatest Decline

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

The data component that showed the greatest decline was also in our math lowest 25th percentile. Again, our third-grade students faced several challenges throughout the school year, including three teacher changes, a new support facilitator, and the addition of new students whose disruptive behaviors required time and support to address.

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.

The data component where South Woods showed the greatest gap compared to the state average was in math achievement. Although there was an eight-point increase from the previous year, an eight-point gap still remained when compared to the state. However, as South Woods continues to

retain more teachers, grade-level planning is becoming more comprehensive. This collaborative planning is expected to have a stronger impact on closing achievement gaps moving forward.

EWS Areas of Concern

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

The areas of concern indicated on South Woods' early warning systems are students missing 10% or more school days and those with one or more suspensions each year.

Highest Priorities

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

The highest priorities for South Woods for this upcoming school year include:

- ELA Achievement
- Math Achievement
- Quality interventions (lowest 25% for ELA & Math)
- Science (3-5)
- ESSA Group- SWDs (K-5)

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Students with Disabilities (SWD), grades kindergarten through fifth grade.

South Woods' students with disabilities for the fifth year, have not made the same gains as their peers.

Measurable Outcome

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.

South Woods' Students with Disabilities (SWD) subgroup data will increase from 37% to 41% or higher with kindergarten through 5th grade on PM3 Assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Following PM1

- Class lists were developed with IEP services in mind. Resources for support facilitation will be selected based on previous PM3 & PM1 data.
- Target groups for ELA & Math have initially been created based on PM3 from the previous school year but will be adjusted if needed based on PM1 data.
- SWD will be engaged in data discussions that will support students taking ownership of their learning and reaching IEP goals.
- Support Facilitators will join grade level PLC meetings and examine assessment (unit, topic, CSA) results.
- IEP goals and benchmarks, depending on plan expiration, may be adjusted and/or changed.
- Parents are engaged in data discussions with their child.

- District desegregates data.
- CAST members support in low performing areas.

Following PM2

- Target groups for ELA & Math will be adjusted if needed based on PM2 data.
- SWD will be engaged in data discussions that will support students taking ownership of their learning and reaching IEP goals.
- Support Facilitators will join grade level PLC meetings and examine assessment (unit, topic, CSA) results.
- IEP goals and benchmarks, depending on plan expiration, may be adjusted and/or changed.
- Data discussions take place with teacher and students, with final goal set for PM3.
- District desegregates data.
- CAST members support in low performing areas.

Person responsible for monitoring outcome

Leadership Team, Coaches, Grade Level Teachers, Support Facilitators & General Education Teachers, and Self-Contained Teachers.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Students will receive explicit and systematic instruction, using visual aids and manipulatives, breaking down problems into smaller steps, verbalizing thought processes, graphic organizers, peer-assisted learning, and providing frequent, specific feedback. -Inclusion Model -My Voyager Materials

Rationale:

Strategies should be personalized, differentiate instruction, build confidence, and focus on closing skill gaps through targeted practice and progress monitoring. Serving our students with disabilities in their general education classes will allow for shared learning opportunities and higher academic expectations.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Develop Student Instructional Groups

Person Monitoring:

Leadership Team, Support Facilitators & Gen Education Teachers, Self-Contained Teachers, and Coaches

By When/Frequency:

After PM1 & PM2 Assessments

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

Adjust student instructional groups based off progress monitoring assessments.

Action Step #2

Data Discussions

Person Monitoring:

Support Facilitators & General Education Teachers or Self-Contained Teacher

By When/Frequency:

After PM1 and Before/After PM2, Before PM3

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

Data discussions with parents, among stakeholders, and students. District will desegregate data and share.

Action Step #3

PLCs- Planning

Person Monitoring:

Leadership Team, Support Facilitators & Gen Education Teachers, Self-Contained Teachers, and Coaches

By When/Frequency:

Weekly

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

Support Facilitators will join weekly PLCs and Wonderful Wednesdays every three weeks. Plans will coordinate activities and resources to best serve students. Self-Contained Teachers will plan with the Leadership Team, Coaches, and District Supports.

Area of Focus #2

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**

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.

Science Achievement- South Woods' Science Achievement results increased from the previous year, 44% to 51%, however it continued to be below the state level at 58%.

Measurable Outcome

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.

South Woods' End of the Year 5th Grade Science Achievement results will increase to a minimum of 57% or the state level.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Kindergarten- Grade 2

- Collaboratively plan instruction of standards unique to one grade level. Conduct spiral reviews of those identified standards throughout the year.
- Observations of science instruction will be conducted & grade level Unit plans examined.

Grades 3-5

- Collaboratively plan instruction of science standards, focusing on those unique to one grade level.
- Administer all Science CSAs and enter results in Performance Matters.
- Examine science assessment results and plan reteach opportunities on identified benchmarks, historically in Physical Science & Life Science
- Observations of science instruction will be conducted & grade level Unit plans examined

Person responsible for monitoring outcome

Leadership Team, General Education Teachers, Support Facilitators, Self-Contained Teachers, Coaches, Ryan Zimmerman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based interventions for improving elementary science achievement include using models and simulations to make abstract concepts concrete, emphasizing spatial thinking skills with tailored curricula, and promoting student-centered inquiry-based learning. -Professional Learning on new Science program. -District support to narrow standard focus.

Rationale:

Evidence-based interventions like using models and simulations, fostering spatial thinking skills, and promoting inquiry-based learning are effective in improving elementary science achievement because they address fundamental aspects of how children learn complex scientific concepts. These methods engage students in active, rather than passive, learning and make abstract ideas more concrete and accessible.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaboratively Plan

Person Monitoring:

Leadership Team, General Education Teachers,
Support Facilitators, Self-Contained Teachers,
Coaches, Ryan Zimmerman

By When/Frequency:

Biweekly

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

Kindergarten- Grade 2 will collaboratively plan science standards unique to one grade level, on Early Release Wednesdays. Grades 3-5 will collaboratively plan all science standards on Early Release Wednesdays.

Action Step #2

Data Digs

Person Monitoring:

Leadership Team, General Education Teachers,
Support Facilitators, Self-Contained Teachers,
Coaches, Ryan Zimmerman

By When/Frequency:

Following Unit Assessments and/or Science CSAs

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

Following Unit Assessments and/or Science CSAs, areas of strength or weakness will be noted. A plan for spiral reviews and reteaching opportunities will be planned. The Leadership Team, Coaches, and/or Ryan Zimmerman will work with all grade levels.

Action Step #3

Observations

Person Monitoring:

Leadership Team, Coaches, Ryan Zimmerman

By When/Frequency:

monthly

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

Deliberate walk-throughs, informal (K-5) and formal observations (5) will be made during science blocks. Members will collaborate on observations and adjust supports as needed.

Area of Focus #3

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

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

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.

Quality interventions delivered daily to students in the lowest 25th percentile for math.

The data component for South Woods that showed the lowest performance was in the Math Lowest 25th Percentile, which declined from 51% to 44%. With second and third grade students declining from those the previous school year (2nd- 55% to 51% and 3rd- 48% to 46%).

Measurable Outcome

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.

South Woods' lowest 25th percentile Math gains will increase from 51% to 57% or higher on the Florida Statewide Science Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Following PM1

- Identify students performing in the lowest 25th percentile for math.
- Target groups for ELA & Math have initially been created based on PM3 from the previous school year but will be adjusted if needed based on PM1 data.
- Parents are engaged in data discussions with their child.
- District desegregates data.
- Teams will collaboratively plan to instruct math standards that have the greatest gaps and can be the most impactful.
- CAST members support in low performing areas.

Following PM2

- Identify students performing in the lowest 25th percentile for math.
- Target groups for Math will be adjusted if needed based on PM2 data.
- Data discussions take place with teacher and students, with final goal set for PM3.
- District desegregates data.
- Teams will collaboratively plan to instruct math standards that have the greatest gaps and can be the most impactful.
- CAST members support in low performing areas.

Person responsible for monitoring outcome

Leadership Team, General Education Teachers, Support Facilitators, Self-Contained Teachers, District CAST Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based interventions for struggling elementary math students, specifically those in the lowest 25th percentile, include explicit, systematic instruction that builds conceptual understanding, the use of manipulatives and visual aids for concrete connections, providing repeated practice with corrective feedback, and fostering students' ability to verbalize their reasoning. Other effective strategies involve teaching mathematical vocabulary, offering positive reinforcement, and implementing a tiered system of instruction that increases intervention intensity as needed.

Rationale:

A multi-faceted instructional approach combining explicit, systematic teaching, manipulatives, repeated practice, and verbalization provide a solid framework for low-performing math students to build conceptual understanding and procedural fluency. This strategy addresses the specific challenges these students face, such as difficulty with abstract concepts, working memory, and language processing.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify students performing in the lowest 25th percentile for math.

Person Monitoring:

Leadership Team, General Education Teachers,
Support Facilitators, Self-Contained Teachers,
Coaches

By When/Frequency:

PM3, PM1, PM2

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

Compile a list of LQ25 math students. Check supports ESE, Rtl, or 504, if not, at least get an intervention plan started.

Action Step #2

Small Group Target Instruction

Person Monitoring:

Leadership Team, General Education Teachers,
Support Facilitators, Self-Contained Teachers,
Coaches

By When/Frequency:

Weekly

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

Math interventions provided four days a week, by trained staff member. The materials used are research based and will be delivered with fidelity.

Action Step #3

MTSS or IEP Meetings

Person Monitoring:

Leadership Team, General Education Teachers,
Support Facilitators, Self-Contained Teachers,
Coaches

By When/Frequency:

weekly, annually

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

Our LQ25 Students are discussed at weekly MTSS meetings or annually at IEP meetings. Progress monitoring will be graphed, and next steps are decided by represented teams.

Area of Focus #4

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

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.

Strengthen South Woods' Tier I benchmark- aligned instruction in ELA. This is a focus because we have continued to increase our ELA Achievement and ELA proficiency in most grades, we continue to perform equal to or below the state in Grades K-5.

Measurable Outcome

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.

South Woods will increase overall ELA Achievement from 51% to 60% or higher on PM3 in Grades K-5.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Following PM1

- ELA data will be desegregated in grade level PLCs or on Wonderful Wednesday.
- District desegregates data.
- Student goals are set.
- Teams will collaboratively plan to instruct ELA standards that have the greatest gaps and can

be the most impactful.

- CAST members support in low performing areas.

Following PM2

- ELA data will be desegregated in grade level PLCs or on Wonderful Wednesday.
- District desegregates data.
- Student goals are set.
- Teams will collaboratively plan to instruct ELA standards that have the greatest gaps and can be the most impactful.
- CAST members support in low performing areas.

Person responsible for monitoring outcome

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District ELA CAST Team Members

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based interventions for elementary ELA achievement include explicit and systematic instruction in phonics and phonemic awareness, paired with strategies like repeated reading for fluency and activities for building vocabulary and comprehension. Incorporating formative assessments for frequent progress monitoring, differentiated instruction, and engaging students with varied texts are also key. -SAVAAS Reading -Foundations& Heggerty -Geodes & Heggerty Readers -My Focus Readers -BEST Book Read Alouds -Lexia

Rationale:

The rationale for using a bundle of evidence-based interventions for elementary English Language Arts (ELA) is that they address the multiple, interconnected skills required for reading proficiency. By combining explicit and systematic phonics and phonemic awareness with strategies for fluency, vocabulary, and comprehension, this approach builds students' foundational skills and frees up their mental resources for higher-level thinking.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Digs

Person Monitoring:

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District ELA CAST Team Members

By When/Frequency:

Following Assessments- FAST, formatives, summatives, CSAs

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

During PLCs, grade level teams will discuss assessment data to guide planning and develop instructional groups.

Action Step #2

Collaboratively Plan

Person Monitoring:

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District ELA CAST Team Members

By When/Frequency:

Weekly PLCs and Every Third Wednesday

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

Guided by the four PLC questions, grade level teams will create ELA whole group, small group, and target group instruction.

Action Step #3

Evaluate Student and/or Teacher Supports

Person Monitoring:

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District ELA CAST Team Members

By When/Frequency:

Weekly

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

Following data discussions and classroom observations, develop Tier 2 & 3 plans for students with significant gaps in ELA. Following classroom observations and data digs, develop a coaching plan and/or professional learning needed to support teachers.

Area of Focus #5

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**

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.

Strengthen South Woods' Tier I benchmark- aligned instruction in Math. This is a focus because we have continued to increase our Math Achievement in most grades, however, we continue to perform

below the state in Grades 2, 3, and 4.

Measurable Outcome

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.

South Woods will increase overall Math Achievement from 56% to 60% or higher on PM3 in Grades K-5.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Following PM1

- Math PM3 & PM1 data will be desegregated in grade level PLCs or on Wonderful Wednesday.
- District desegregates data.
- Data discussions are held, and student goals are set.
- Teams will collaboratively plan to instruct Math standards that have the greatest gaps and can be the most impactful.
- CAST members support in low performing areas.
- Formatives, Summative, and CSA performances are evaluated.
- Identified supports will be given to students and/or teachers.

Following PM2

- Math PM2 data will be desegregated in grade level PLCs or on Wonderful Wednesday.
- District desegregates data.
- Data discussions are held, and student goals are set.
- Teams will collaboratively plan to instruct Math standards that have the greatest gaps and can be the most impactful.
- CAST members support in low performing areas.
- Formatives, Summative, and CSA performances are evaluated.
- Identified supports will be given to students and/or teachers.

Person responsible for monitoring outcome

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District Math CAST Team Members

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Evidence-based interventions for improving elementary math achievement include: explicit, systematic instruction, which involves clear, step-by-step teaching and modeling; using visual and concrete manipulatives like blocks and drawings to connect abstract concepts to real-world objects; providing frequent, immediate feedback to students; integrating math games and connecting concepts to everyday life; and building math fluency through practices like timed drills and teaching mathematical vocabulary. -SAVAAS Math -Envision Interventions -IXL

Rationale:

The rationale for using the listed evidence-based interventions to improve elementary math achievement is that each strategy is supported by research and designed to build students' conceptual understanding, procedural fluency, and problem-solving skills. These methods move beyond rote memorization to foster a deeper, more flexible grasp of mathematics.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Data Digs

Person Monitoring:

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District Math CAST Team Members

By When/Frequency:

Following Assessments- FAST, formatives, summatives, CSAs

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

During PLCs, grade level teams will discuss assessment data to guide planning and develop instructional groups.

Action Step #2

Collaboratively Plan

Person Monitoring:

Leadership Team, General Education Teachers, Support Facilitation Teachers, Self-Contained Teachers, Coaches, Interventionists, District Math CAST Team Members

By When/Frequency:

Weekly PLCs and Every Third Wednesday

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

Guided by the four PLC questions, grade level teams will create Math whole group, small group, and target group instruction.

Action Step #3

Evaluate Student and/or Teacher Supports

Person Monitoring:

Leadership Team, General Education Teachers,
Support Facilitation Teachers, Self-Contained
Teachers, Coaches, Interventionists, District Math
CAST Team Members

By When/Frequency:

Weekly

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

Following data discussions and classroom observations, develop Tier 2 & 3 plans for students with significant gaps in math. Following classroom observations and data digs, develop a coaching plan and/or professional learning needed to support teachers.

IV. Positive Learning 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.

The implementation of our PBIS program with fidelity in order to create a warm and positive school environment that will improve student attendance and will diminish misbehaviors.

- A unified school-wide program to support expectations will be presented to all teachers and staff.
- Classroom teachers will use PBIS Rewards to recognize students meeting attendance goals and behavior/character expectations.
- Frequent celebrations and distribution of tangible rewards are scheduled.
- Staff members will be supported by our Behavior Interventionist.
- South Woods had 132 out of school suspensions (163 if including students who brought OSS when they joined our school).
- This year's third and fourth graders had the most suspensions last school year.

If misbehaviors can be diminished, more time can be spent on learning. Student and teacher attendance will improve with the decrease of conflicts. Teacher retention will improve without daily disrespect and disruptions.

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.

Implementing a unified school-wide PBIS program will improve student attendance and will diminish misbehaviors. South Woods will decrease the number of students missing 10% or more school days each year from 216 to 196 recorded in the early warning systems. We will also decrease the number

of out of school suspensions from 132 (163) to 112 on our Discipline OSS Summary at the end of the 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 and discipline reports will be pulled the first week of the month at our MTSS Core meeting. Improved attendance will improve student engagement and performance.
- Frequent celebrations and distribution of tangible rewards are scheduled; weekly according to attendance goals & PBIS Rewards earned (Bus & PPU Riders, PBIS Rewards), Monthly (Lunch Loot- Free Seat Friday and/or treats), Quarterly (Eagle Egg Grade Level Prize, PBIS Store), Semester (Obstacle Course, Glow Day).
- Recognize teachers using PBIS with fidelity- leave early, extra planning time.

Person responsible for monitoring outcome

Linda.fuce@stjohns.k12.fl.us

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of the PBIS program and morning meetings with Second Step social skill lessons with fidelity will create a warm and positive school environment.

Rationale:

Having a warm and positive school environment will improve student attendance and will diminish misbehaviors.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Conduct classroom observations for evidence of PBIS program and morning meetings.

Person Monitoring:

Leadership Team

By When/Frequency:

Weekly

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

step:

Confirm the facilitation of Morning Meetings and reference of our PBIS program, as well as teacher usage of PBIS Rewards. Staff members will be supported by our Behavior Interventionist and Coaches.

Action Step #2

Celebrate and reward students meeting attendance behavior goals

Person Monitoring:

Leadership Team & Paul Fay

By When/Frequency:

Daily, Weekly, Monthly, Quarterly, Each Semester

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

step:

Frequent celebrations and distribution of tangible rewards are scheduled; weekly according to attendance goals & PBIS Rewards earned (Bus & PPU Riders, PBIS Rewards), Monthly (Lunch Loot-Free Seat Friday and/or treats), Quarterly (Eagle Egg Grade Level Prize, PBIS Store), Semester (Obstacle Course, Glow Day).

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

South Woods' School Improvement Plan will be disseminated to all necessary stakeholders. We will be unable to elicit support without communicating our goals and the plan to reach them. Upon the return of our staff, a presentation of individual, grade-level, and school-wide data was shared. This provided a time to celebrate improvements of our school grade "B" and focus on areas to improve. A school improvement plan was shared along with the steps needed for achievement. Our families and the community will have access to our SIP on our school website <https://www-swe.stjohns.k12.fl.us/> and will have the opportunity to provide input through participation in our monthly School Advisory Council meetings.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

South Woods will build positive relationships with parents, families, and other community stakeholders by hosting and participating in multiple events that bring everyone together for a common purpose, our students. We work with our Parent Teacher Organization (PTO), Community Partnership School members, district teams, and local organizations to make these happen. These events include Curriculum Nights, First Quarter Conferences, Quarterly Honor Roll & Character Counts Celebrations, Pre-K Family Nights, Basketball Games, Fall Festival, Winter Wonderland,

Hastings Holiday Parade, Literacy Week, Spring STEAM Night, and 5th Grade Promotion Ceremony. This year, grade levels will also host an afternoon family academic activity.

The Parental and Family Engagement Plan is made publicly available on our school website <https://www-swe.stjohns.k12.fl.us/>

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

South Woods plans to strengthen our academic program in the school, increase the amount and quality of learning time and help provide enriched and accelerated through the collaboration achieved in our Professional Learning Communities (PLCs). Our grade levels will collaborate weekly on the Tier 1, 2, & 3 instruction that must occur to achieve better results for the students they serve. PLCs meet weekly during their common planning time to unpack grade level standards to gain a better understanding of what students need to learn, then they meet biweekly on "Wonderful Wednesdays" to address what students will learn it, how to know if students learned the content or not. In addition, plans for reteach and enrichment lesson are formulated for target and/or small group instruction. Professional learning opportunities will be provided each week. Our coaches and/or interventionists are providing Professional Learning Bites that are related to current short-term happenings and additional trainings intended for long-term impacts. Professional Learning Bites include Administering Core Phonics, Oral Reading Fluency assessments, Facilitating DRAs, Morning Meetings, Setting Up your Gradebook, Deliberate Practice Growth Plan creation, Data Digs, PBIS, Tier I benchmark aligned instruction, math strategies for low performers, utilizing Lexia & IXL, Science of Reading, and Parent Square.

The last Wednesday of each month is set aside for District Professional Learning. Staff members have selected options that best suit their current need- Certification, Endorsement, or Individual Learning Path.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Considerations made throughout the development of South Woods' School Improvement Plan came from information gathered from participation in a variety of different programs. To begin, we have six braided PreK classes serving Head Start, ESE, and VPK students. These teachers and district support members meet with our team and families throughout the year to educate those in school and at home. Quarterly Reading Achievement Initiative for Scholastic Excellence (RAISE) meetings are attended by our Leadership team to learn about B.E.S.T. ELA content and pedagogy. These professional learning opportunities have extended our learning on team ideas for reading and writing related to the Science of Reading.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

South Woods ensures students have access to a school counselor, mental health services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. Our school counselor provides district required guidance lessons to each class during our scheduled Wonderful Wednesdays. She also organizes out of school and in school mentors to those that would benefit.

Students that need additional support outside of academics are discussed during the weekly MTSS Core meetings. These meetings are attended by our admin team, school counselor, social worker, behavior interventionist, Mental Health Counselor, Community Partnership Director, BRAVE Therapist, and Youth Resource Officer if needed.

South Woods provides a variety of activities before or after school that do not always focus on academic subject areas. These experiences include student leadership council, basketball, cheerleading, jump roping, running, art, gardening, culinary, soccer, dance, robotics, chess, coding for kids, sewing, and chorus.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Not Applicable.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

South Woods follows a school-wide Positive Behavioral Interventions and Supports (PBIS). PBIS uses evidence and data-based programs, practices, and strategies to frame behavioral improvement relating to student growth in academic performance, safety, behavior, and establishing and maintaining positive school culture. Morning meetings are conducted each day to build classroom culture and instruct Second Step social skill lessons. Students are recognized for following schoolwide and classroom expectations. Celebrations and incentives are scheduled to encourage continued participation.

Students who need another layer of support are provided a Tier 2 or even a tier 3 behavior intervention plans.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Professional learning opportunities are provided weekly. Our coaches and/or interventionists are providing Professional Learning Bites that are related to current short-term happenings and additional trainings intended for long-term impacts. Professional Learning Bites include Administering Core Phonics, Oral Reading Fluency assessments, Facilitating DRAs, Morning Meetings, Setting Up your Gradebook, Deliberate Practice Growth Plan creation, Data Digs, PBIS, Tier I benchmark aligned instruction, math strategies for low performers, utilizing Lexia & IXL, Science of Reading, and Parent Square.

The last Wednesday of each month is set aside for District Professional Learning. Staff members have selected options that best suit their current need- Certification, Endorsement, or Individual Learning Path.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

South Woods has six PreK classes. Four follow a braided model; 6 Head Start students, 6 ESE students, and 6 VPK students. The other two PreK classes serve all ESE PreK students that require more intensive support. The PreK PLC meets weekly with our leadership team to discuss their student data and historical trends that can be addressed through target instruction. Proactive measures are taken to screen students and identify supports students will need before entering Kindergarten.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

South Woods' student resources are selected from an approved list from St. Johns County School District. Adopted curriculum pieces have been inventoried and distributed to staff members working with our students. Digital resources are also be found on the Elementary One Note Curriculum Map. Student performance on diagnostics drives the resources selected.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

St. Johns County School District has identified research-based resources for Tier 1, 2, and 3 instruction. South Woods uses the SAVAAS adopted ELA and Math for Tier 1 instruction for the core subject areas in grade levels. For reteach in small groups, My Focus lessons are used in 3-5 and Geodes in 3rd grade to build fluency. For math reteach, the Envision Intervention kits is used. For remediation, during Target Time, My Focus lessons are used for comprehension and Foundations lessons are used to improve phonics gaps. Remediation in math is done with MDIS lessons.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00